macmillan education

Aligned as per the Latest National Curriculum Framework for School Education: Preparatory Stage

Fourth Edition

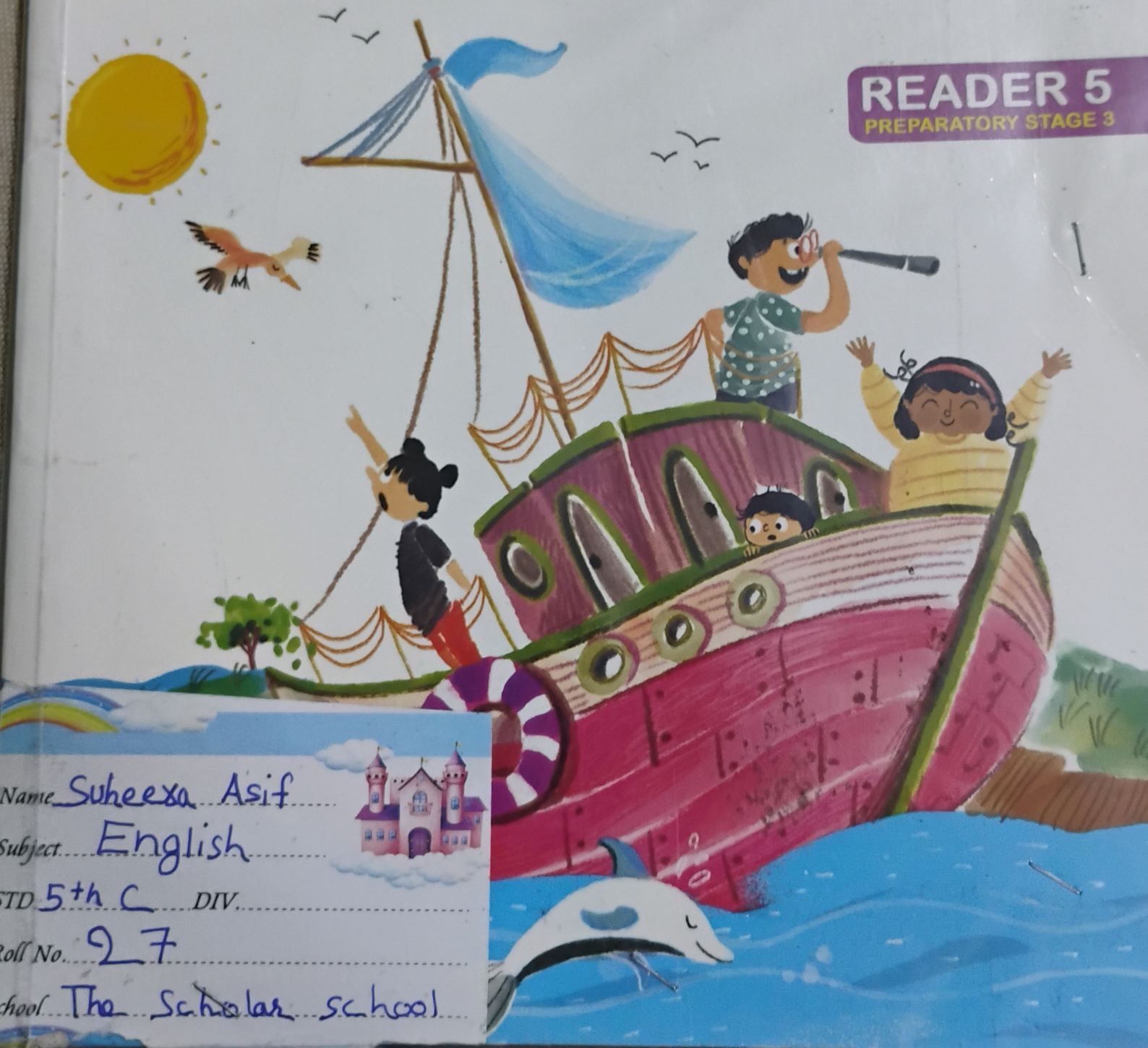
ENGLISH FERRY

A Course in Language and Literature

- Experiential Learning
- Multi-disciplinary Approach
- 21st Century Skills
- Art-integrated Learning
- Social-emotional Learning
- 360-degree Holistic Progress Cards

READER 5

PREPARATORY STAGE 3



Name Suheexa Asif

Subject English

STD 5th C DIV.

Roll No. 27

School The Scholar school

Contents

Tell Me a Story

1. What Makes the Lightning —*A Khasi folktale* 2
   Land of Story-books —*R L Stevenson* 13

The Bond of Friendship

2. Rikki-tikki and Nag —*Rudyard Kipling* 21
   Be a Friend —*Edgar Albert Guest* 34

Courage and Patriotism

3. Born Again—Arunima Sinha —*A biographical passage* 41
   Don't Give Up —*Phoebe Cary* 53
4. The Story of Dandi March —*Sandhya Rao* 59

Reading Comprehension 1 72

My India My Pride 1 74

Environment and Health

5. The Unshakeable *Bhungas* 77
   We Must Act Now! —*Anonymous* 92

Fun and Humour

6. The Tale of Peter Rabbit —*Helen Beatrix Potter* 98
   When I'm an Old Lady —*Joanne Bailey Baxter* 110

Birbal's Wit —*play* 117

Reading Comprehension 2 132

My India My Pride 2 134

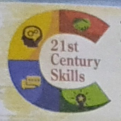
Icons in the Book

SEL — Social-emotional Learning

CCA — Cross-curricular Activity/ Multi-disciplinary Approach

AIL — Art-integrated Learning

6 The Tale of Peter Rabbit



- Responsibility
- Self-direction
- Critical Thinking and Problem Solving
- Communication
- Creativity

Warm-up

Do you have a friend who is naughty? Talk to a partner about the things that your friend does and why you think she/he is naughty.

Reading

- responsibility
- self-direction

Let's read a story about a naughty rabbit named Peter.

Four little rabbits—Flopsy, Mopsy, Cotton-tail and Peter—lived with their mother in a sandbank, underneath the root of a big fir tree.

Run along, my dears. Remember, don't get up to any mischief. Don't go into Mr McGregor's garden.

sandbank: deposit of sand on the river bank

Flopsy, Mopsy and Cotton-tail, who always listened to their mother, went to gather blackberries.

Just around the end of a cucumber frame, he saw Mr McGregor who angrily jumped up and ran after him.

Stop, thief!

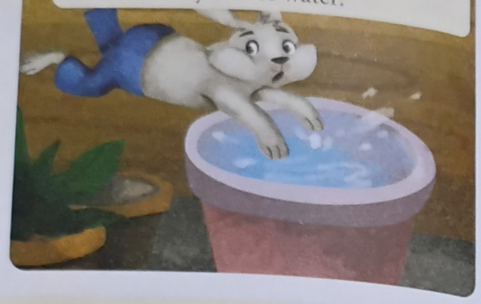
Peter, though, ran straight to Mr McGregor's garden where he ate some lettuce and some French beans. Then, feeling a little sick, he went to look for some parsley.

Peter was incredibly frightened. He ran as fast as he could around the garden, trying to find the way back to the gate.

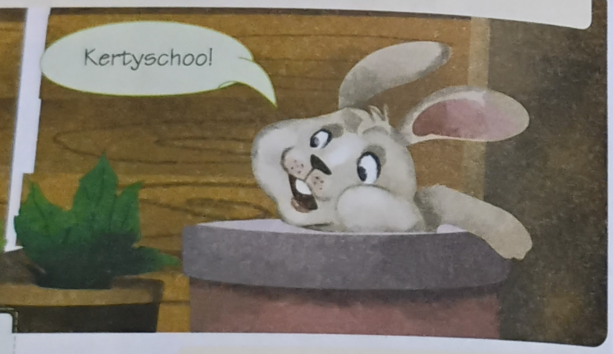
Peter ran into a gooseberry net, and got caught by the large buttons on his new red jacket.

Mr McGregor came up with a rake, but Peter wriggled out of his jacket just in time, and took off across the garden again.

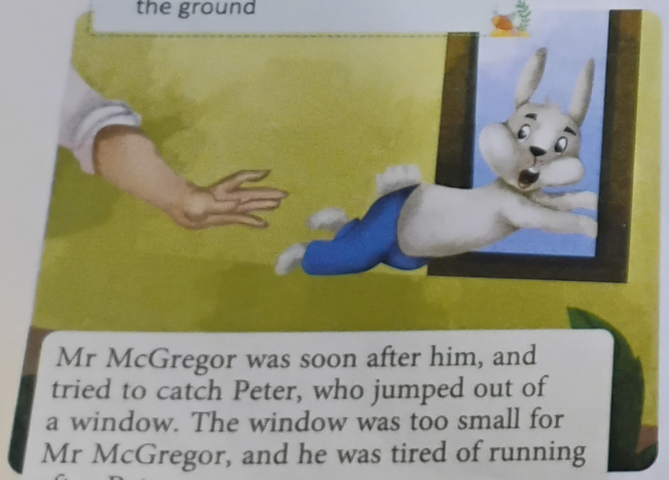
Peter Rabbit rushed into a tool shed and jumped into a flowerpot that was unfortunately full of water.



Mr McGregor was quite sure that Peter was somewhere in the tool shed, perhaps, hidden among the flowerpots. He lifted them one by one, carefully looking at each one. Then Peter sneezed!



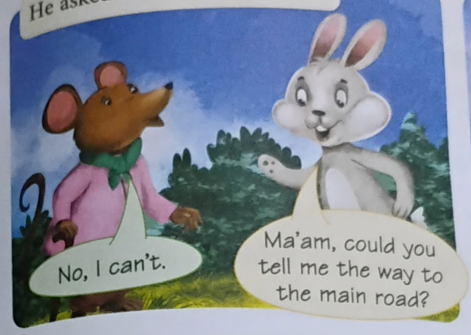
rake: a tool to remove leaves from the ground



Mr McGregor was soon after him, and tried to catch Peter, who jumped out of a window. The window was too small for Mr McGregor, and he was tired of running after Peter.

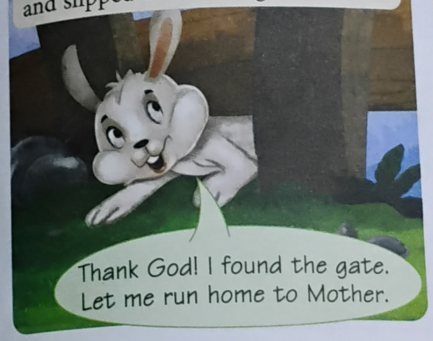
Peter Rabbit moved from one place to the other, looking for the gate. Unfortunately, he had lost his way and could not get out of the garden!

He asked a rat for directions.

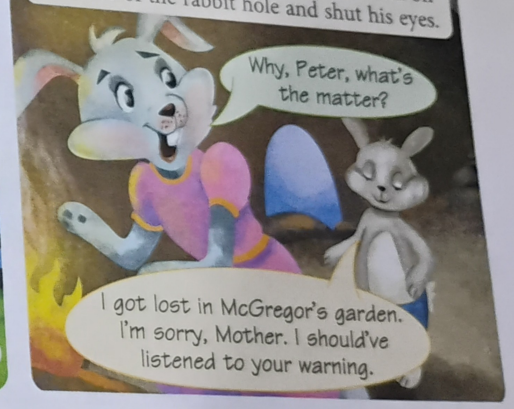


He even asked a cat.

Suddenly, he saw Mr McGregor hoeing his onion patch, and just beyond him was the gate. Peter sprinted across the onion patch and slipped under the gate.



Peter flopped down on the nice soft sand on the floor of the rabbit hole and shut his eyes.



I am sorry to say that Peter was not very well that night. His mother put him to bed, and made him some tea. Flopsy, Mopsy and Cotton-tail had bread, milk and blackberries for supper.

hoeing: using a tool called hoe to turn over soil in a garden

Helen Beatrix Potter (1866–1943) was an English author, illustrator and scientist. She celebrated British country life and landscape in her books for children. Potter published more than two dozen books for children, famous among which are *The Tailor of Gloucester*, *The Tale of Mrs Tittlemouse* and *The Tale of Jemima Puddle-Duck*.

Reading comprehension

A Tick (✓) the correct answers.

1. Mrs Rabbit had ..... children.
   a. three ○ b. four ○
   c. five ○ d. two ○
2. Flopsy, Mopsy and Cotton-tail ..... listened to their mother.
   a. sometimes ○ b. never ○
   c. always ○ d. rarely ○
3. Peter ate ..... of Mr McGregor's vegetables.
   a. some ○ b. a lot ○
   c. a little bit ○ d. all ○
4. Mr McGregor ran after Peter with a ..... .
   a. rake ○ b. hoe ○
   c. flowerpot ○ d. stick ○
5. Peter's mother gave him ..... for dinner.
   a. blackberries ○ b. gooseberries ○
   c. tea ○ d. milk ○

B Answer these questions.

1. Where did Peter live?
2. What happened to Peter's red jacket?

3. Where did Peter hide?
4. Was it a good hiding place? Why/Why not?
5. How did Peter manage to reach home?

C Think and answer.

• critical thinking

1. Do you think Peter is brave and adventurous, or silly? Why?
2. How do you think Peter felt as he was running to Mr McGregor's garden?
3. How do you think Peter felt when he was running home?

Vocabulary

• phrasal verbs

A phrasal verb is a phrase made up of a verb followed by a preposition or an adverb or both. The preposition and adverb change the meaning of the verb.

Read this sentence.

- Remember, don't get up to any mischief.

Here, get up to means to do something, especially something that you should not do. Get up to is a phrasal verb. It is made up of the verb get, the adverb up and the preposition to.

Read some more phrasal verbs with the verb look.

- Look into (to investigate)
- Look on (to watch something without participating in it)
- Look after (to take care)
- Look to (to depend on someone for help)

A Match the phrasal verbs with their meanings.

1. get away	a. recover from
2. get up	b. enter

3. get over	c. escape
4. get back	d. to stand up
5. get into	e. return

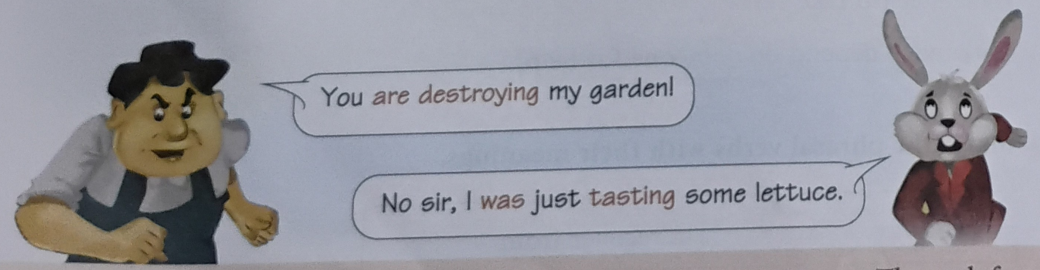
B Complete this story with phrasal verbs from the table. You may have to change the form of some of the phrasal verbs.

Peter was a naughty rabbit who always .... trouble. Mr McGregor almost caught Peter with the rake but he .... and managed to hide in a flowerpot. When he .... to his house under the big fir tree, Peter was very tired and sick. It took him a few days to .... the cold he caught hiding in the flowerpot, but he was back to his naughty self in no time.

Grammar

◆ present and past continuous tenses

Let's find out what is going on between Peter and Mr McGregor.



The verb form are destroying shows the present continuous tense. The verb form was tasting shows the past continuous tense.

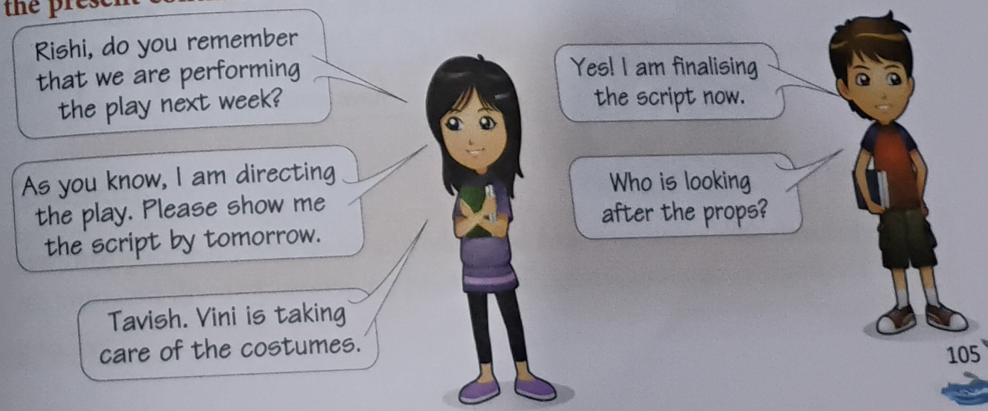
Read more about present and past continuous tenses in the table below.

Definition	Tense	Example
when we talk about something that is • happening now, • a future plan, we use the ...	present continuous	• Peter Rabbit is running to Mr McGregor's garden. • I am going to the museum tomorrow.
when we are describing something that • was going on at a particular time in the past, • went on for some time and was interrupted by another action, we use the ...	past continuous	• Peter Rabbit was feeling unwell yesterday. • It was raining when the postman arrived.

Look at how we form the present and past continuous tenses.

Tense	Form
present continuous	subject + am/is/are + verb -*ing* + ...
past continuous	subject + was/were + verb -*ing* + ...

A Now, read the dialogue between Ratna and Rishi and underline the verbs in the present continuous tense.



B **Read about the incident that occurred in Maybelle School and underline the verbs in the past continuous tense.**

It was the last day before summer holidays began. The children were finishing their English classwork while the teacher was checking their notebooks. Suddenly, Pranav heard a cat purr. He looked around and jumped up. A small brown cat was stretching itself on the window sill after a nice long sleep. Pranav rubbed his eyes. Was he dreaming? Was he really seeing Monks, the gardener's cat? The cat purred loudly, and lay down again. Before long, he was snoring loudly. The whole class was laughing. The children were bending over to look at Monks who couldn't be bothered with all the noise. Studies were forgotten!

• future continuous tense

Let's find out about Peter's plan.

Soon I will be reaching home. After that, I will be having the blackberries that Flopsy, Mopsy and Cotton-tail have gathered.

The verb forms will be reaching and will be having show the future continuous tense. The future continuous tense tells us about an action that will be going on in the future.

C **Underline the verbs in the future continuous tense in these sentences.**

1. I will be watching my favourite cartoon show this evening.
2. We shall be eating dinner by seven tonight.
3. Mary will be going to the market with her aunt.
4. Rani will be performing before an audience.
5. My father will be joining us towards the end of the trip.
6. Raj will be cooking for his guests on Saturday.

Listening

• listening for correct sequence

Listen to the story 'Miss Moppet' by Beatrix Potter. Number the sentences in the correct sequence. The first and the last have been numbered for you.

- ◯ Miss Moppet misses the mouse and hits her own head.
- ◯ The mouse watches Miss Moppet from the top of the cupboard.
- ◯ The mouse wriggles out and runs away.
- ◯ The mouse comes sliding down the bell-pull.
- ◯ Miss Moppet looks at him through a hole in the duster.
- (1) Miss Moppet thinks she has heard a mouse.
- (9) The mouse dances a jig on the top of the cupboard.
- ◯ Miss Moppet ties him up in the duster.
- ◯ The mouse peeps out from behind the cupboard, and makes fun of Miss Moppet.

Speaking

• communication
• creativity
SEL
• apologising

Imagine that you are Peter Rabbit. Your mother is very upset with your behaviour and has asked you to apologise to Mr McGregor. Make notes about what you are going to say.

Here are some phrases:

- I'm so sorry…
- I didn't mean to…
- I only wanted to…
- I promise not to…
- I hope…
- Please don't be angry…

Now, role-play the situation with your partner.

Punctuation

• revision

Rewrite the paragraph with capitalisation, commas and full stops in the correct places.

i was bored in baghdad so i decided to set sail with some of My merchant friends and look for adventure. My name is sindbad and I have many amazing tales to tell You i once landed on an island that was a giant sleeping whale. then there was the time when I was stranded in ceylon, where the river was filled with pearls and diamonds. Come! Sit with me and i will tell all about my adventures!

Writing

• communication • writing an informal letter

Imagine that you are Peter Rabbit and you are lying in bed recovering from cold. Write a letter to your cousin Benjamin Bunny and tell him about your adventures in Mr McGregor's garden.

Read a sample of an informal letter.

13, Dover Gardens
Kolkata 700029 — sender's address

20 July 2024 — date

Dear Pia — salutation

I am so excited to receive your letter after a long time. It is great to know that you have won the first prize in the swimming competition at your school. Congratulations!

I have some news for you, too. I have been taking piano lessons for about three months now. Though the lessons are difficult, I love practising every day! No matter how tired I am after school, I make sure to attend my piano classes. I am scared that I will not be able to catch up if I miss even one lesson! My parents have been very encouraging, too. — body

We are planning to visit New Delhi very soon. Father has some work in the city and it would give me the opportunity to meet you. I will let you know once the tickets have been booked.

That's all for now!

Lots of love — closing

Rianka — signature

Think about this

SEL • critical thinking and problem solving • personal safety

We often do not pay attention to our elders' warnings about going to unknown places, or talking to strangers.

Tick (✓) the things we should not do in the absence of parents and elders.

1. accept invitations and chat with unknown people on social media apps ○
2. receive calls from unknown numbers and give details like names and addresses of family members ○
3. receive calls from known callers and take messages for our elders ○
4. install apps on mobile phones without consulting parents or elders ○

Now, in groups of three, discuss what might happen if you do one of the things mentioned above.

My Word Bank

Join the words that often go together or form single words.

1. sand	2. cucumber	3. flower	4. jumped	5. tool	6. gooseberry
net	shed	up	frame	bank	pot

Student Assessment In this lesson, I found ..... easy and ..... difficult.

Workbook Connect

For more practice of the skills and concepts you have learnt in this chapter, go to Worksheet 6 in Workbook 5 of *English Ferry*.

macmillan education

Aligned as per the Latest National Curriculum Framework for School Education: Preparatory Stage

Fourth Edition

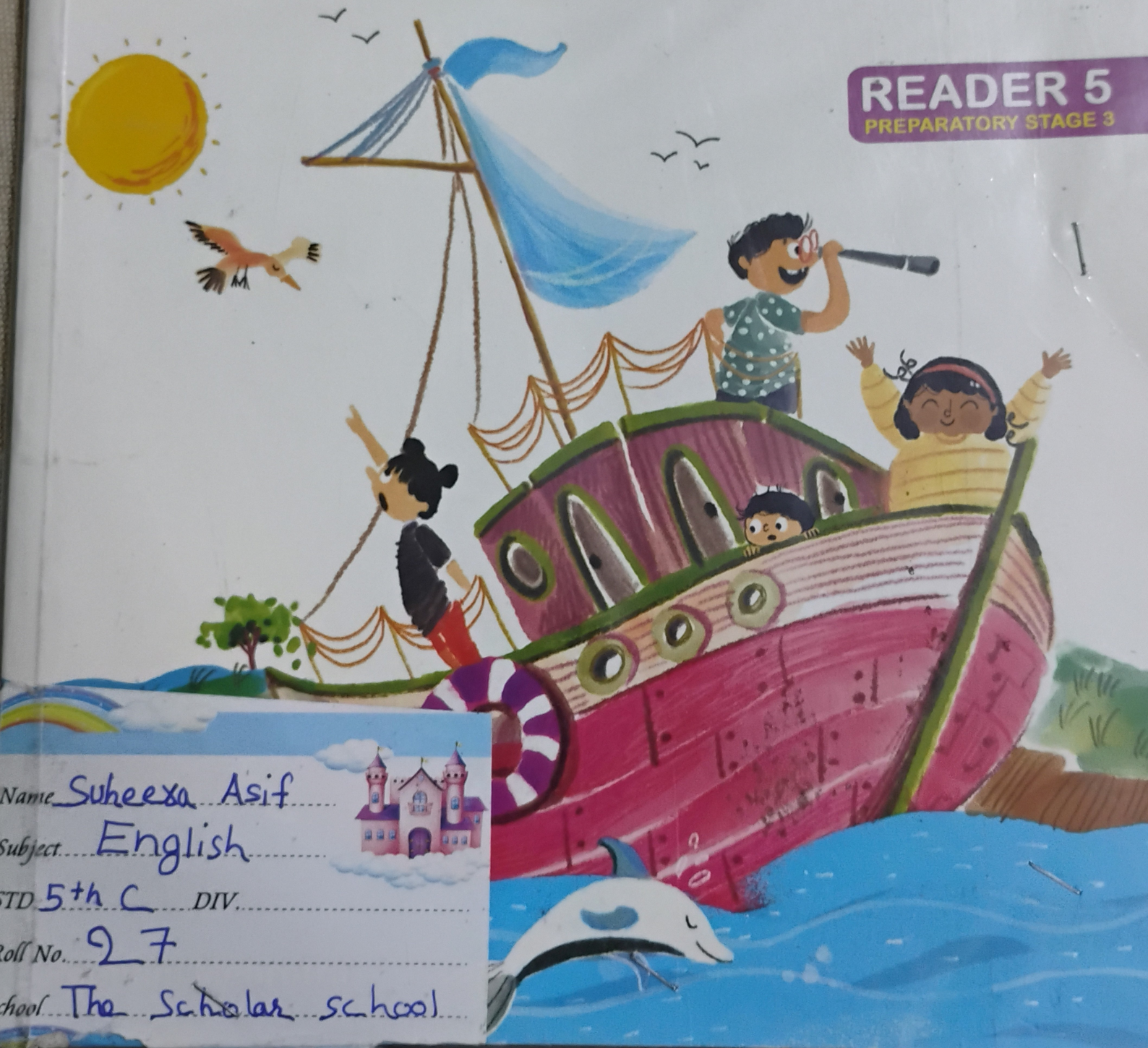
ENGLISH FERRY

A Course in Language and Literature

- Experiential Learning
- Multi-disciplinary Approach
- 21st Century Skills
- Art-integrated Learning
- Social-emotional Learning
- 360-degree Holistic Progress Cards

READER 5

PREPARATORY STAGE 3



Name Suheexa Asif

Subject English

STD 5th C DIV.

Roll No. 27

School The Scholar school