



5

Skylark

A multi-skill course
in English





Skylark

A multi-skill course
in English

Coursebook



Sonia Dhir

Author

Sumita Bhattacharjee

Author

Hilda Peacock

Consultant Editor

CONTENTS



Preface.....	3
Walkthrough.....	4
Detailed Contents.....	6
1. From a Railway Carriage— <i>R L Stevenson</i>	8
2. Down the Rabbit Hole— <i>Lewis Carroll</i>	15
3. The Tiger, the Brahmin, and the Jackal— <i>Vishnu Sharma</i>	24
4. The Kitten at Play— <i>William Wordsworth</i>	34
5. The Cricketing Legend.....	41
6. The Blind Men and the Elephant.....	50
7. The Little Boy’s May Day Song — <i>Eliza Lee Follen</i>	58
8. Digging for Treasure— <i>Edith Nesbit</i>	66
9. Why the Snail Is So Slow— <i>Santhini Govindan</i>	75
10. All the World Is a Rainbow.....	84
11. A School with a Difference— <i>Edward Verrall Lucas</i>	91
12. The Treasure Hunt— <i>R L Stevenson</i>	99
13. The Pied Piper of Hamelin— <i>Robert Browning</i>	107
14. Hannay Outwits the Germans— <i>John Buchan</i>	113
15. The Wings of Icarus— <i>Enid Blyton</i>	122
16. The Story of Johnny Head-in-Air— <i>Heinrich Hoffmann</i>	130
17. Eklavya and Dronacharya.....	138
Listening Text.....	149

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

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

Getting Started

warm-up questions and
discussion topics

The Cricketing Legend

Getting Started

If you were asked, what is cricket, you would say, it is a sport played between two teams with 11 players each, who score runs by running between wickets on a rectangle of flattened grass called the pitch. But, if you were asked, who is known as the 'God of Cricket', what would you say?

It was the year 1888, and the occasion was the 'Lord Harris Shield Inter-School Cricket Tournament at the Sassanian Cricket Club Ground, Azad Maidan, Mumbai. At one of the semi-final matches, Shardashram Vidyamandir was pitted against St Xavier's High School.



*The Harris Shield Cricket Tournament, played between schools in Mumbai, was founded in 1897 and is the longest-running cricket tournament in India.

7 The Little Boy's May Day Song

Getting Started

What do you think is unique about each season? Which is your favourite season and why? Share your view with the class.

The flowers are blooming everywhere,
On every hill and dell;
And O, how beautiful they are!
How fresh and sweet they smell!

The little brooks, they dance along,
And look so free and gay,
I love to hear their pleasant song;
I feel as glad as they.

The young lambs bleat and frisk about,
The bees hum round their hive,
The butterflies are coming out;
'Tis good to be alive.



Go forth, my child, and laugh and play,
And let your cheerful voice
With birds, and brooks, and merry May,
Cry loud, 'Rejoice! Rejoice!'

'I would not check your bounding mirth,
My little, happy boy;
For He who made this blooming earth
Smiles on an infant's joy.'

—Eliza Lee Follen

Footnotes

additional information

About the Author

information on the authors
and their works

Words to Know

meanings of selected words
from the text

Terms to Know

literary devices applied in
the poem

Understanding the Text

comprehension questions

About the Poet

Robert Louis Stevenson (1850–1894) was a Scottish novelist, poet, essayist and travel writer. He is well known for his works *Treasure Island*, *Kidnapped* and *Strange Case of Dr Jekyll and Mr Hyde*.

Words to Know

hedges	fences formed by closely growing bushes	brambles	prickly shrubs of the rose family
ditches	narrow channels dug to hold or carry water	tramp	a homeless person who travels around and lives by doing casual work or begging
charging	to rush forward, aggressively	lumping	moving forward with difficulty
clambers	to climb or move in a labourious way	glimpse	a brief or a partial view
scrambles	to move or make one's way quickly		

Terms to Know

Simile is a figure of speech in which one thing is compared to another of a different kind, using words like **as** or **like**.

For example: Charging along **like** troops in a battle.
Fly as thick **as** driving rain.

Understanding the Text

A. Tick (✓) the correct options.

- The railway carriages move like
a. a bolt of lightning.
b. brave soldiers rushing forward to face the enemy.
c. a bullock cart.
- Painted stations whistle by due to
a. the tremendous speed at which the engine was pulling the train.
b. the whistling service provided by the stations.
c. the absence of the stations.

Playing with Words

usage of the words
acquired

R S W

Playing with Words

A. Fill in the blanks with the correct form of the word given in the brackets by adding a suitable suffix from the ones provided in the box. One has been done for you.

-ing -ful -ity -ion -es -ly

- A letter of appreciation (appreciate) has been sent to Rina for her hard work.
- It is very thoughtful (thought) of Sonu to share her tiffin with her friend.
- The mystery of the Bermuda Triangle perplexed (perplex) all.
- He did not have an ounce of mercy or humanness (human) in him. peacefully (peaceful).
- Gradually (gradual) the storm passed and she slept peacefully (peaceful).
- Isha was now comforted (comfort) Shalini whose face still held the trace of tears.

B. Given below is a list of words. Identify the root word and the suffix used and then complete the table given below. One has been done for you.

Word	Root Word	Suffix
1. affliction	afflict	-ion
2. differently		
3. understanding		
4. citizenship		
5. assistance		
6. thoughtful		

Onomatopoeic words are those which imitate the natural sound of a thing.
For example: The buzzing bee flew away from the glass jar.
The gushing stream flows in the forest.
The words buzzing and gushing echo the sound of the bee and the stream respectively.

Learning the Language

A **noun** is a naming word. It names a person, place, animal, action, quality, feeling or anything we can think of.
For example: **Ronnie** denotes a particular person and is called a **proper noun**.
Table denotes an object or a thing and is called a **common noun**.
Honesty denotes a quality and it is called an **abstract noun**.
Committee denotes several persons or things, therefore, it is a **collective noun**.

A. Fill in the blanks with appropriate collective noun from the ones provided in the box. One has been done for you.

	pack	chest	constellation	anthology	bunch
1. a <u>range</u> of mountains					
3. a <u>fleet</u> of drawers					
5. a <u>pride</u> of stars					
7. an <u>anthology</u> of poems					
9. a <u>quiver</u> of ships					
2. a <u>troop</u> of lions					
4. a <u>troop</u> of grapes					
6. a <u>troop</u> of wolves					
8. a <u>troop</u> of arrows					
10. a <u>troop</u> of soldiers					

B. Complete the following table by forming abstract nouns from the words given below. One has been done for you.

1. brave	<u>bravery</u>	2. good	
3. priest		4. pursue	
5. infant		6. correct	
7. false		8. cold	

Learning the Language

nuances of English
grammar

R W

Listening

Nouns can be both **countable** and **uncountable**. Nouns that we can count are countable. Such nouns are used with **a** or **an** when singular. **The** is used for both singular and plural forms. No article is used when the plural is used in a general sense.
For example: Jhuma is a talented singer. (countable)
Who is the singer performing next? (countable)
Have all the singers performed? (countable)

Uncountable nouns are nouns that cannot be counted. Such nouns take only singular form and **a** or **an** is not used with them. Only **the** is used in specific cases.
For example: Will you have milk for breakfast? (uncountable)
The milk sold in packets is not always good. (uncountable)

C. Identify the nouns from the poem and then classify them as countable or uncountable. One has been done for you.

kitten countable
air uncountable

A. Your teacher is going to read out a list of newspaper headlines and display some pictures associated with those headlines in random order. Listen carefully and match the headlines with the pictures.

Listening and Speaking

practical
conversation
exercises

L S R

Writing

practice in
composition

W

Speaking

A. Given below are four pictures on inappropriate behaviour of young children. Observe the pictures carefully and speak about the steps that could be taken to prevent such behaviour.

Writing

A. Look at the picture of a haunted house given below. Write a letter to your friend who stays abroad and describe your visit to the haunted house.

L Listening

S Speaking

R Reading

W Writing

Detailed Contents

S. No.	Chapter	Playing with Words	Learning the Language	Listening	Speaking	Writing
1.	From a Railway Carriage	<ul style="list-style-type: none"> Synonyms Alliteration 	<ul style="list-style-type: none"> Kinds of sentences Punctuation: (Capital letters) (,) (.) (?) (!) 	<ul style="list-style-type: none"> Listening for correct information 	<ul style="list-style-type: none"> Talking about oneself 	<ul style="list-style-type: none"> Writing a paragraph with the help of given words/phrases
2.	Down the Rabbit Hole	<ul style="list-style-type: none"> Homophones Spelling (contractions) Idioms 	<ul style="list-style-type: none"> Phrases Apostrophe Interjections 	<ul style="list-style-type: none"> Listening to pairs of homophones and choosing the correct word 	<ul style="list-style-type: none"> Enacting a conversation between characters from the text 	<ul style="list-style-type: none"> Describing someone and drawing a picture
3.	The Tiger, the Brahmin, and the Jackal	<ul style="list-style-type: none"> Names of wild animals Words for states of mind Dictionary (same words as different parts of speech) 	<ul style="list-style-type: none"> Subject and predicate Adverbs—comparative and superlative, irregular adverbs 	<ul style="list-style-type: none"> Listening to a passage and answering questions 	<ul style="list-style-type: none"> Expressing gratitude 	<ul style="list-style-type: none"> Studying a picture and writing a few lines on it
4.	The Kitten at Play	<ul style="list-style-type: none"> Rhyming words Similes Find words for given meanings 	<ul style="list-style-type: none"> Nouns (collective, abstract, countable and uncountable) 	<ul style="list-style-type: none"> Matching information with pictures correctly 	<ul style="list-style-type: none"> Telephonic conversation seeking information 	<ul style="list-style-type: none"> Writing a short poem/limerick
5.	The Cricketing Legend	<ul style="list-style-type: none"> Idioms Words in context Spelling (misspelt words) 	<ul style="list-style-type: none"> Adjectives (quality, quantity, number), degrees of comparison 	<ul style="list-style-type: none"> Listening to interviews and answering questions based on it 	<ul style="list-style-type: none"> Enacting a discussion as a cricket commentator 	<ul style="list-style-type: none"> Preparing a newspaper report
6.	The Blind Men and the Elephant	<ul style="list-style-type: none"> Suffixes Antonyms Phrases and their meanings 	<ul style="list-style-type: none"> Personal pronouns Pronouns (reflexive and emphatic) 	<ul style="list-style-type: none"> Listening for missing information 	<ul style="list-style-type: none"> Talking to the class about a visit to a national park or a wildlife sanctuary 	<ul style="list-style-type: none"> Writing a diary
7.	The Little Boy's May Day Song	<ul style="list-style-type: none"> Words for animal/bird sounds Homonyms Synonyms 	<ul style="list-style-type: none"> Articles (indefinite and definite) 	<ul style="list-style-type: none"> Listening to rhyming words and selecting the correct rhyming words from a verse 	<ul style="list-style-type: none"> Reading a poem with correct stress 	<ul style="list-style-type: none"> Describing a place/season and making a collage of photographs
8.	Digging for Treasure	<ul style="list-style-type: none"> Dictionary (guide words) Using speak/say/tell Crossword 	<ul style="list-style-type: none"> Possessive pronouns and adjectives 	<ul style="list-style-type: none"> Dictation 	<ul style="list-style-type: none"> Asking permission politely 	<ul style="list-style-type: none"> Writing about an incident from the past
9.	Why the Snail Is So Slow	<ul style="list-style-type: none"> Proverbs Anagrams Words showing movement 	<ul style="list-style-type: none"> Subject-verb agreement Infinitives 	<ul style="list-style-type: none"> Listening to a story and answering questions 	<ul style="list-style-type: none"> Discussing values in a group and expressing an opinion 	<ul style="list-style-type: none"> Collecting information about an animal and writing a paragraph

S. No.	Chapter	Playing with Words	Learning the Language	Listening	Speaking	Writing
10.	All the World Is a Rainbow	<ul style="list-style-type: none"> Synonyms Spelling (homophones) Dictionary (finding idioms and phrases) 	<ul style="list-style-type: none"> Question tags, verbs from nouns Gerunds 	<ul style="list-style-type: none"> Listening to a short text and writing the missing words 	<ul style="list-style-type: none"> Talking to the class about cleanliness 	<ul style="list-style-type: none"> Writing a poem
11.	A School with a Difference	<ul style="list-style-type: none"> Suffixes Sound words (onomatopoeia) 	<ul style="list-style-type: none"> Object of a verb, transitive and intransitive verbs 	<ul style="list-style-type: none"> Listening to an invitation and answering questions 	<ul style="list-style-type: none"> Enacting a conversation 	<ul style="list-style-type: none"> Writing an informal letter to a family member/friend about school
12.	The Treasure Hunt	<ul style="list-style-type: none"> Using the dictionary (identifying parts of speech) Using listen/hear 	<ul style="list-style-type: none"> Present tense (simple, continuous, perfect) Past participle 	<ul style="list-style-type: none"> Listening and marking places on a map 	<ul style="list-style-type: none"> Planning in a group and discussing steps to do something 	<ul style="list-style-type: none"> Sequencing and imagining the end of a story
13.	The Pied Piper of Hamelin	<ul style="list-style-type: none"> Rhyming words Types of musical instruments Synonyms 	<ul style="list-style-type: none"> Future tense (simple, continuous) 	<ul style="list-style-type: none"> Listening to a poem and filling in the missing words 	<ul style="list-style-type: none"> Reciting a poem 	<ul style="list-style-type: none"> Providing an alternate ending to a story
14.	Hannay Outwits the Germans	<ul style="list-style-type: none"> Collocations Idioms Reporting words 	<ul style="list-style-type: none"> Active and passive voice Punctuation (‘ ’) 	<ul style="list-style-type: none"> Listening to author’s biography and answering questions 	<ul style="list-style-type: none"> Enacting a conversation between characters from the text 	<ul style="list-style-type: none"> Writing a letter on an imaginary situation
15.	The Wings of Icarus	<ul style="list-style-type: none"> Antonyms Words to describe people Using make/do 	<ul style="list-style-type: none"> Prepositions and prepositional phrases Conjunctions 	<ul style="list-style-type: none"> Listening for information 	<ul style="list-style-type: none"> Talking to a partner about obedience 	<ul style="list-style-type: none"> Making a list of things needed to make something that flies like a hot air balloon or the parts of a plane/helicopter
16.	The Story of Johnny Head-in-Air	<ul style="list-style-type: none"> Words in context Synonyms Spelling (ie and ei) 	<ul style="list-style-type: none"> Adverbs (manner, time, place, frequency) 	<ul style="list-style-type: none"> Listening for instructions 	<ul style="list-style-type: none"> Speaking on a given topic 	<ul style="list-style-type: none"> Writing a letter describing an event
17.	Eklavya and Dronacharya	<ul style="list-style-type: none"> Prefixes Dictionary (US and UK spelling) Spelling (editing for incorrect spelling) 	<ul style="list-style-type: none"> Direct and indirect speech 	<ul style="list-style-type: none"> Listening to the beginning of a story and continuing it 	<ul style="list-style-type: none"> Enacting a play in small groups 	<ul style="list-style-type: none"> Writing a dialogue

1

From a Railway Carriage

Getting Started

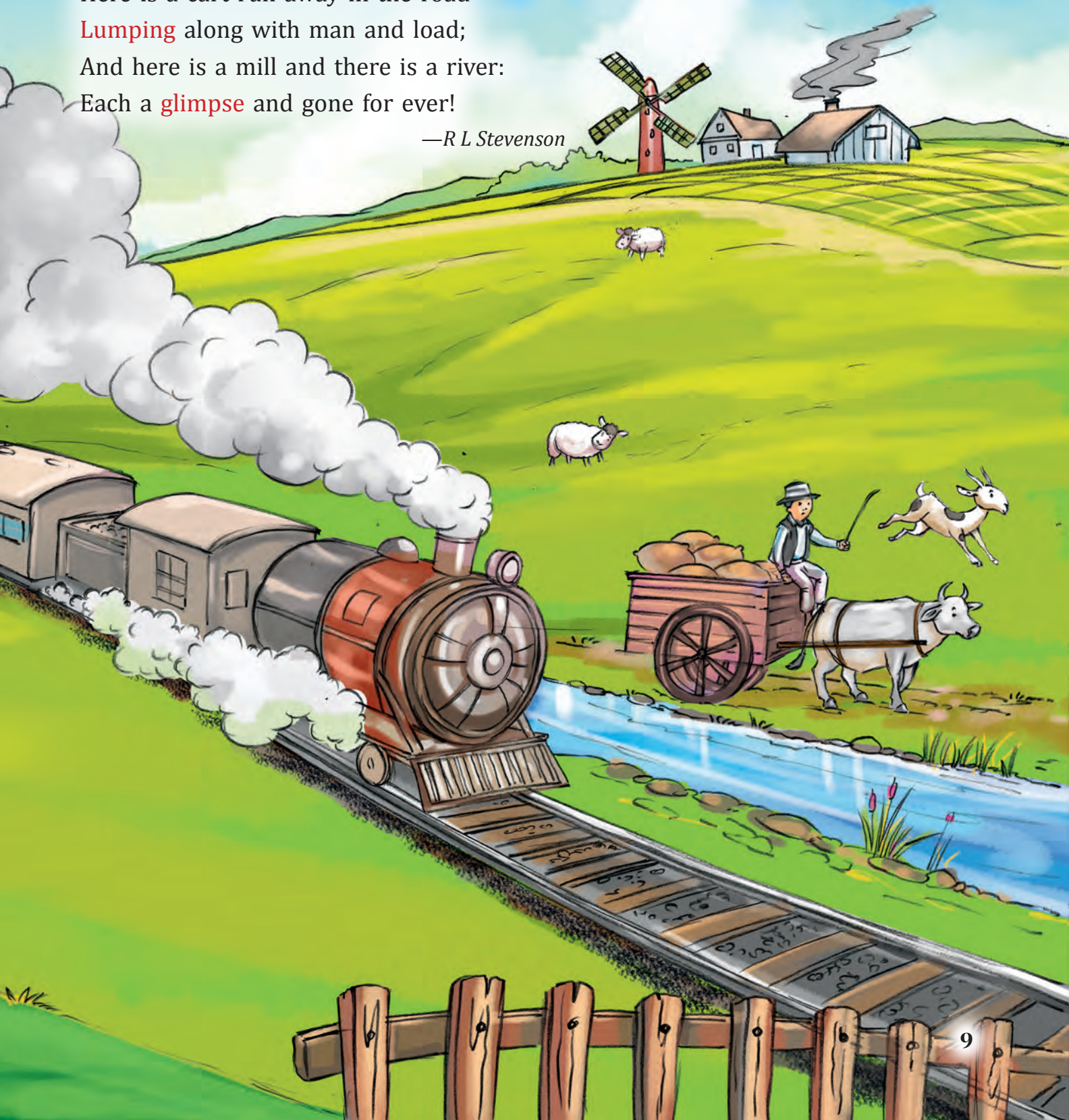
- * Do you like to travel by train? What makes a train journey interesting, fun and a learning experience?

Faster than fairies, faster than witches,
Bridges and houses, **hedges** and **ditches**;
And **charging** along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.



Here is a child who **clambers** and **scrambles**,
All by himself and gathering **brambles**;
Here is a **tramp** who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road
Lumping along with man and load;
And here is a mill and there is a river:
Each a **glimpse** and gone for ever!

—R L Stevenson



About the Poet

Robert Louis Stevenson (1850–1894) was a Scottish novelist, poet, essayist and travel writer. He is well known for his works *Treasure Island*, *Kidnapped* and *Strange Case of Dr Jekyll and Mr Hyde*.

Words to Know

hedges	fences formed by closely growing bushes	brambles	prickly shrubs of the rose family
ditches	narrow channels dug to hold or carry water	tramp	a homeless person who travels around and lives by doing casual work or begging
charging	to rush forward, aggressively	lumping	moving forward with difficulty
clambers	to climb or move in a labourious way	glimpse	a brief or a partial view
scrambles	to move or make one's way quickly		

Terms to Know

Simile is a figure of speech in which one thing is compared to another of a different kind, using words like **as** or **like**.

For example: Charging along **like** troops in a battle.

Fly as thick **as** driving rain.



Understanding the Text

A. Tick (✓) the correct options.

- The railway carriages move like
 - a bolt of lightning.
 - brave soldiers rushing forward to face the enemy.
 - a bullock cart.
- Painted stations whistle by due to
 - the tremendous speed at which the engine was pulling the train.
 - the whistling service provided by the stations.
 - the colourful appearance of the stations.

3. A tramp stands by and gazes as
 - a. it is his occupation to stare at passing trains.
 - b. being homeless and out in the fields he casually sees trains passing.
 - c. he needs to count the carriages of the train.
4. The cart, the hill and river, each a glimpse and gone forever is due to
 - a. the moment of sighting each never coming back.
 - b. their disappearance forever.
 - c. the train changing its route.

B. Answer the following questions.

1. To which supernatural creature has the speed of the train been compared?
2. Name any four sights of the hill and the plain when the train rushes by.
3. The child *all by himself* is *gathering brambles*. Give one word for 'all by himself'.
4. What do you understand by the term 'stringing the daisies'?
5. What does the term *lumping along* seem to signify?

C. Answer this question with reference to the context.

1. Explain the lines:
*All of the sights of the hill and the plain
Fly as thick as driving rain;*

D. Think and answer.

1. R L Stevenson enjoyed travelling. As a traveller 'From a Railway Carriage', what do you think the author saw and captured in his mind and heart forever?

E. Read and appreciate the poem.

1. Given below are few lines from the poem. Explain these lines in your own words to express the poet's view about the train journey.

*Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle*





Playing with Words

A. Fill in the blanks with the synonyms (words having the same or similar meanings) of the highlighted words from the box.

faster

charging

tramp

clambers

gazes

1. A **vagabond** is a homeless man. He is often referred to as a _____.
2. **Speedier** action would have saved the man's life, if only the doctor had been _____ in reaching him.
3. The flood waters were seen **rushing** down _____ towards the unsuspecting villagers asleep in their homes.
4. Like his father, a mountaineer who **climbs** and scales peaks, he _____ up all possible heights around him.
5. He **stares** at all new things just as he _____ at Nature's beauty.

B. Alliteration is the repetition of a letter or sound at the beginning of words in a sentence – The white **foam flew**. Can you find examples of alliteration in the poem?



Learning the Language



movie with friends fun watching is a. Do such words make good sense at first glance? Obviously, not. For words to make sense they must be arranged in a sentence. A sentence must begin with a capital letter and end with a full stop, a question mark or an exclamation mark. Most importantly, the words must be arranged in a proper manner. As such we must say: Watching a movie with friends is fun.

Sentences are of four kinds:

Assertive sentence (a statement): It simply states, asserts or declares something.

For example: I like eating mangoes.

Imperative sentence: It expresses a command, request, desire or wish.

For example: Please carry your water bottle to school every day.

Interrogative sentence: It asks a question and ends with a **question mark**.

For example: What kind of books do you enjoy reading?

Exclamatory sentence: It expresses a sudden strong and intense feeling like shock, amazement, joy, grief, pity, sympathy and gratitude. It usually ends with an exclamation mark (!).

For example: What an interesting game!

A. Identify the sentence types.

1. Fairies are generally associated with magic.
2. Did the students complete their assignments?
3. Oh no! We lost the match.
4. Maya plays the violin as well as the sitar.
5. 'Girls, please assemble in the hall,' said the teacher.
6. Hurrah! We are finally going on an excursion.



Punctuation marks are used for dividing our writing into sentences and phrases, and add sense and clarity to what needs to be expressed. Punctuation marks include **commas**, **full stops**, **question marks** and **exclamation marks**, as well as the use of **capital letters**.

Capital letters are used at the beginning of sentences, for proper nouns and for the pronoun **I**.

For example: You and **I** can live together in **M**umbai.

Commas (,) are used for dividing parts of a sentence or items in a list.

For example: The breakfast served this morning comprised eggs, toast, milk and fruit.

Full stop (.) is a mark that is used in writing to show the end of a sentence.

For example: The children thoroughly enjoyed their picnic.

Exclamation mark (!) is used after the utterance or experience of a strong emotion.

For example: Alas! The weather ruined the World Cup Finals.

Question mark (?) is used to indicate or ask a question.

For example: What are you doing at the moment?

B. Punctuate the passage given below with proper use of capital letters, comma (,), full stop (.), question mark (?) and exclamation mark (!).

oh i never knew you would arrive so early would you care for some tea the name of your new tutor is ram kumar mishra since he is a diligent man he expects an equal amount of sincerity from all of us despite his old age he works with verve vigour and vitality on a daily basis



Listening

A. Your teacher is going to read a to-do list for project. Listen carefully and write your answers.

1. How many members are to be in each group?
2. What content material must be brought from home?
3. What kind of file must be used?
4. What colour of ink must be used?
5. List any 4 stationery items that will be required for the project.
6. What must be avoided in the making of the project?



Speaking

A. Recall a train journey that you undertook recently. Work in pairs and share your experience with your classmates.



Writing

A. Imagine you are travelling by train and looking out of the window. Using the given words, write a paragraph on the things you catch a glimpse of as you whizz past.

bullock carts railway crossing grove green field plough
scarecrow well pond curious children

Skylark Coursebook - 5



Publisher : Madhubun Books

ISBN : 9789325986060

Author : Sonia Dhir &
Sumita Bhattacharjee

Type the URL : <http://www.kopykitab.com/product/20389>



Get this eBook