



3

Skylark

A multi-skill course
in English





Skylark

A multi-skill course
in English

Coursebook



Debahuti Das

Author

Sumita Banerjea

Author

Hilda Peacock

Consultant Editor

CONTENTS



Preface.....	3
Walkthrough.....	4
Detailed Contents.....	6
Acknowledgements.....	8
Read and Enjoy.....	9
1. Moon So Round and Yellow— <i>Matthias Barr</i>	10
2. Catch That Cat!— <i>Tharini Viswanath</i>	16
3. If I Were a King— <i>A A Milne</i>	24
4. The Poor Man.....	30
5. Gorilla— <i>Martin Honeysett</i>	38
6. Going for the Doctor— <i>Anna Sewell</i>	44
7. Rip Van Winkle— <i>Washington Irving</i>	52
8. Little by Little.....	61
9. The Curious Baby Elephant— <i>Rudyard Kipling</i>	66
10. Pinocchio— <i>Carlo Collodi</i>	73
11. The Robin.....	82
12. Toys for a Big Boy— <i>Chitra Padmanabhan</i>	88
13. The Tale of Peter Rabbit— <i>Beatrix Potter</i>	95
14. Just Imagine— <i>Santhini Govindan</i>	103
15. The Seed of Truth— <i>Sudha Murthy</i>	109
16. The King and His Dream.....	117
Listening Text.....	127

PREFACE

Madhubun Educational Books has published an exciting new series of coursebooks and workbooks for Classes 1–8. Although largely meant for ICSE schools, the series cuts across school examination boards and makes for good reading to anyone who is searching for cross-cultural and contemporary literature. Each coursebook is age-appropriate and has, apart from the text, a wide range of activities and exercises which will not only teach the pupil the various aspects and nuances of language, grammar, syntax and other parts of language learning, but also spur on the reader to explore other writings both in prose and in poetry.

This series is specially recommended because it offers to the reader a wide range of literary work that is both sensitively written and inspiring in content. The editors have ensured that there is adequate representation of women writers; examples of English as it is used, written and spoken in different parts of the world; subaltern writings and selections expressing the voices of the marginalised and the voiceless; always keeping in mind that the language is inclusive and contemporary without being archaic or convoluted.

One of the most potent vehicles of teaching human values and morals is literature, and every piece chosen here carries a powerful social message. Thus, it is that this series carries the voices of the girl child and people living with disabilities; the songs and poems of hitherto oppressed and marginalised communities.

Using this series in a school would, therefore, ensure that the pupils grow up to be not just readers and writers of good English, but also people who will be compassionate and conscious of the world around them. This is, after all, the overarching aim of education, and if, through this series, teachers are able to inculcate these human values in a way that is enjoyable, flexible and motivational, then 'education for transformation' will no longer be mere jargon in teachers' handbooks.

The chapters and the exercises may be used in a wide variety of ways—with storytelling sessions, poetry reading, poetry writing, role play and play reading—within the limits of the English period. Through this series it is hoped that the classroom will once again become lively, interactive and an enjoyable place of learning and growth where both teacher and pupil will realise their own potential to appreciate higher literature and enhance critical thinking.

I heartily recommend these books because of their multipronged approach to the teaching-learning experience. I have immensely enjoyed working on them, and I foresee in their use an enriched teacher-pupil relationship, and an altogether happy classroom experience.

—Hilda Peacock
(Consultant Editor)



WALKTHROUGH

Selections R L

grade-appropriate, inclusive, contemporary and child-friendly—many Indian writers

Getting Started L S

warm-up questions and discussion topics

2 **Catch That Cat!**

Getting Started

- Have you ever had the experience of looking for a pet that had got lost?
- What are your feelings when something you love gets lost?

Dip Dip was the naughtiest child in school. One morning, as Dip Dip was getting ready for school, her little friend Meemo **barge** into her room. 'Kaapi's lost!' Meemo **wailed**. Kaapi was Meemo's cat. 'Don't worry, Meemo,' Dip Dip said. 'You go to school. I'll look for Kaapi.' Dip Dip put on her uniform. She packed her bag, picked up her lunch box, and let her brother **wheel** her to the bus stop like he did every day.

11 The Robin

Getting Started

- Which is your favourite season?
- If you are sad, what do you do to make yourself happy?

Robin sang sweetly
When the days were bright:
'Thanks, thanks for summer,'
He sang with all his **might**.

Robin sang sweetly,
In the **autumn** days,
'There are fruits for everyone;
Let all give praise.'

In the cold and **wint**ry weather,
Still hear his song:
'Somebody must sing,' said Robin
'Or winter will seem long.'

When the **spring** came back again,
He sang, 'I told you so!
Keep on singing through the winter
It will always go.'

About the Author R

information on the authors and their works

Words to Know R

meanings of selected words from the text

Understanding the Text R W

comprehension questions

About the Author

Joseph Rudyard Kipling (1865-1936) was an English journalist, short-story writer, poet and novelist. The Jungle Book, Kim and The Man Who Would Be King are some of his well-known works.

Words to Know

curious	eager to know something	musky	strong smelling
spank	to slap	tusky	long pointed tooth
trudging	a long and tiring walk	haunches	the back part of the body
Budging	moving		

Understanding the Text

A. Tick (✓) the correct answers.

- The crocodile _____
 - wanted to play with the baby elephant
 - wanted to eat the baby elephant
 - had a bad throat and could not talk loudly
- The crocodile had a mouth which _____
 - was clean and fresh smelling
 - had no teeth
 - was musky and tusky
- The crocodile caught the baby elephant _____
 - by his tail
 - by his nose
 - by his leg

_____ baby elephant wrapped his nose in cool banana leaves _____ as it had become long

Playing with Words

usage of the words **R** **S** **W**
acquired

B. Find the homes of the given animals in the word grid. One has been done for you.

Learning the Language

The words **a**, **an** and **the** are called **articles**.
A is used before singular nouns that begin with a consonant sound.
 For example: a girl, a boy, a uniform
An is used before singular nouns that begin with a vowel sound.
 For example: an apple, an elephant, an hour

A. Fill in the blanks with a or an.

- _____ building
- _____ egg
- _____ yellow car
- _____ umbrella
- _____ igloo
- _____ hut

C. Fill in the blanks with was, were and had.

- When the team lost the match, the team members _____ sad.
- The movie that we watched yesterday _____ very funny.
- The circus we attended last evening _____ four clowns.
- Govind and Geeta _____ classmates last year.
- My tooth _____ painning last night.
- Veena _____ a headache last night.

Listening

A. Your teacher is going to read out a few descriptions. Listen to them carefully and number the pictures according to the sequence of the descriptions.

Playing with Words

A. Complete the crossword with ee, ie, ei or ea words.

Across

- twelve months
- a humming insect
- not shallow
- Santa's vehicle
- a loud yell

Down

- to jump
- it is used for stitching
- person staying next door
- one who steals
- a group of people playing together

B. Match the pictures with the professions. Write a sentence on each profession.

- singer
- puppet maker
- plumber
- tailor
- carpenter
- vet

Learning the Language

nuances of English
grammar

Speaking

A. Work in pairs and take turns in asking questions on directions and replying. Make up your own questions. Two have been done for you.

BOY: CAN YOU PLEASE TELL ME WHERE THE LOCAL MARKET IS?
 POLICE OFFICER: SURE! GO STRAIGHT TILL YOU SEE A TRAFFIC LIGHT. TURN LEFT FROM THERE. THE MARKET WILL BE ON YOUR LEFT.
 BOY: THANK YOU!

GIRL: EXCUSE ME, CAN YOU TELL ME THE WAY TO THE LIBRARY, PLEASE?
 POLICE OFFICER: TAKE THE FIRST TURNING ON THE RIGHT. THE LIBRARY WILL BE ON YOUR LEFT.
 GIRL: THANK YOU!

Listening and Speaking

L **S** **R**
practical
conversation
exercises

Writing

practice in
composition

Writing

A. You have read the story Pinocchio. Now, write it in your own words in not more than ten sentences. You may use the given hints in your writing.

Geppetto wants a real son—fairy casts a magic spell on his favourite puppet Pinocchio—Pinocchio misses school for puppet show—evil puppet master locks him—good fairy saves Pinocchio—Pinocchio leaves for Fish Island—Geppetto goes out to sea to save son—whale swallows him and Pinocchio—both are saved

Detailed Contents

S. No.	Chapter	Playing with Words	Learning the Language	Listening	Speaking	Writing
1.	Moon So Round and Yellow	<ul style="list-style-type: none"> Rhyming Words Antonyms Adjectives 	<ul style="list-style-type: none"> Sentences Interjections 			<ul style="list-style-type: none"> Writing a paragraph with the help of given words/phrases
2.	Catch That Cat!	<ul style="list-style-type: none"> Suffixes (-y, -ful, -er) Odd word out Dictionary (alphabetical order) 	<ul style="list-style-type: none"> Common nouns Proper nouns 	<ul style="list-style-type: none"> Listening to fill in the blanks 	<ul style="list-style-type: none"> Introducing a person 	<ul style="list-style-type: none"> Making a list
3.	If I Were a King	<ul style="list-style-type: none"> Word collocation Homophones Synonyms 	<ul style="list-style-type: none"> Singular and plural nouns Countable and uncountable nouns 			<ul style="list-style-type: none"> Invitation
4.	The Poor Man	<ul style="list-style-type: none"> Compound words Punctuation (capital letters, full stops) Fill in the blanks with words from the lesson 	<ul style="list-style-type: none"> Gender of nouns Possessive nouns 	<ul style="list-style-type: none"> Listening and choosing the correct options 	<ul style="list-style-type: none"> Tongue-twisters 	<ul style="list-style-type: none"> Sequencing and completing a story
5.	Gorilla	<ul style="list-style-type: none"> Rhyming words Word pairs Word collocation 	<ul style="list-style-type: none"> Pronouns Replacing nouns with pronouns 			<ul style="list-style-type: none"> Rhyming poem
6.	Going for the Doctor	<ul style="list-style-type: none"> Spelling (scrambled words) Word search (names of animal homes) 	<ul style="list-style-type: none"> Articles (a, an, the) 	<ul style="list-style-type: none"> Listening to sequence 	<ul style="list-style-type: none"> Role-play 	<ul style="list-style-type: none"> Descriptive paragraph
7.	Rip Van Winkle	<ul style="list-style-type: none"> Dictionary (alphabetical order) Partitive nouns Phrasal verbs 	<ul style="list-style-type: none"> Adjectives 	<ul style="list-style-type: none"> Listening to fill in the blanks 	<ul style="list-style-type: none"> Enacting an interview 	<ul style="list-style-type: none"> Picture-based composition
8.	Little by Little	<ul style="list-style-type: none"> Making small words from large words Synonyms Antonyms 	<ul style="list-style-type: none"> Degrees of adjectives 			<ul style="list-style-type: none"> Thank-you note

S. No.	Chapter	Playing with Words	Learning the Language	Listening	Speaking	Writing
9.	The Curious Baby Elephant	<ul style="list-style-type: none"> Matching the movements and the sounds with the animals Punctuation (using full stops and capital letters) Framing questions with given wh- words 	<ul style="list-style-type: none"> Using the infinitive 'to + verb' 	<ul style="list-style-type: none"> Listening to frame questions 	<ul style="list-style-type: none"> Narrating a funny incident to the class 	<ul style="list-style-type: none"> Book review
10.	Pinocchio	<ul style="list-style-type: none"> Crossword (using ee, ie, ei, ea words) Professions 	<ul style="list-style-type: none"> Using am, is, and are Using has, have, had, was, and were 	<ul style="list-style-type: none"> Listening to descriptions and identifying pictures 	<ul style="list-style-type: none"> Politely asking for directions 	<ul style="list-style-type: none"> Summary
11.	The Robin	<ul style="list-style-type: none"> Names of animal babies Rhyming words Making new words 	<ul style="list-style-type: none"> Verbs Tenses 			<ul style="list-style-type: none"> Picture-based composition
12.	Toys for a Big Boy	<ul style="list-style-type: none"> Dictionary (finding meanings of words) Phrases 	<ul style="list-style-type: none"> Subject and predicate Subject, verb, object 	<ul style="list-style-type: none"> Listening for true or false 	<ul style="list-style-type: none"> Enacting a telephonic conversation 	<ul style="list-style-type: none"> Reflective paragraph
13.	The Tale of Peter Rabbit	<ul style="list-style-type: none"> Spelling (adding missing vowels) Homophones Synonyms 	<ul style="list-style-type: none"> Contractions Changing statements to questions 	<ul style="list-style-type: none"> Listening and numbering 	<ul style="list-style-type: none"> Identifying differences in pictures and talking about them 	<ul style="list-style-type: none"> Filling speech bubbles
14.	Just Imagine	<ul style="list-style-type: none"> Collective nouns Fill in the blanks with words from the poem Abbreviations 	<ul style="list-style-type: none"> Adverbs Adverbs from adjectives 			<ul style="list-style-type: none"> Picture-based composition
15.	The Seed of Truth	<ul style="list-style-type: none"> Using prefixes (im-, il-, dis-, un-, mis-, and in-) Dictionary (finding meanings of words) Spelling (using its, it's) Punctuation (using commas) 	<ul style="list-style-type: none"> Kind of adverbs Negative sentences using 'not' 	<ul style="list-style-type: none"> Listening to words and finding their homophones 	<ul style="list-style-type: none"> Conversing with a partner 	<ul style="list-style-type: none"> Informal letter
16.	The King and His Dream	<ul style="list-style-type: none"> Using suffixes (-ship, -ness, and -ment) Using words and phrases from the lesson 	<ul style="list-style-type: none"> Conjunctions Prepositions 	<ul style="list-style-type: none"> Listening and filling information 	<ul style="list-style-type: none"> Role-play 	<ul style="list-style-type: none"> Dialogue

ACKNOWLEDGEMENTS

We would like to thank the following for granting permission to use their content:

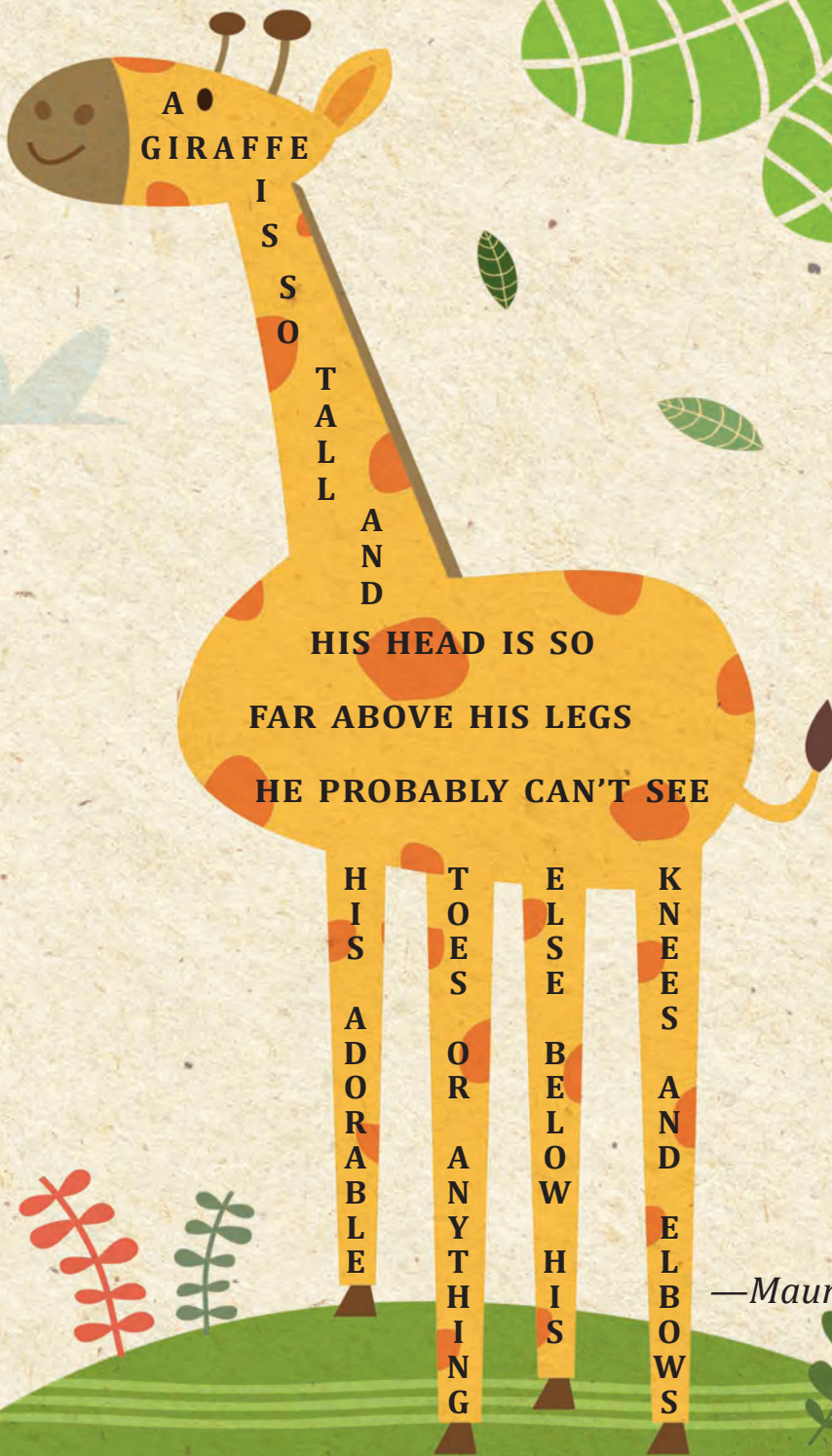
Toys for a Big Boy by Chitra Padmanabhan [© Pitara.com]

Catch that Cat! By Tharini Viswanath, published by Tulika Publishers, Chennai, 2013

The Seed of Truth by Sudha Murthy

Just Imagine by Santhini Govindan

In some instances we have been unable to trace the owners of copyright material and we would appreciate any information that would enable us to do so. Every effort has been made to trace or contact the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.



A
GIRAFFE

I
S
S
O

T
A
L
L

A
N
D

HIS HEAD IS SO

FAR ABOVE HIS LEGS

HE PROBABLY CAN'T SEE

H
I
S
A
D
O
R
A
B
L
E

T
O
E
S
O
R
A
N
Y
T
H
I
N
G

E
L
S
E
B
E
L
O
W
H
I
S

K
N
E
E
S
A
N
D
E
L
B
O
W
S

Read and
Enjoy

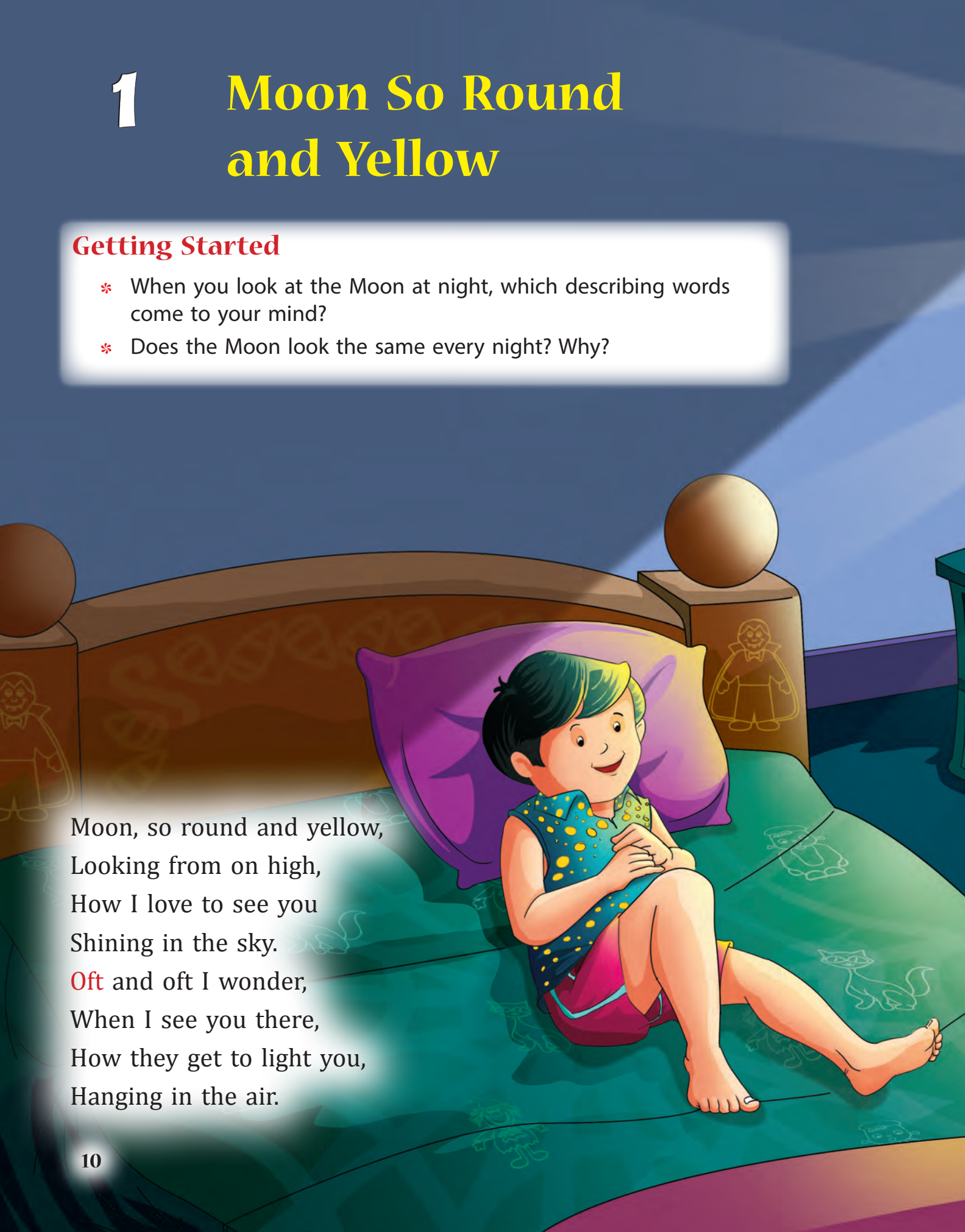
—Maureen W Armour

1

Moon So Round and Yellow

Getting Started

- * When you look at the Moon at night, which describing words come to your mind?
- * Does the Moon look the same every night? Why?

A colorful illustration of a young child with dark hair, wearing a blue sleeveless top with yellow polka dots and pink shorts, sitting on a green bed. The child is looking up at a large, glowing yellow moon in a dark blue night sky. The bed has a purple pillow and a brown headboard with a circular finial. The bedsheet has faint white drawings of a cat and a dog. The overall scene is peaceful and evocative of a child's bedtime thoughts.

Moon, so round and yellow,
Looking from on high,
How I love to see you
Shining in the sky.

Oft and oft I wonder,
When I see you there,
How they get to light you,
Hanging in the air.



Where you go at morning,
When the night is past,
And the sun comes **peeping**
O'er the hills at last.
Sometimes I will watch you
Slyly overhead,
When you think I'm sleeping
Snugly in my bed.

—Matthias Barr

Words to Know

oft often

peeping looking quickly and secretly

slyly secretly

overhead above someone's head

snugly comfortably



Understanding the Text

A. Fill in the blanks with the correct words from the poem.

1. Moon, so round and _____,
_____ from on high.
2. How they get to _____ you,
Hanging in the _____.
3. And the sun comes _____
O'er the _____ at last.
4. Where you go at _____,
When the _____ is past.
5. When you think I'm _____
_____ in my bed.



B. Answer the following questions.

1. Give two words from the poem to describe the Moon.
2. How does the child feel when he looks at the Moon?
3. Write two things that the child wonders about the Moon.
4. What happens to the Moon when the night is past?

C. Answer the questions with reference to the context.

1. *Sometimes I will watch you
Slyly overhead,
When you think I'm sleeping
Snugly in my bed.*

- Whom does the child watch?
- What is meant by the word *slyly*?
- Why does he watch slyly?

D. Think and answer.

- Where do you think the Moon goes when the Sun appears in the sky?



Playing with Words



Rhyming words have the same ending sounds.

For example: wonder and thunder, stick and wick

A. Find words in the poem which rhyme with the following:

- air _____
- overhead _____
- past _____
- peeping _____

B. Now, write two sets of rhyming words of your own and make sentences with them.

For example: I wish I could be as free as a tree.



Antonyms are words which are opposite in meaning to the given words.

For example: up—down, sad—happy

C. Now, write antonyms of the following words. One has been done for you.

- high low 2. above _____ 3. wide _____
- beautiful _____ 5. morning _____ 6. day _____

D. Tick (✓) the words that describe the given pictures. You may select more than one word.


1.




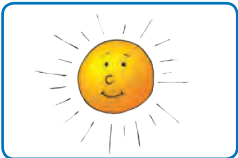
a. starry


b. yellow

c. scary

2.  a. rainy b. dull c. colourful

3.  a. dark b. fluffy c. black

4.  a. foggy b. cloudy c. sunny

5.  a. snowy b. windy c. rainy



Learning the Language



A **sentence** is a group of words which makes complete sense.

For example: The book on the table is new. (This is a sentence as it makes complete sense.)

The book on the table (This is not a sentence as it does not make complete sense.)

A sentence must begin with a **capital letter** and end in a **full stop** (.), a **question mark** (?) or an **exclamation mark** (!).

A. Write the words in the correct order to make complete sentences. Remember to punctuate them.

1. you live do where
2. puppet made a of is wood
3. will pizza eat we tonight
4. been London you ever have to
5. reading habit books good is a
6. school my this is



Skylark Coursebook - 3



Publisher : Madhubun Books

ISBN : 9789325986046

Author : Debahuti Das &
Sumita Banerjea

Type the URL : <http://www.kopykitab.com/product/20387>



Get this eBook