

TEACHER'S REFERENCE
FOR
COMPETENCY BASED ASSESSMENT

Class-V : English



Bhutan Council for School Examinations and Assessment

2016

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BACKGROUND

As mandated under Performance Compact Charter 7 of *Accelerating Bhutan's Socio-economic Development (ABSD)*, one significant initiative undertaken by the Bhutan Board of Examinations (BBE) was to develop *Teacher's Guide on Competency Based Assessment (CBA)* for selected subjects for various class levels in 2010 (10th Plan).

Teacher's Reference for Competency Based Assessment (TRCBA) books were first developed for Classes V, VII and IX in three subjects (Dzongkha, English and Mathematics) and introduced to all the secondary schools in 2011. Meanwhile, the erstwhile BBE was renamed as the Bhutan Council for School Examinations and Assessment (BCSEA) as an autonomous body and it was later delinked from the Ministry of Education (MoE) with effect from April 2011. In the following year, a survey was carried out on the usefulness of these books in teaching learning process.

Subsequently, based on the feedbacks received from the teachers in the field, the Ministry of Education endorsed the recommendations to further develop the CBA books as teachers' reference guides for other subjects across the school curricula with an intend to improve both the standard and delivery of quality education in the country.

Broad objectives of CBA are to:

1. *enhance and improve teaching learning assessment of student competencies in schools at various class levels,*
2. *enable teachers to frame their own creative (modular) assessment tools using the booklet as reference guides, and*
3. *provide sample questions/model answers in the guide books.*

INTRODUCTION

It is essential that teachers have prior understanding of what competency based assessment (CBA) actually means. It is the process of collecting evidence and making judgments on whether students have demonstrated the required learning competency that will allow them to move to the next competency level in a study course.

Competency is the ability of a student to apply content knowledge and skills in and/or across the content area(s). It means that assignments are linked to the competencies that they are designed to assess and student performance is reported in a way that tracks students' mastery of the competencies that have been identified for each course.

CBA is focused on assessing the learning outcomes (competencies) that are linked to students' needs in real life situations involving portfolios, experiential learning in field experiences, demonstration in varying contexts, role play, etc. It defines educational goals precisely in measurable descriptions of knowledge, skills, and behaviors which students should possess at the end of a course of study.

- *Competencies consist of a set of essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity.*
- *Competencies within different contexts may require different sets of skills, knowledge and attitudes.*

However, teachers will need to gradually shift their focus from emphasizing on the content learning of the curriculum to assessing the development of student competencies in classroom teaching-learning situations.

Teachers constantly need to revisit and re-think about what they teach, how they teach, and evolve the ways in which they can help the students to demonstrate mastery over what they have learned and interact with the larger world around them.

The term *assessment* refers to the process of obtaining information about student learning outcomes to:

- *assess through formal/informal observations of students' performance, demonstration of skills and knowledge, portfolio-based assessments, tests, project works, oral questioning and analysis of student records, and*
- *guide educational policy decisions about students; to inform students, their parents, teachers, or other audiences about their progress, strength and achievements.*

The key to competency based assessment is based on actual skills and knowledge that a student can demonstrate in the workplace or other contexts. CBA in this case will lead to functional approach to reading and writing education emphasizing life skills and evaluating mastery of those skills in terms of achieving student proficiency in English learning.

PURPOSE OF THE BOOK

This booklet comprises model questions and their answers that can be used to assess competencies across all the learning strands. It is intended to serve as a guide for teachers to help them in the classroom teaching and also be an item bank from which they may draw questions to assess students' competencies in Reading and Writing as specified in the strands and learning objectives of the English curriculum.

However, it is cautioned that the questions and answers given in the booklet are in no way prescriptive; they are rather intended to serve as guides, suggestions, or prompts for the improved construction and designing of the questions and answers that assess students' learning competencies.

How to use this book

The questions and answers in this booklet may be used:

1. *as a reference when developing teaching and assessment plans in English lessons with suggested classroom activities and the resources,*
2. *while planning to assess the student competencies in classroom practice, collecting evidence of learning for assessment and to make immediate connections to assessment and reporting,*
3. *to assess student competencies (achievements or failures) in the formative or summative learning in the form of class tests, term tests, etc.,*
4. *as models/samples of reliable questions/answers testing competencies for the construction of questions that may be required for the assessment of skills through other texts, and*
5. *to review the value of using assessment criteria and be able to use them to grade work and give constructive feedbacks.*

THEME: ANIMAL

1.1 TITLE: A PET FOR MRS. ARBUCKLE

Author: Gwenda Smyth

Genre: Short Story

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 1.1.1. read aloud the text with correct pronunciation, pause and intonation;
- 1.1.2. list down all the unfamiliar words and write down their meanings;
- 1.1.3. identify the pictures of animals given in the text (teacher will show pictures of animals and let students identify them);
- 1.1.4. explain fantasy as a writing genre;
- 1.1.5. write down the possible themes of the story;
- 1.1.6. narrate similar experiences of wanting a pet; and
- 1.1.7. Write a formal application.

Question 1

Which ONE of the following words from the story is synonymous to *dress*?

- A bathing cap
- B costume
- C flippers
- D shawl

Answer: B costume

[Understanding]

Question 2

If you were the cat in the story, what would you suggest to Mrs. Arbuckle about her choice of a pet?

[Applying]

Question 3

Make a sentence each using the following words.

- 1) advertise:
- 2) application:
- 3) amazed:
- 4) stimulating:

[Applying]

Question 4

Write down few features of a fantasy story with relation to the given story.

Sample answer:

- Involves situations/setting that are impossible in our real world.
- Characters have special powers
- Animals act like people.
- Uses magic or miracles to achieve things that are impossible.

[Applying]

Question 5

What is the central theme of the story?

- A To be kind
- B To be honest
- C To make right choice
- D To take responsibility

Answer: C To make right choice

[Analyzing]

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Question 6

[Applying]

The pictures given below are the animals interviewed by Mrs. Arbuckle in the story. Fill in the table with their names and write a description of each.

<i>Pictures of Animals</i>	<i>Name of animals</i>	<i>Descriptions</i>
		
		
		
		
		

Question 7

[Applying]

Write an application to your principal stating that you would like to take part in the *National Level Spelling Bee Competition* which will be held on 11th November, 2015 in Thimphu.

Letter Sample

*Chamgang
Dagala
Thimphu.*

10th October, 2015

*The Principal
Yangchengatshel Lower Secondary School
Thimphu.*

Subject: Application to participate in Spelling Contest.

Sir,

I, Tashi Dawa studying in Class V, would like to request your office to allow me to participate in the National Level Spelling Bee Competition, which is will be held on 11th November, 2015 at YDF Conference Hall, Thimphu. I am interested to participate in the competition.

Therefore, I would be grateful if sir could kindly consider my request.

Yours sincerely,

---sign---

(TashiDawa)

Question 8

[Applying]

Imagine that you are an animal. Write an application to Mrs. Arbuckle stating that you would like to be her pet. Explain how you would make a *good pet*.

Question 9

[Analyzing]

Write THREE differences between Mr. and Mrs. Arbuckle.

Sample answer:

<i>Mr. Arbuckle</i>	<i>Mrs. Arbuckle</i>
✓ lazy	✓ active
✓ introvert	✓ outgoing/adventurous
✓ least bothered	✓ influential
	✓ lavish

Question 10

[Analyzing]

How does watching television affect the lives of human beings? Mention any **THREE** ill effects.

Sample answer:

- 1) waste of time
- 2) lack of interaction with people around
- 3) create barriers in family life
- 4) development of unhealthy habits

Question 11

[Evaluating]

Do you think Mrs. Arbuckle made the right decision in going to different countries just to find a pet? Justify with a reason.

Sample answer:

Yes, Mrs. Arbuckle made the right decision by going to different countries just to find a pet because she had the possibilities of getting the perfect pet. She could visit different countries and interview different animals.

No, Mrs. Arbuckle did not make the right decision by going to different countries just to find a pet because she already had a cat which could make a good pet. She need not have spent a lot of money and wasted time travelling to different countries.

Question 12

[Creating]

Construct a dialogue between a mother and a son talking about getting a pet. Make each speak for five times.

Sample dialogue:

Son: Mom, I need a pet.

Mother: Why do you need a pet?

Son: Today my friend bought a dog as a pet and it looked good.

Mother: No, I am sorry dear. We can't keep pets. Where will we keep?

Son: I will make a small wooden house for the pet.

Mother: The pet will feel lonely and fall sick.

Son: I need one please. I feel lonely when I am back from school.

Activity 1

[Applying]

[Read aloud]

Teacher will read aloud the first page as a model reading stressing on correct pronunciation, pause and intonation. Let children read the text following different reading strategies.

1.2 TITLE: MY OLYMPIC TABBY CAT

Poet: Lola Sneyd

Genre: Poetry

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 1.2.1. read aloud the text with correct rhythm and intonation;
- 1.2.2. write down the theme;
- 1.2.3. illustrate and write about one of their pets;
- 1.2.4. identify and write down the tenses/parts of speech used; and
- 1.2.5. enact the poem given in the text.

Question 1.

[Applying]

“Dancing leaves invite you” Identify the figure of speech used in the above line.

- A Simile
- B Metaphor
- C Hyperbole
- D Personification

Answer: D Personification.

Question 2

[Creating]

Suggest another suitable title for the poem.

Sample answer:

- ✓ determination
- ✓ hard work
- ✓ hope

Question 3

[Applying]

Dance, bounce and toss are examples of

- A pronoun.
- B adverb.
- C noun.
- D verb.

Answer: D verb.

Question 4

[Remembering]

If the past tense of bounce is bounced and toss is tossed, what is the past tense of *catch*?

- A catching
- B catches
- C caught
- D catch

Answer: C caught

Question 5

[Remembering]

Write the present tense of the following words:

- i. captured
- ii. carried
- iii. invited
- iv. raced
- v. pounced

Question 6

[Applying]

After reading the poem carefully, identify and write the parts of speech against the given words.

	Words	Parts of Speech
i.	Golden	
ii.	Oak	
iii.	Dance	
iv.	You	
v.	Proudly	

Answer:

	Words	Parts of Speech
i.	Golden	adjective
ii.	Oak	noun
iii.	Dance	verb
iv.	You	pronoun
v.	proudly	adverb

Question 7

[Understanding]

Find the appropriate term for each of the following phrases from the poem.

- i. Catch or seize something.
- ii. Throw with an initial upward direction.
- iii. Jump into the air intending to seize something.

Answer:

- i. capture
- ii. toss
- iii. pounce

Question 8

[Applying]

Draw and describe your favorite animal.

Question 9

[Evaluating]

Do you like cats? Give **THREE** reasons.

Question 10

[Analyzing]

What is the mood of the poem?

Sample answer:

- ✓ happy
- ✓ exciting
- ✓ lively
- ✓ fun

Activity 1

[Applying]

[Read aloud]

- ✓ Divide the Class into four groups.
- ✓ Let each group read the poem aloud in turn using different reading strategies and declare the best reading group.

Activity 2

[Creating]

Divide the class into groups and conduct a role play based on the text.

1.3 TITLE: LIKE AN ANIMAL IN THE CAGE

Author: Dennis Pelrine
Genre: Short Story

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 1.3.1 list down all the unfamiliar words and write down their meanings;
- 1.3.2 design the text as a role play;
- 1.3.3 identify and write down the tenses/parts of speech used; and
- 1.3.4 evaluate the usefulness of wild animals as pets.

Question 1

[Analyzing]

Direction: Read the sentences given below and match the underlined words with their correct meanings given in the table. Rewrite the matching pairs.

1. We had a good feast in the restaurant nearby.
2. She buckled her shoes and ran away.
3. She realized her mistake and was sorry.
4. The students groaned when their mathematics teacher announced a surprise test.
5. The rat scurried into the hole when I came in the room.

Word	Meaning
1. restaurant	A. to move about hurriedly
2. buckled	B. to show pain or discomfort
3. realized	C. run for exercise
4. groaned	D. a place where people go to eat
5. scurried	E. fasten tightly or firmly with buckle
	F. be fully aware

Answer

1. restaurant - A) a place where people go to eat
2. buckled - B) Fasten tightly or firmly with buckle
3. realized - C) Be fully aware
4. groaned - D) to show pain or discomfort
5. scurried - E) to move about hurriedly

Question 2

[Understanding]

“They watched the raccoon munch its dinner in the cage.” The synonym for the underlined word is:

- A lick.
- B crunch.
- C gobble.
- D swallow.

Answer: B crunch.

Question 3

[Applying]

Change the following direct speeches into indirect speeches.

1. “Want to buy a pet, lady?” the man asked.
2. “Can we take it to the park and play with it?” asked Nicole.
3. “We have to have a family meeting,” Miguel said.

Answers:

1. The man asked the lady if she wanted to buy a pet.
2. Nicole asked if they could take it to the park and play with it.
3. Miguel said that they had to have a family meeting.

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Question 4

[Applying]

Which ONE of the following is an example of irregular verb?

- A explain
- B buckle
- C forget
- D smile

Answer: C forget

Question 5

[Applying]

Fill in the blanks with correct form of verbs given in the brackets.

1. Pema _____ (return) to Thimphu after two years.
2. I was _____ (write) a letter when the light went off.
3. Sonam is _____ (go) to Paro tomorrow.
4. The boy _____ (play) football after school.

Answers:

1. returned
2. writing
3. going
4. plays

Question 6

[Applying]

Draw and write a paragraph about an animal that would make the best pet for you.

Question 7

[Analyzing]

Match the words in column A with the suitable parts of speech in column B. Rewrite the matching pairs.

Column A	Column B
1. raccoon	A. adverb
2. think	B. pronoun
3. crunchy	C. noun
4. he	D. conjunction
5. always	E. adjective
	F. verb

Answers:

- | | | |
|------------|---|--------------|
| 1. raccoon | - | C. noun |
| 2. think | - | F. verb |
| 3. crunchy | - | E. adjective |
| 4. he | - | B. pronoun |
| 5. always | - | A. adverb |

Question 8

[Evaluating]

In the story, the family sits together to discuss whether to keep the raccoon as a pet or set it free. Do you think it is important to have family discussions before taking any decision? Justify.

Sample answers:

Yes, it is important to have discussions among family members because everyone in The family will have the opportunity to share their views and ideas and come up with the best solution.

No, it is not very important to have discussions among family members because there will be clash of ideas. We would get hurt when our ideas and views are not taken into consideration.

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Question 9

Is the title “Like An Animal In The Cage” suitable to the story? Justify.

[Evaluating]

Activity 1

[Teacher guided]

Divide the class into three groups and assign roles to the children to enact the story. Let them decide and take up the role as the narrator, Miguel, father, mother, raccoon and the seller.

[Applying]

Activity 2

Conduct a class debate on the topic “We should not keep animals as pets.”

[Evaluating]

1.4 TITLE: MY MOTHER SAW A DANCING BEAR

Poet: Charles Causley
Genre: Poetry

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 1.3.5 read aloud the text with correct pronunciation and intonation;
- 1.3.6 list down all the unfamiliar words and write down their meanings;
- 1.3.7 paraphrase and draw pictures to illustrate the poem;
- 1.3.8 enact the text; and
- 1.3.9 conduct a debate.

Question 1

[Applying]

Make a sentence each using the following words.

1. halt
2. tune
3. fur
4. shaming

Question 2

[Understanding]

Match the words in column A with the synonyms in column B.

Word	Synonym
1. caper	A. stop
2. dusty	B. hurting
3. halt	C. jump
4. aching	D. dirty
5. march	E. dance
	F. walk

Answers

- | | | |
|-----------|---|------------|
| 1. caper | - | C. jump |
| 2. dusty | - | D. dirty |
| 3. halt | - | A. stop |
| 4. aching | - | B. hurting |
| 5. march | - | F. walk |

Question 3

[Applying]

*“They paid a penny for the dance,
 But what they saw was not the show;
 Only, in Bruin’s aching eyes,
 Far-distant forests and the snow.”*

Read the stanza given above and write down your feelings for the bear.

Sample answer:

I feel sorry for the bear as he is forced to dance against his will just to earn money for The humans.

Question 4

[Analyzing]

How would you feel if you were the bear in the poem?

Sample answer:

If I were the bear in the poem, I would feel miserable dancing in the summer heat making money for the keeper. I would feel bored for not being able to roam freely in the forest. I would long to be far in the distant forest among my friends and family.

Question 5

[Understanding]

Summarize the poem in your own words.

Question 6

[Evaluating]



Figure 1

www.123rf.com/stock-photo/cage_monkey.html

Describe what you see in the picture? Is it fair to use animals for entertainment? Justify your answer.

Sample answer:

I see a monkey in a wired cage.

No, I think it is not fair to use animals for entertainment because animals too have the right to freedom. Like us, animals would love to be free among their friends and family. It is a sin to torture animals for our entertainment.

Yes, it is fair to use animals for entertainment because animals are well-fed, protected from predators and are provided with shelter.

Question 7

[Applying]

What part of speech is 'Bruin' in the poem?

- A verb
- B noun
- C adverb
- D adjective

Answer: B noun

Question 8

[Remembering]

In which month did the mother see the dancing bear?

- A April
- B May
- C June
- D July

Answer: C June

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Question 9

How do you know that Bruin does not enjoy dancing to the tune of its keeper?

Sample response:

Bruin does not enjoy dancing to the tune of the keeper because in the last stanza he is seen staring at the far distant forests and the snow with his aching eyes. This shows that he longs to be back in the wild.

[Analyzing]

Activity 1

[Teacher guided]

Read the poem using different reading strategies (model reading, echo reading, shared reading and independent reading)

[Applying]

Activity 2

Divide the class into five groups and assign them a stanza each. Let the students read and draw pictures based on their understanding of the stanzas.

[Applying]

Activity 3

Get some student volunteers to enact the poem while the rest of them recite the poem.

[Applying]

1.5 TITLE: HOW YOUNG ANIMALS ARE PROTECTED.

Author: Audrey Wilson
Genre: Informative Essay.

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 1.5.1 list down all the unfamiliar words from the text and write down their meanings;
- 1.5.2 share similar experiences on how human beings take care of their younger ones;
- 1.5.3 collect pictures of the animals mentioned in the text and maintain a scrap book;
- 1.5.4 read the text for implicit and explicit meanings that deal with the themes of courage and cooperation;
- 1.5.5 identify and write down the tenses/parts of speech used; and
- 1.5.6 mention importance of protecting younger ones.

Question 1

[Applying]

The word '*instinctively*' has _____ syllables.

- A two
- B three
- C four
- D five

Answer: C four

Question 2

[Applying]

A beaver slaps the water with its tail to warn of danger.

What part of speech is underlined in the above line?

- A an adjective.
- B an adverb.
- C a noun.
- D a verb.

Answer: C a verb.

Question 3

[Remembering]

The synonym of the word '*coax*' is

- A persuade.
- B pretend.
- C force.
- D lead.

Answer: A persuade.

Question 4

[Analyzing]

Match column A (names of animals) with column B (how their young ones are defended). Rewrite the matching pairs.

Column A	Column B
1. skunk	A. swoops at animals walking underneath her nest.
2. bear	B. crouch down in the grass to hide from enemies.
3. swallow	C. shoots a strong, nasty spray at the enemy.
4. killdeer	D. picks up a fight if an enemy comes near her or her cubs.
5. duck	E. its tail is useful to signal danger.
6. beaver	F. pretends to be injured and leads the enemy away from its nest.
	G. some animals change colour to camouflage so that they are not spotted by their enemies.

Question 5 [Analyzing]
 If you were a young one of an animal, which one would you like to be? Give **TWO** reasons.

Question 6 [Analyzing]
 Mention any **TWO** values you learned from this essay.

Sample answer:

- Unconditional love of parents.
- We must not harm animals.
- Interdependence in nature.
- We must consider animals as our friends.

Question 7 [Analyzing]
 Explain how parents' love and care have good impact on children.

Sample answer:

Parents love and care make children confident. They can openly share their problems with their parents and will be able to solve them. They will be able to live happier lives.

Question 8 [Creating]
 Write a short paragraph on how we can show our love and gratitude to our parents.

Question 9 [Analyzing]
 The text describes the relationship between a mother and her young ones in the animal kingdom. Describe the kind of relationship a mother and a child share in the human world.

Sample answer:

In the human world, a mother carries her baby in the womb for nine months. When the baby is born, she breast feeds her baby for two to four years. She bathes, feeds and makes sure the baby is protected against discomforts and pains. She teaches values and good behaviour to lead a meaningful life in future.

Activity 1 [Creating]

[Teacher guided]

Let students visit the school library and ask them to go through books on animals and birds. Ask them to copy few pictures in their scrape book and let them describe the characteristics and habitats of those animals/birds.

Activity 2 [Applying]

[Teacher guided]

Divide the class into convenient groups and carry out reading activity using **3Rs** strategies.

- *Read* - *read through the text.*
- *Recite* - *recite what they have noted.*
- *Review* - *review the notes again.*

1.6 TITLE: RABBIT POEM

Poet: Pamela Mordecai

Genre: Poetry

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 1.6.1 list down all the unfamiliar words and write down their meanings;
- 1.6.2 list down the rhyming words and rhyming scheme;
- 1.6.3 recite the poem with correct pronunciation and intonation;
- 1.6.4 write down the general features of a poem (focus more on rhyming words); and
- 1.6.5 write a similar poem.

Question 1

Match the words in column A with their rhyming pair in column B. Rewrite the matching pairs.

[Applying]

Column A	Column B
1. rabbit	A. rump
2. wiggle	B. mystifying
3. bump	C. habit
4. multiplying	D. jiggle
	E. comb

Answer:

- 1. rabbit - C. habit
- 2. wiggle - D. jiggle
- 3. bump - A. rump
- 4. multiplying - B. mystifying

Question 2

Read the poem carefully and list down **FOUR** action words from it.

[Applying]

Answer:

- i. wiggle
- ii. munch
- iii. gets
- iv. grab
- v. twitches

Question 3

Why do you think the speaker says, “So if you get the chance to have a rabbit, grab it?” Mention **TWO** reasons.

[Analyzing]

Sample answer:

I think the speaker says, “So if you get the chance to have a rabbit, grab it” because

- i. speaker adores rabbits,
- ii. speaker enjoys watching its whiskers wiggling, nose twitching and ears jiggling, and a rabbit is a lovable and harmless animal that is easy to care for if it is kept as a pet.

Question 4

Make a sentence each using the following words.

[Applying]

- i. multiply:
- ii. curious:
- iii. chance:
- iv. habit:

Question 5

[Creating]

Compose a short poem about an animal you like the most.

Sample:

Topic: Cat

I have a cat.

Her name is Kitty.

She loves to eat rat.

She has ash fur.

A lot she purrs,

When she sleeps.

She has whiskers

Which look beautiful.

When she walks.

Question 6

[Understanding]

Paraphrase the poem in your own words.

Question 7

[Understanding]

What does the word *'twitches'* mean in the poem?

A bends

B moves

C twists

D turns

Answer: B moves

Question 8

[Understanding]

What is the antonym of the word *"cheerful"*?

A upset

B angry

B happy

C anxious

Answer: A upset

Question 9.

[Analyzing]

Fill in the missing letters to form the synonyms for the words given in the brackets.

1 _ _ a _ _ i _ u _ (careful)

2 _ o _ _ s _ l _ (truly)

Answer: 1 - cautious

2 - honestly

Question 10

[Applying]

Identify all the consonance from the poem and underline them.

To keep

A rabbit

Is a good habit

And his tail

Is a bump

On his rump

To have a rabbit

grab it.

1.7 TITLE: KEEPING OLD FRIENDS

Author: Chris Halvorson
Genre: Short Story.

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 1.7.1 list down all the meanings of unfamiliar words from the text (pre-reading);
- 1.7.2 apply the techniques of writing a descriptive essay;
- 1.7.3 share experiences of losing a pet;
- 1.7.4 identify and write down the elements of short story; and
- 1.7.5 write down the theme.

Question 1

[Applying]

There are _____ characters in the story.

- A 2
- B 3
- C 4
- D 5

Answer: D 5

Question 2

[Remembering]

She makes the lives of the characters cheerful and looks after their safety. Who is 'She' referred to in the above statement?

- A speaker's mom
- B Casey
- C Holly
- D Ricky

Answer: C Holly

Question 3

[Applying]

Find the homophones of the given words from the text.

Word	Homophone
1. hour	
2. new	
3. creak	
4. to	
5. their	
6. through	

Answer:

- 1. our
- 2. knew
- 3. creek
- 4. too
- 5. there
- 6. threw

Question 4

[Analyzing]

Teacher shows two pictures of dogs. One is of the Airedale dog breed and one is a local dog. Ask students to compare the two dogs/breeds and write THREE differences in the table given below.

	Airedale	local dog
1		
2		
3		
4		

Question 5

[Applying]

Make a sentence each using the following words.

- i) camping:
- ii) dip:
- iii) whining:
- iv) exhausted:
- v) ignored:

Question 6

[Understanding]

Write the antonyms of the following words.

Word	Antonym
1. old	
2. behind	
3. laugh	
4. love	
5. best	
6. big	
7. fast	
8. move	
9. down	
10. close	

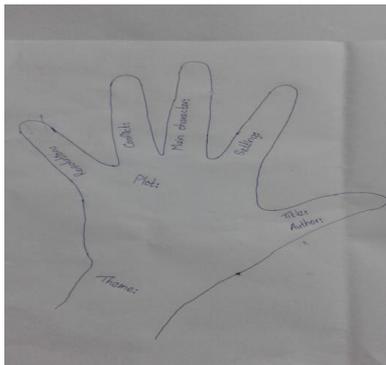
Answer:

Word	Antonym
1. old	young/new
2. behind	in front
3. laugh	Cry
4. love	hate
5. best	worst
6. big	small
7. fast	slow
8. move	stop
9. down	up
10. close	open

Question 7

[Creating]

Create a handy story map of the text.



Question 8

The narrator heard his mom saying, “*We knew the time would come.*” What does she mean?

[Understanding]

Answer:

The narrator’s mother means to say that a day would come when Holly would become old and die.

Question 9

Write down how you would end the story if you were asked to change the story’s end.

[Creating]

Question 10

Write a letter to your friend expressing how you felt when you lost somebody close to you.

[Applying]

Sample

*Kangpar Lower Secondary School
Kangpar
Trashigang.*

30th March, 2016

Dear Selden,

How have you been? I hope everything is good with you. Here I am fine.

I am writing this letter to you to share how lonely I am without my pet. Recently I have lost my pet; my best friend and I am filled with despair. Now I don’t know how to spend my leisure time. I don’t feel like talking to anyone except you, Mom and Dad. Selden, can you come and stay with me for few weeks? Perhaps your stay would help me erase the memories of my pet. I will be waiting for your arrival.

Your loving friend,

Tashi Tenzin

1.8 TITLE: SURVIVAL IN THE CITY

Author: Diane Swanson

Genre: Informative Essay

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 1.8.1 list down all the unfamiliar words from the text and write down their meanings;
- 1.8.2 make sentences of their own using the unfamiliar words;
- 1.8.3 extrapolate the differences between living in cities before and after 1960s;
- 1.8.4 explain why wild animals leave their homes and move to cities; relate it to the rural urban migration in Bhutan;
- 1.8.5 explain the advantages and disadvantages of the co-existence of humans and animals in the city;
- 1.8.6 identify and write down the tenses/parts of speech used; and
- 1.8.7 examine the living habitat of the animals in the city.

Question 1

[Applying]

Find out the synonyms of the following words and solve the crossword puzzle.

ACROSS:

1. Different
2. Empty
3. Tall building
4. Party

DOWN:

- i. Main road
- ii. Urban area
- iii. A field of grass
- iv. A piece of cloth

			i.						
1.									
		2.							
					iii.				
3.				i.					iv.
4.									

Question 2

[Applying]

Make a sentence each using the following words.

1. wildlife:
2. secretly:
3. prey:
4. unique:
5. grocery:

Question 3

[Evaluating]

“The city provides many kinds of homes where animals can nest, rest, escape harsh weather, and hide from their enemies.”

Do you agree with the statement given above?

Sample answer:

Yes, I agree with the statement because in cities, food is available in abundance; in the gardens, garbage, grocery stores, roofs of the tall buildings, and parks provide shelter to the animals. Hunting and shooting are not allowed in the cities.

No, I don't agree because cities are usually very noisy and that disturb the animals. Though there is enough food, the animals cannot eat them peacefully. Due to heavy traffic, many animals get killed in accidents.

Question 4

[understanding]

What attracts wild animals towards the city according to the essay?

Sample answer:

- Cities provide many kinds of home.
- Subway tunnels and underground pipes provide secret ways to travel.
- Plenty of food and water.
- Safer as hunting and shooting are not allowed in cities.
- Climate in the cities are more adaptable to the animals.

Question 5

[Analyzing]

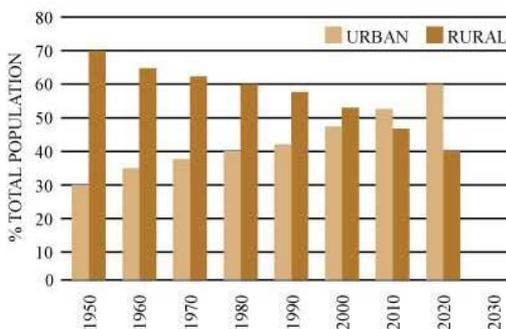


Figure no 2- Rural-Urban migration status in Bhutan

Look at the figure given above and mention TWO possible reasons for the change in the rural-urban population over the years.

Sample answer:

The reasons for the change in rural-urban migration could be:

1. job opportunities,
2. good entertainment facilities, and
3. good health facilities.

Question 6

[Analyzing]

What are the advantages and disadvantages of the co-existence of humans and animals in the city? Mention TWO each.

Sample answer:

Advantages:

1. Helps in waste management.
2. An opportunity to see animals without having to travel far and wide.
3. Some can be adopted as pets.

Disadvantages:

1. harmful to each other
2. Spread of diseases
3. danger of animal and vehicle collisions

Question 7

[Applying]

“Most cities are warmer than the country, both day and night.” What part of speech is underlined in the above sentence?

- A verb
- b noun
- c adverb
- d adjective

Answer: D adjective

Question 8

[Applying]

“*City animals don’t have to travel as far to get food.*”

What tense is used in the above sentence?

- A past tense
- b future tense
- c present tense
- d present continuous tense

Answer: C present tense

Question 9

[Remembering]

Fill in the blanks with correct tenses.

Present tense	Past tense	Future tense
live	_____	_____
_____	Nested	_____
_____	Attracted	_____
_____	_____	Will become
_____	Saw	_____
make	_____	_____

Answer:

Present tense	Past tense	Future tense
live	<u>Lived</u>	<u>will live</u>
<u>nest</u>	Nested	<u>will nest</u>
<u>attract</u>	Attracted	<u>will attract</u>
<u>become</u>	<u>Became</u>	will become
<u>see</u>	Saw	<u>will see</u>
make	<u>Made</u>	<u>will make</u>

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Question 10

You see many animals surviving in the towns of Bhutan unlike in the past. Draw some of the animals in their new habitat.

[Applying]



<https://web.stanford.edu/group/stanfordbirds/text/essays/Urban>

Question 11

In the text “Survival in the city” we come across many animals adapting to the life in the cities. Explain how you would react if you come across a wild animal in your neighbourhood area?

[Creating]

THEME: FAMILY AND FRIENDS

2.1 TITLE: ALL THE PLACES TO LOVE

Poet: Patricia MacLachlan

Genre: Lyrical Poem

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 2.1.1 list down all the unfamiliar words and write down their meanings (use of dictionary);
- 2.1.2 write down the theme;
- 2.1.3 establish text to life connections;
- 2.1.4 recite the poem with correct pronunciation and intonation;
- 2.1.5 compare his/her childhood days with the speaker's; and
- 2.1.6 compose a simple poem on the same theme.

Question 1

[Applying]

This poem is an example of a

- A sonnet.
- B free verse.
- C rhymed meter.
- D traditional ballad.

Answer: B free verse.

Question 2

[Applying]

“Mama carried me on her shoulders before I could walk”, the line from the poem has _____ syllables.

- A 14
- B 13
- C 12
- D 11

Answer: A 14

Question 3

[Remembering]

Write the past tense of the irregular verbs in the table.

Present tense	Past tense
1. hold	
2. hear	
3. see	
4. run	
5. lay	

Answer:

Present tense	Past tense
1. hold	held
2. hear	heard
3. see	saw
4. run	ran
5. lay	laid

Question 4

[Remembering]

Write down all the characters in the poem.

Answer:

1. speaker
2. sister
3. father
4. mother
5. grandfather
6. grandmother

Question 5

[Analyzing]

The speaker grew up being adorned and loved by all the family members.

With reference to the text, describe some good memories you have of the time you spent with your family.

Question 6

[Remembering]

Write 'True' or 'False' against each statement.

- I. The speaker's grandmother wrapped him in a woolen blanket when he was born.
- II. The speaker was carried on his/her mother's shoulders through the fields and pastures before he/she could walk.
- III. When the speaker grew older, his/her father ploughed the fields alone.
- IV. The speaker's name 'ELI' was carved on a rafter by the grandfather.
- V. The speaker's sister was older than him.

Answer:

- I. True
- II. True
- III. False
- IV. True
- V. False

Question 7

[Applying]

"Gathering in pools

Where trout flashed like jewels in the sunlight."

Identify and explain the figure of speech used in the above line.

Answer:

The figure of speech used is *Simile*.

The speaker compares the trouts in the water to sparkling jewels. The speaker has used the word 'like' to make the comparison.

Question 8

[Applying]

Sort out the words given in the box below into categories given in the table that follows.

I, held, she, grew, he, painting, my, rafter, meadow, of, scatter, flash, surprise, turkeys, blueberry, through barn, down, chewing, by, bundle, favourite, up, dark, soft, cool, wild, beside				
Noun	Verb	Adjective	Adverb	Pronoun

Answer:

Noun	Verb	Adjective	Preposition	Pronoun
raft, meadow, blueberry, turkey, barn, bundle	grew, scatter, flash, surprise, chewing, painting	favourite, soft, cool, wild	through, beside, by, up, of	I, she, he, my, his, her

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Question 9

If your grandparents come to live with you, how would you make their stay a memorable one?

[Analyzing]

Question 10

What is the theme of the poem?

[Analyzing]

Answer:

- Love and affection in the family.
- The beauty of rural/country life.
- In harmony with nature.
- Happiness is spending time with your loved ones.

Question 11

Draw a Venn diagram to show the differences and similarities between you and the speaker?

[Evaluating]

Question 12

Copy the lines from the poem having alliterations and underline them.

[Applying]

Answer:

*So that what I heard was the wind.
Once Papa and I lay down in the field, holding hands,
With our blueberry buckets and a fro my....
Today we wait, him sitting on a wooden-slat chair
Wrapped in a blanket made from the wool of her sheep*

Question 13

Write a short poem expressing your love and affection to any one of your family members.

[Creating]

Sample:

*Mummy, dearest you
Always will be
So loving and
Truly loved by me
You blessed my life
In many ways,
And I will remember you always.*

Activity 1

[Teacher Guided]

Teacher initiates echo reading to monitor their intonation and pronunciation of words.

[Applying]

2.2 TITLE: TOGETHER

Poet: Carolyn Mamcher

Genre: Poem

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 2.2.1 list down all the unfamiliar words and write down their meanings;
- 2.2.2 explain the implicit and explicit meanings of the illustration given in the poem;
- 2.2.3 establish text to life connections;
- 2.2.4 read aloud the poem using proper rhythm, pronunciation and intonation (do choral reading); and
- 2.2.5 write a personal letter to his/her loved ones, expressing a want for forgiveness.

Question 1

[Applying]

Fill in the blanks with the most suitable words given in the box.

silence, jaws, continue, awful, blurt

1. Don't tell him! He will _____ out the secret.
2. I feel _____ for the mistake I committed.
3. We could not _____ the match as it rained.
4. Pema was leaning on the table and cupping her _____ with her palms.
5. We think better in _____ than in noise.

Sample answer:

1. blurt
2. awful
3. continue
4. jaws
5. silence

Question 2

[Applying]

Which ONE of the following is a pair of rhyming words?

- A bed – best
- B jaws – ways
- C read – stead
- D mother – were

Answer: C read - stead

Question 3

[Analyzing]

What significance does the apple have in the poem?



www.shutterstock.com/s/apple+bite/search.html

Sample answer:

The apple reminds the speaker of her mother and she regrets criticizing the way her mother had eaten an apple.

Question 4

[Understanding]

*My mother
no longer eating
and I,
wishing, oh, wishing
wishing she were*

Explain the above stanza in your own words.

Sample answer:

The poet regrets making fun of her mother while she was eating an apple. Since she doesn't do that now, the poet wishes for her mother to be close and open with her like before. The poet wishes that her mother was there giving her company like before.

Question 5

[Applying*]

Write a paragraph on how you have knowingly or unknowingly criticized and hurt someone very close to you and how you felt afterwards.

Question 6

[Creating]

Imagine that you are the speaker. Write a letter to your mother expressing how sorry you are for the things you said and ask for her forgiveness.

Sample:

*Lungtenzampa MSS
ThimpThrom
Thimphu*

24th December, 2015

Dear Mom

It has been a long time since you left me. How have you been? Here, I am fine but terribly missing you.

I am extremely sorry for what I said to you. I never meant to hurt you. I never thought those words would be so painful for you that you decided to leave me and never to be by my side. I realized my mistake only after you left. Please come back. I know you will not let me down.

Your loving daughter,

Palmo

Question 7

[Understanding]

Read the poem carefully and write TRUE or FALSE against the sentences given below.

1. In the poem, mom, dad and the speaker were lying on the bed.
2. The daughter is the speaker.
3. The daughter is writing a book.
4. The poem ends in a happy mood.
5. The mother is hurt by her daughter's remark.

Answer:

1. False
2. True
3. False
4. False
5. True

Question 8

[Creating]

Give a suitable title for the poem.

Sample answer:

- My mother
- Regret

Question 9

[Evaluating]

Do you like the poem? Give TWO reasons.

Activity 1

[Applying]

[Teacher guided]

Teacher will model read the text with correct rhythm, pronunciation and intonation followed by echo reading.

2.3 TITLE: THE WISE OLD WOMAN

Author: Retold by Yoshiko Uchida
Genre: Short Story

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 2.3.1 list down all the unfamiliar words and write down their meanings;
- 2.3.2 list down the features of a folktale;
- 2.3.3 present a role play;
- 2.3.4 write down the theme;
- 2.3.5 illustrate the three impossible tasks assigned by Lord Higa to the young king;
- 2.3.6 write down the value of family love and respecting the old; and
- 2.3.7 debate on the topic, "It's wise to leave old people all alone."

Question 1

[Applying]

Choose the correct form of verbs given in the brackets to make the sentences.

1. The farmer (love/loves) his old mother.
2. The young lord wanted old people to be (taken/take) into the mountains.
3. Three warriors (order/ordered) the young lord to solve the three impossible tasks.
4. The wise old woman (agreed/agree) to solve the tasks.
5. The people (are/were) not threatened by lord Higa after the task was solved.

Answer:

1. loved
2. taken
3. ordered
4. agreed
5. were

Question 2

[Understanding]

The extracts from the text are given in the first column. Fill in the empty column with relevant features of a folk tale.

Extracts	Features of a folk tale
“Long ago in the wooded hills of Japan.....”	Time is in the past
“As clever as I am,” the badger said, “I see no way to solve such impossible task.”	Animals can talk
“The old woman soaked the coil of rope in salt water and burned it after letting it dry.”	Presence of miracle

Question 3

[Remembering]

Rearrange the following events of the story.

1. The old woman was secretly kept in a deep cave beneath the kitchen.
2. The farmer presented his mother's work to the lord.
3. The young lord ordered six wise men in his village to solve the task.
4. The farmer took his mother into the mountains.
5. Hence the villagers lived happily ever after.
6. The lord gave three bags of gold to the mother.
7. The farmer sought his mother's help to solve task.

Question 4

[Applying]

Punctuate the given sentences correctly.

1. The story is set in japan.
2. The farmer asked his mother can you solve the task
3. The three warriors shouted, We came here to warn you
4. The Villagers lived happily ever after
5. the old woman was wise

Answer:

1. The story is set in Japan.
2. The farmer asked his mother, “Can you solve the task?”
3. The three warriors shouted, “We came here to warn you!”
4. The villagers lived happily ever after.
5. The old woman was wise.

Question 5

[Remembering]

Write ‘True’ or ‘False’ against each statement.

1. The lord declared that old people must be left to die in the mountains.
2. The son was breaking small twigs for his mother.
3. The first impossible task was to make a drum that would make sound without beating it.
4. The old woman was rewarded with three bags of gold.
5. The farmer was thrown into the dungeon for disobeying the lord.

Answer:

1. True
2. False
3. False
4. True
5. False

Question 6

[Applying]

Read the clues carefully and solve the crossword puzzle.

Across

1. Comparative degree of ‘small’. (*smallest*)
2. A person who works in the field. (*farmer*)
3. The antonym of the word ‘old’. (*young*)

Down

- i. A title for the rulers and powerful people. (*lord*)
- ii. An adverb of eager. (*eagerly*)
- iii. State of finding something funny. (*amusement*)

1			i						
								iii	
	2				ii				
					3				

Activity 1

[Applying]

[Teacher Guided]

Conduct “*Reader’s Theatre*” to assess children’s reading fluency and pronunciation.

Ask them to choose the following roles.

1. Narrator
2. Young Lord
3. Wise Old Woman
4. Young farmer
5. Three Warriors
6. Lord Higa

Activity 2

[Understanding]

[Teacher Guided]

Teacher gives strips on which words and definitions are written. Group competition is started where students are able to match the definition with the word.

Activity 3

[Creating]

[Teacher Guided]

Let children illustrate any of the tasks assigned by lord Higa to test the intelligence of the young lord.

Activity 4

[Evaluating]

Initiate a class debate on the topic, “Old people have more knowledge than the younger ones”.

2.4 TITLE: SOME CHILDREN ARE

Poet: Jo Tenjford

Genre: Poem

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 2.4.1 list down all the unfamiliar words and write down their meanings;
- 2.4.2 read aloud the poem with rhythm and intonation;
- 2.4.3 draw pictures of children (using different colours) and write down the similarities and differences between each other; and
- 2.4.4 identify and write down the punctuation marks used.

Question 1

[Understanding]

Write down the meanings of the following words.

- i. Igloos:
- ii. Porridge:
- iii. Rebozos:
- iv. Norwegian :

Question 2

[Applying]

List down the pairs of rhyming words given in the poem.

Sample answer:

- i. blue/you
- ii. bread/red
- iii. figs/pigs
- iv. pike/alike

Question 3

[Applying]

Punctuate the following sentences correctly.

- 1. Some live on fleet
- 2. Some children eat porridge bread and some eat figs.
- 3. A wonderful day
- 4. booh

Answer:

- 1. Some lives on fleet.
- 2. Some children eat porridge, bread and some eat figs.
- 3. A wonderful day!
- 4. “Booh”

Question 4

[Remembering]

Write True or False against each statement.

- i. Kimonos are worn by Chinese.
- ii. Irish are the people from Finland.
- iii. Norwegian is the language of Norway.
- iv. Igloos are found in the streets.

Answer:

- i. False
- ii. False
- iii. True
- iv. False

Question 5

[Remembering]

Which **ONE** of the following words is spelt incorrectly?

- A fleet
- B street
- C igloos
- D stawhuts

Answer: D stawhuts

Question 6

[Creating]

Write a similar poem as given in the text.

Question 7

[Evaluating]

Will you be happy if you were born as one of the children in the poem? Give **TWO** reasons.

Sample answer:

Yes, I will be happy because I will have many friends from different parts of the world. I will have the opportunity to learn languages of other countries and taste different types of cuisine.

No, I will not be happy because I love being a Bhutanese. I love to wear our national dress and eat our Bhutanese dishes.

Question 8

[Analyzing]

Observe the picture carefully and fill in the table given below.



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Sample answer:

Sl.no	Differences	Similarities
1	They have different skin colour	All are human beings
2	They are of various sizes	They look neat and clean
3	They have different hairstyles	Everyone is facing the camera
4	Mixture of different age groups	They all look cheerful

Activity 1

[Applying]

[Teacher Guided Activity]

Divide the class into 7 groups and assign a stanza each (Teacher does the model reading). Conduct a reading competition in groups and declare the winner.

2.5 TITLE: THE TREE HOUSE

Author: Lois Lowry

Genre: Short story

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 2.5.1 make text to life connections: the importance of sharing with others;
- 2.5.2 read aloud with correct pronunciation and intonation;
- 2.5.3 narrate a similar situation;
- 2.5.4 identify and write down the tenses/parts of speech used; and
- 2.5.5 list down the features of short story.

Question 1

[Analyzing]

Rearrange the following jumbled letters in **column B** to form a word whose meaning is given in **column A**.

Column A	Column B
1. great/wonderful	a) gainfenctm
2. outstanding	b) sarmvleou
3. pleasing to look at	c) tibaeuful
4. looked	d) eeeprd
5. how tall someone or something is	e) tgehih

Answer:

- a) magnificent
- b) marvelous
- c) beautiful
- d) peered
- e) height

Question 2

[Evaluating]

Which **ONE** of the girls in the story would make a better friend for you? Explain.

Sample answer:

I think Crissy would make a better friend for me because she has a well-built tree house and she has many things in it. I would enjoy playing with her in her tree house.

I think Leah would make a better friend for me because she is humble, kind and lovely.

Though she is poor, she is always willing to share everything.

Question 3

[Understanding]

Write **TWO** differences between Crissy's and Leah's family.

Crissy's family	Leah's family
1. Her father has a job.	1. Her father is jobless.
2. She has her grandfather with her.	2. She doesn't have grandfather with her.

Question 4

[Analyzing]

Why did Crissy say, "The very best part is the bridge"?

Sample answer:

Crissy said, "a bridge is the best part" because the bridge connected the two tree houses and two of them with each other.

Question 5

[Applying]

What makes the story, “The Tree House” a realistic fiction?

Sample answer:

- The characters in the story behave like the people in real life.
- The setting of the story is realistic, that is, it could be anywhere in the real world.
- The events in the story could happen to anyone.
- Dialogue is believable.

Question 6

[Applying]

Verb tells about an action of something or someone.

List down **FIVE** action verbs from the story.

Sample answer:

1. climbed
2. read
3. remove
4. shook
5. built

Question 7

[Applying]

Sort out the words given in the box and write them under the appropriate parts of speech.

little doorbell twice shutter build nice dangling never best silently nodded pillow

Answer:

Noun	Verb	Adverb	Adjective
doorbell, shutter, pillow	build, dangling, nodded	never, twice, silently	nice, best, little

Question 8

[Remembering]

Rearrange the following events according to its sequence in the story.

1. Leah’s tree house was completed in a day.
2. Crissy decorated her house and made a sign which said, “Crissy’s house, keep out!”
3. The girls longed for each other’s company.
4. They shared their things and became friends.
5. Leah was not allowed to get into the tree house.
6. Crissy’s grandpa made a tree house.

Answer:

1. Crissy’s grandpa made a tree house.
2. Crissy decorated her house and made a sign which says, “Crissy’s house, keep out!”
3. Leah was not allowed to get into the tree house.
4. Leah’s tree house was completed in a day.
5. The girls longed for each other’s company.
6. They shared their things and became friends.

Question 9

[Applying]

Read the paragraph given below and re-write using past tense.

Sonam is a farmer. He has a horse named Norbu. He rides Norbu every day. Sometimes they walk slowly, and sometimes they run fast. They always have a good time.

Activity 1[Teacher guided]

[Applying]

Read the story using various reading strategies (model reading, echo reading, choral reading, and shared reading)

2.6 TITLE: GETTING ALONG: HOW TO MANUAL

Author: Catherine Rondina
Genre: Non-Fiction

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 2.6.1 list down all the unfamiliar words and write down their meanings;
- 2.6.2 read aloud the text with correct pronunciation and intonation;
- 2.6.3 share similar experiences;
- 2.6.4 create a manual on any process; and
- 2.6.5 conduct a talk show on problems and solutions related to friendship.

Question 1

[Applying]

Find synonyms for the following words from the text.

Words	Synonyms
i. halt	
ii. best	
iii. jolly	
iv. damage	

Answer

Words	Synonyms
i. halt	stop
ii. best	favourite
iii. jolly	funny
iv. damage	destroy

Question 2

[Applying]

Using the information from the text, suggest steps you would take if you and your friend have a misunderstanding.

Question 3

[Evaluating]

Is it wise to seek other’s help in solving our problem? Give TWO reasons.

Sample answer:

Yes, it is wise to seek other’s help in solving our problem because sometimes we become indecisive and land up doing nothing about it. It is through suggestions from others that we can comfortably handle our problems.

No, it is not wise to seek other’s help to solve our problem because instead of providing a solution to the problem, it might make things worse. People may not consider our problem serious and will give us wrong suggestions and advice.

Question 4

[Remembering]

Which ONE of the following words is spelt INCORRECTLY in its plural form?

- A sheep-sheep
- B dress-dresses
- C secret-secrets
- D child-childrens

Answer: D child-childrens

Question 5

[Remembering]

Write the antonyms for the following words.

- i. tough
- ii. scared
- iii. adult

Answer:

- i. soft/weak
- ii. confident/calm
- iii. infant/young

Question 6

[Applying]

What qualities are required in human beings to get along with others? Mention any

THREE.

Answer:

- i. loving
- ii. adjustable
- iii. considerate and
- iv. forgiving

Question 7

[Understanding]

Write THREE advantages of having a good friend.

Sample answer:

The advantages of having a good friend are;

- i. we will learn good values,
- ii. can spend time meaningfully and
- iii. help to solve our problem.

Question 8

[Creating]

Imagine that you fell out with one of your best friends. You were not able to help him/her when you were needed. What would you do to make him/her forgive you?

2.7 TITLE: WE TAKE CARE OF EACH OTHER

Genre: Narrative Essay
Author: Lindsey

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 2.7.1 list down all the unfamiliar words and write down their meanings;
- 2.7.2 make sentences using the unfamiliar words given in the text;
- 2.7.3 establish text to life connections;
- 2.7.4 use appropriate vocabulary to respond to the writer; and
- 2.7.5 debate on, “children cannot be brought up properly by a single parent.”

Question 1

[Understanding]

The narrator’s sister *resented* their mother when she went out with other men. What is the meaning of the term ‘*resented*’?

- A hated
- B ignored
- C exempted
- D disagreed

Answer: A hate

Question 2

[Applying]

The essay is about

- I. a single parent bringing up children.
 - II. a fortunate and contended family.
 - III. the miseries of children as a result of the parent’s separation.
 - IV. every member’s responsibility to keep the family happy.
- A I, II and III
 - B II, III and IV
 - C I, II and IV
 - D I, III and IV

Answer: D I, III and IV

Question 3

[Applying]

Make a sentence each using the following words.

- | | |
|--------------|---------------------|
| 1. faze: | 6. decisions: |
| 2. divorce: | 7. levelheaded: |
| 3. affect: | 8. advance: |
| 4. argue: | 9. awkward: |
| 5. organize: | 10. responsibility: |

Question 4

[Applying]

Arrange the jumbled words to frame correct sentences. Rewrite the sentences.

- 1. Phuntsho with sister argued my.
- 2. Today announced the principal school of incident bullying.
- 3. I aware father wasn’t a stepmother my of his having.
- 4. Shares author the experiences the of parents’ her divorce.
- 5. Sister frequently her with mother quarreled with their.

Answer:

- 1. Phuntsho argued with my sister.
- 2. Today, the principal announced the incident of bullying in school.
- 3. I wasn’t aware of my father having a stepmother.
- 4. The author shares the experiences of her parents’ divorce.
- 5. Her sister frequently quarreled with their mother.

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Question 5

Assign a new word to each child and ask them to write the meanings from the dictionary. Share it with the class.

[Understanding]

Question 6

One word in each row is misspelled. Circle it and rewrite it correctly in the space provided.

[Remembering]

parent	divorse	regularly	
position	couple	anounce	
diferent	personal	handle	
oposite	argue	general	
directly	mistke	anger	
organize	people	councelling	

Question 7

Do you think the father missed out on anything while the children were growing up? Explain.

[Evaluating]

Question 8

Compare yourself to the narrator and write all the character traits that you find similar between the two of you.

[Analyzing]

Question 9

If you were the sister in the story, how would you behave with the mother?

Sample answer:

If I were the sister in the story, I would not argue with the mother. I would explain how I felt after their divorce. I would request her to avoid dating other men because I won't be able to bear to see her getting married to another man. I would help her with the household chores and wouldn't trouble her unnecessarily.

[Analyzing]

Question 10

Rules are important for a happy family. Your parents want to involve you in framing the rules for the family members. Suggest any **THREE** rules.

[Creating]

Sample answer:

1. Keep the rooms clean
2. Help in household chores
3. Respect and help each other
4. Be honest and sincere

THEME: HUMOUR

3.1 TITLE: THE OWL AND THE PUSSY CAT

Poet: Edward Lear

Genre: Poem

LEARNING OUTCOMES

At the end of the lesson, a student will be able to:

- 3.1.1 read the poem with correct pronunciation and enunciation;
- 3.1.2 enact the poem with friends;
- 3.1.3 define internal rhyme and identify examples from the poem;
- 3.1.4 use familiar words in sentences of their own after finding their meanings; and
- 3.1.5 answer questions based on the poem.

- | | |
|--|------------------------|
| Question 1
What colour was the boat they started out in? | [Remembering] |
| Question 2
Why do you think they needed plenty of money? | [Analyzing] |
| Question 3
How is an internal rhyme different from an end-rhyme? Give TWO examples of internal rhyme from the poem. | [Applying] |
| Question 4
How did the owl and the pussy cat celebrate their wedding? | [Understanding] |
| Question 5
Add one stanza of your own at the end to show what the owl and pussy cat did after their dance? | [Creating] |
| Question 6
Do you like this poem? Give TWO reasons. | [Evaluating] |
| Question 7
Do you think it is possible for friendship to develop between different animals? Give TWO reasons. | [Evaluating] |
| Question 9
What could be the poet's intention of using two different animals as main characters in the poem? | [Analyzing] |

Activity 1

[Teacher guided]

After reading the text, divide the children into four groups and let them enact the poem (group-wise). Teacher will declare the best performer and also the best group.

3.2 TITLE: THE BULLY

Poet: Dennis Lee
Genre: Poem

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 3.2.1 list down all the unfamiliar words and write down their meanings;
- 3.2.2 establish text to life connections;
- 3.2.3 identify and write down the figures of speech/figurative language used;
- 3.2.4 write down the infinitive and simple past of regular verbs used in the text;
- 3.2.5 give examples of stereotype;
- 3.2.6 write down the theme; and
- 3.2.7 identify and write down the rhyming scheme used.

Question 1

[Remembering]

Which **ONE** of the following words doesn't match with its synonym?

- A go - come
- B mean - intend
- C tough - strong
- D scared - frightened

Answer: A go - come

Question 2

[Applying]

List down the pairs of rhyming words from the poem.

Sample answer:

- i. away - stay
- ii. tough - stuff
- iii. blow - go
- iv. two - shoe
- v. enough - tough

Question 3

[Applying]

How do you know that a child is a bully?

Question 4

[Applying]

Describe in a paragraph how your school atmosphere would be if there were many bullies.

Sample answer:

If there were bullies in the school, students would feel insecure, traumatized, and upset. They would fear going to school and lose interest in studies. They would have nightmares and might lead to depression.

Question 5

[Remembering]

Tick the correct antonyms given in the brackets for the following words.

- i. tough - (soft/strong)
- ii. stole - (take/give)
- iii. scared - (brave/frightened)

Question 6

Which *alliteration* is used in the stanza given below?

“I stood and faced him all alone.

My gang had run away,

But he was barely half my size; I wasn't scared to stay”

[Applying]

Question 7

Identify and circle all the regular verbs in the given box.

act face run stole scare think blow go trick handle

Answer

(act) (face) run stole (scare) think blow go (trick) (handle)

[Applying]

Question 8

“We fought for half an hour, although of course the kid got creamed.”

The underlined word in the above statement is an example of

A a verb.

B a noun.

C an adverb.

D an adjective.

Answer: A a verb

[Applying]

Question 9

Write TRUE or FALSE against each statement.

i. The poem “The Bully” has six stanzas.

ii. The ‘bully’ was as tall as the narrator.

iii. There are twelve characters in the poem.

iv. The narrator is the bully.

Answer:

i. TRUE

ii. FALSE

iii. FALSE

iv. TRUE

[Remembering]

Question 10

Which part or event in the poem did you find the funniest? Give TWO reasons.

[Evaluating]

Question 11

Do you like the poem? Justify.

Sample answer:

Yes, I like the poem because it is written in simple language and it is funny. The text also conveys the negative impacts of bullying others.

No, I don't like the poem because the small boy gets bullied. It is very confusing.

[Evaluating]

Question 12

Imagine you have a brother who is a bully. What would you do to correct him?

[Creating]

Sample answer:

I would advise him properly and give books to read (having themes of love, compassion, care and empathy).

3.3 TITLE: THE GREAT MOUSE PLOT

Author: Roald Dahl
Genre: Narrative Essay

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 3.3.1 list down all the unfamiliar words and write down their meanings;
- 3.3.2 use the process of writing to present experiences similar to that in the story;
- 3.3.3 enact the given situation: a role play;
- 3.3.4 identify and write down the tenses/parts of speech used; and
- 3.3.5 draw pictures to illustrate some scenes of the text.

Question 1

[Applying]

Find the synonyms of the following words from the text.

1. bad smell
2. famous
3. honest
4. vacant
5. success

Answer:

1. stink
2. popular
3. truthful
4. empty
5. glory

Question 2

[Creating]



www.time4writing.com/writing-resources/writing-process/

Following the writing process as shown above, write an essay on any topic (150 – 200 words).

Question 3

[Creating]

Illustrate any **FIVE** scenes to summarize the story.

Question 4

[Remembering]

There are _____ boys engaged in the story “The Great Mouse Plot.”

- A 3
- B 4
- C 5
- D 6

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Question 5

[Creating]

What do you think will happen when Mrs. Pratchett finds the mouse in her Gobstopper jar?

Sample answer:

I think when she finds the dead mouse in the jar, she would scream on the top of her voice. She might throw away the jar instantly.

Question 6

[Evaluating]

From whose point of view is the story narrated? Does this point of view give an accurate description of other people? Explain.

Question 7

[Applying]

Rewrite the following sentences in future tense.

1. She puts her dirty hand to grab a handful of sweets.
2. I felt like a hero.
3. It was an exciting discovery.
4. They slapped me on the back.
5. She stood behind the counter.

Question 8

[Applying]

List three adjectives to describe the following characters in the story.

1. The boy (narrator)
2. Mrs. Pratchett.

Sample answer:

1. The narrator (boy)
 - Mischievous
 - Naughty
 - Clever
2. Mrs. Pratchett
 - Dirty
 - Lazy
 - Mean

Activity 1

[Applying]

[Teacher guided activity]

With reference to the text, let children guess the meanings of the new vocabulary given in the table. Ask them to write their meanings in the table and compare it with the actual meanings from the dictionary.

Words	discovered	secret	modesty	plot	sweaty	Screamed
My Meaning						
Dictionary Meaning						

Activity 2

[Creating]

[Teacher guided activity]

Divide the class into two groups. One group will create dialogue for the classroom scene and the other group will create dialogue for the scene in the shop. They will present their work in the form of a role play.

3.4 TITLE: THE MIRROR

Author: Pleasant DeSpain (Illustrated by Helene Boulian)

Genre: Short Story

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 3.4.1 list down the unfamiliar words along with their meanings;
- 3.4.2 read aloud with correct pronunciation and intonation;
- 3.4.3 identify and write down the conflicts;
- 3.4.4 present a role play;
- 3.4.5 narrate a similar experience; and
- 3.4.6 write down the theme.

Question 1

Which character in the story do you like the most? Give TWO reasons.

[Evaluating]

Question 2

There are _____ characters in the story.

- A five
- B six
- C seven
- D eight

Answer: A five

[Remembering]

Question 3

Which ONE of the following adjectives does not describe the husband in the story?

- A absent-minded
- B thoughtful
- C distracted
- D shy

Answer: D shy

[Applying]

Question 4

How are your parents different to the couple in the story?

[Analyzing]

Question 5

Teacher narrates a similar incident to the class.

[Creating]

Question 6

Unscramble each word and rewrite in the spaces provided.

- i. NOHORBAEL - (Clue: Worthy of respect)
H _____
- ii. NRCESCTE - (Clue: The figure of the moon as it appears in its first or last quarter)
C _____
- iii. NAGSRETR - (Clue: An unknown person)
S _____

[Applying]

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Question 7

How would the story have ended, if the husband had returned home with a comb?

[Applying]

Question 8

How differently would you have reacted if you were the wife in the story?

[Creating]

Sample answer:

If I were the wife in the story, I would have taken the gift and shown to all the family members and neighbours.

Question 9

“Anything for you, dear wife”. Write down THREE characteristics of the husband.

[Evaluating]

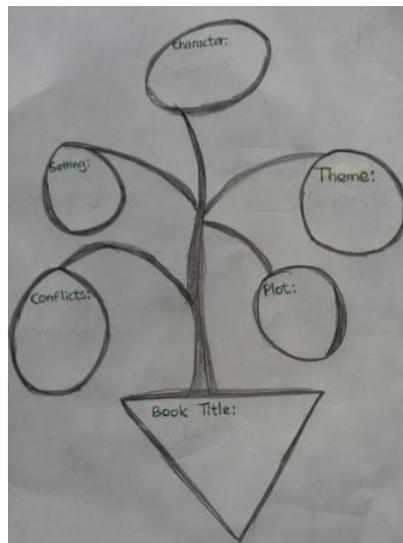
Sample answer:

Loving, caring, and polite.

Question 10

Create a story map on the text using the format provided below.

[Applying]



3.5 TITLE: SIX WISE MEN

Poet: John G. Saxe

Genre: Poetry

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 3.5.1 list down all the unfamiliar words and write down their meanings;
- 3.5.2 recite the poem with correct pronunciation and intonation;
- 3.5.3 discuss in groups and share their opinions regarding the poem;
- 3.5.4 write down the theme;
- 3.5.5 differentiate the observations of each blind man; and
- 3.5.6 justify why the descriptions of the elephant did not match.

Question 1

[Remembering]

Shade the 11 words (taken from the poem) hidden in this word search and write their meanings.

c	s	p	h	s	t	i	f	f	s	p
b	s	o	z	n	e	s	k	l	m	i
a	p	b	q	a	a	f	d	e	n	y
i	e	s	c	k	l	x	f	g	l	m
t	s	e	l	e	p	h	a	n	t	b
m	d	r	e	s	e	m	b	l	e	d
l	o	v	f	g	b	o	l	d	l	y
s	p	a	k	e	s	x	z	w	a	i
p	k	t	a	i	l	t	d	x	s	q
e	m	i	g	h	t	y	i	l	s	b
a	u	o	s	f	d	p	g	s	l	w
r	v	n	j	b	w	r	l	k	h	s

Question 2

[Analyzing]

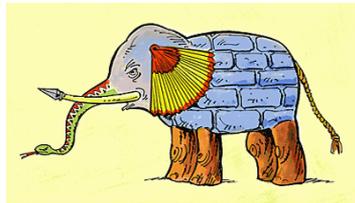
What do you think is the moral of the poem?

Sample answer:

- It is not wise to take a stand on the issue before you look at it as a whole.
- One’s point of view differs according to experience.
- Opinions can differ.

Question 3

[Analyzing]



The image created by the six wise men did not match a real elephant. What was the main reason?

Sample answer:

The image created by the six men did not match a real elephant because they thought from only one angle and not an elephant as a whole.

Question 4

[Evaluating]

Is the title suitable for the poem? Why?

Sample answer:

The title, “The Six Wise Men” is suitable for the poem as each man thought they were wise from their own perspective.

Or

The title, “The Six Wise Men” is not suitable for the poem because had they been wise, they would have tried to feel and look at things from all angles before making their judgment.

Question 5

[Remembering]

According to the text, which part of the elephant is thick and rough?

- A legs
- B tusk
- C trunk
- D teeth

Answer: C trunk

Question 6

[Understanding]

The blind men started to argue because

- A they were all wrong.
- B they wanted to keep the elephant.
- C the old man made them feel confused.
- D each one thought he was correct .

Answer: D because each one thought his idea was correct.

Question 7

[Analyzing]

What made the author say, “Though each was partly in the right, all were in the wrong”?

Sample answer:

The blind men were wrong because they were observing the elephant and making judgment from a limited perspective, not taking the whole of the creature. They were right in their observation of the respective parts of the elephant.

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Question 8

List down FIVE pairs of rhyming words from the poem.

[Applying]

Sample answer

Blind-mind

Fall-wall

Spear-clear

Spake-snake

Question 9

Fill in the table below after reading the poem.

[Applying]

Men	Part of the elephant they felt with hands	Observation
1 st wise man		
2 nd wise man		
3 rd wise man		
4 th wise man		
5 th wise man		
6 th wise man		

Sample answer:

Men	Part of the elephant they felt with their hands	Their Observation
1 st wise man	broad & sturdy side	wall
2 nd wise man	tusk	spear
3 rd wise man	trunk	snake
4 th wise man	knee	tree
5 th wise man	ear	fan
6 th wise man	tail	rope

Question 10

Re-write the poem in the form of a story. Include some dialogues.

[Creating]

Question 11

If you were there with the six wise men, how would you help them to settle the argument?

[Creating]

Sample answer:

If I were there with the six wise men, I would take them near the elephant once again and make them touch the whole body of the elephant and make them realize their mistakes.

Activity 1

(Applying)

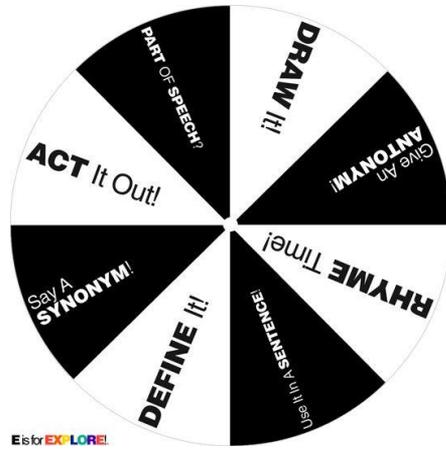
[Teacher guided]

Teacher draws an animal on the chalk board (leaves out some parts of the animal). Ask few student volunteers to come in the front. Blind fold them (turn wise) and let them draw the remaining parts of the animal. Let them see what they have drawn.

Activity 2

[Teacher guided: Spin the wheel activity]

[Applying]



Make a list of words on a paper strip and put it in a paper box. Have a student in a group/class take turn and draw one word, then spin the wheel and ask the group to do the resulting activity.

blind	sharp	beast	strong	long
-------	-------	-------	--------	------

3.6 TITLE: DID I ORDER AN ELEPHANT?

Author: Marcello Argil
Genre: Essay

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 3.6.1 list down all the unfamiliar words and write down their meanings;
- 3.6.2 read aloud with correct pronunciation and intonation;
- 3.6.3 present a conditional writing using the theme given in the text;
- 3.6.4 identify and write down the tenses/parts of speech; and
- 3.6.5 list down the humorous elements.

Question 1 [Applying]

Make a sentence each using the following words.

- i. contest
- ii. apartment
- iii. elevator
- iv. tenant
- v. confess

Question 2 [Applying]

What tense is the story written in?

- A Simple past tense.
- B Simple present tense.
- C Simple perfect tense.
- D Simple continuous tense.

Answer: A Simple past tense.

Question 3 [Evaluating]

Cite any **TWO** examples from the text that you find humorous.

Sample answer:

- i. The narrator receives an elephant without ordering one.
- ii. Author didn't have enough space to keep the elephant.
- iii. People thinking he could be a poet or a maharaja in disguise.

Question 4 [Applying]

What part of speech is underlined in the sentence given below?

"I began driving the elephant to work in the morning, instead of the car"

- A Noun
- B Verb
- C Adjective
- D Preposition

Answer: B Verb

Question 5 [Applying]

What lessons can you get from this text?

Sample answer:

- i. All good things must come to an end.
- ii. Every cloud has a silver lining

Question 6

[Applying]

Rearrange the words to form correct sentences.

- i. something of the act conveying.

- ii. have you elephant enough money an buy if.

- iii. wonderful have you a will time.

Question 7

[Applying]

If you happen to receive a beautifully wrapped gift but without the sender's address, what would be your reaction?

Question 8

[Applying]

Categorize the words in the box into different group of syllables.

delivery	person	principle	correctly	elevator	tenant	traffic
comfortable	certainly	invitation				

Answer:

Two syllables	Three syllables	Four syllables
person	principle	delivery
tenant	correctly	comfortable
traffic	certainly	invitation
		elevator

Question 9

(Creating)

Write a paragraph on what you would do if you receive an elephant.

3.7 TITLE: JEAN-CLAUDE’S ISLAND

Author Savage Carlson

Genre: Short Story

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 3.7.1 read the text aloud with correct pronunciation, pauses and intonation;
- 3.7.2 illustrate text to life connections;
- 3.7.3 list down the humorous elements;
- 3.7.4 write down the theme; and
- 3.7.5 present a role play/ pantomime.

Question 1

[Analyzing]

Read the sentences below and match the words in column A with their meanings in column B.

1. Neglected – the old books in the library are sadly neglected.
2. Flung – he flung himself on the sofa after a tiring day.
3. Trousers – I feel comfortable in trousers while I travel.
4. Elegant – Dema looked elegant in her new dress.
5. Suspicious – my mother was suspicious about me coming home late.

Column A	Column B
1. neglect	A. pants
2. flung	B. beautiful and attractive
3. trousers	C. doubtful
4. elegant	D. ignore
5. suspicious	E. influence
	F. throw with force

Answer:

- | | | |
|--------------|---|--------------------------|
| Neglect – | D | ignore |
| Flung – | F | throw with force |
| Trousers – | A | pants |
| Elegant – | B | beautiful and attractive |
| Suspicious – | C | doubtful |

Question 2

[Applying]

Write a paragraph about an incident where you did something unusual like the boy in the story. Mention how your parents reacted to it.

Question 3

[Applying]

How do you feel when your parents do not appreciate your hard work?

Sample answer:

When my parents do not appreciate my hard work, I feel miserable and neglected and I don't feel like doing anything good.

Question 4

[understanding]

What makes the story interesting? List down some of the humorous elements from the story?

Sample answer:

The humorous elements make the story interesting. Some of the humorous elements present in the story are;

- the boy trying to put trouser on a horse.
- The horse kicking the boy.
- Fathers trousers being torn into two pieces
- Grandma pleading the boy not to tell from where he got the idea
- Jean Claude fetching stick which would be used to whip himself

Question 5

[Evaluating]

The father thinks of whipping the boy for what he has done. Do you think it is fair to use physical punishment to correct a mistake?

Sample answer:

Yes, I think it's fair to use physical punishment to correct the mistake because

- He will not repeat the mistake.
- he will think twice before he does any mischievous.

No, it's not fair to use physical punishment to correct a mistake because

- punishment would cause hatred and dislikes
- for some people an advice works far better than whipping

Question 6

[Analyzing]

Compare your father to Jean Claude's father.

Sample answer:

Jean Claude's father	My Father
<ul style="list-style-type: none"> • strict • particular • understanding • caring 	

Question 7

[Analyzing]

Fill in the table with the list of character traits for the given characters

Character	Traits
Jean-Claude	
Granny	
Father	

Sample answer:

Character	Traits
Jean-Claude	Honest, energetic, smart
Granny	Nice, loyal, loving, caring
Father	Strict, understanding

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Question 8

[Analyzing]

Why did Jean Claude's father change his mind about whipping his son? Mention **TWO** reasons.

Sample answer:

Jean Claude's father changed his mind about whipping his son because he

- felt pity for his son
- loves his son
- saw that his son was sorry

Question 9

[Analyzing]

What lesson did you learn from the story?

Sample answer:

The lessons I learnt from the story are:

- think twice before you do anything
- an idle mind is a devil's workshop

Question 10

[Analyzing]

Fill in the table with the advantages of an extended family and nuclear family.

extended family	nuclear family
i.	
ii.	
iii.	

Sample answer:

extended family	nuclear family
i. Lot of support and help	Can provide consistent love and care to children
ii. Financially stable	Have privacy
iii. Closer ties between uncles, aunts and cousins	Establish stronger bond as they work together and rely on one another.

Activity 1

[Applying]

[Teacher guided]

Teacher does the model reading.

Let the students read the story following the different reading strategies.

Activity 2

[Applying]

[Teacher guided]

Divide children into groups. Prepare flash cards with the scenes from the story. Let children discuss in groups and present pantomime to the class. Other groups have to guess the particular scene and action of the story.

• Scrubbing the kettle
• Scattering the grains
• Eating cake
• Wearing trouser on the horse
• Horse kicking the boy
• Granny sitting on the rocking chair and stitching the trousers
• Choosing the stick for his father

THEME: MEDIA AND COMMUNICATION

4.1 TITLE: CREATING YOUR OWN NEWSPAPER

Genre: Non-Fiction

Author: Adapted from Kids World Magazine

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 4.1.1 list down all the unfamiliar words and write down their meanings;
- 4.1.2 read aloud a portion/news item from any newspaper;
- 4.1.3 state the rules that the news reporters should consider while writing news; and
- 4.1.4 create a newspaper including pictures, advertisements and announcements.

Question 1

[Remembering]

Match the words in column A with their definitions given in column B.

Rewrite the matching pairs.

Column A	Column B
1. reporter	A. corrects and makes changes to the articles.
2. editor	B. designs the illustrations for publishing.
3. photographer	C. collects and reports news.
4. designer	D. takes photos to authenticate the news.
	E. visits all the places.

Answer:

1. reporter – C. collects and reports news.
2. editor – A. corrects and makes changes to the articles.
3. photographer – D. takes photos to authenticate the news.
4. designer – B. designs the illustrations for publishing.

Question 2

[Applying]

Fill in the blanks with the appropriate words.

1. A reporter researches, interviews and _____ news.
2. An editor reads the reporter’s news and does necessary _____
3. A photographer snaps pictures that will prove the _____
4. Advertising in newspapers generates _____ for the newspaper company.
5. A designer puts articles, photos and advertisements on the _____ page.

Answer:

1. writes
2. correction
3. news
4. fund
5. right

Question 3

[Applying]

Which of the following word is spelt correctly after adding ‘ing’?

Word	Added ‘ing’
decide	decideing
happen	happenning
edit	editing
create	crateing

Answer: edit - editing

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Question 4

[Applying]

Imagine that you are an editor of a newspaper. Identify and edit the errors in the paragraph given below.

Mr. Rigzin Rigzin was one of the few Bhutanese writer who participated in the Mountain Echoes literary festival hold in August 2015 in Thimphu. He serves as a member of the National Council representing khoma constituency (Lhuentse) from 2008 to 2013. He is the writer of the book “talisman of good fortune”.

Answer:

Mr. Rigzin Rigzin is one of the few Bhutanese writers who participated in the Mountain Echoes literary festival held in August 2015 in Thimphu. He served as a member of the National Council representing Khoma constituency (Lhuentse) from 2008 to 2013. He is the writer of the book “Talisman of Good Fortune”.

Question 5

[Creating]

Read the short excerpt given below carefully and frame at least THREE rules that a news reporter needs to consider while writing news.

My most recent exploration took me to two places in Bhutan. The first was the Changbangdu Primary School where classes begin with a moment of absolute silence. This is part of the new GNH curriculum Bhutan has introduced into its schools.

Teachers say they have already noticed a difference from the daily moments of meditation. Their students, they claim, are now more focused.

GNH also includes lessons on conservation and recycling. It also means teaching, for instance, why one should be considerate to other people. As a government policy, GNH, recognizes other components besides education, psychological well-being and ecology. They are: health, culture, living standards, and proper use of time, community vitality and good governance.

Steve Herman Chief VOA's Southeast Asia Bureau and Correspondent, based in Bangkok.

Question 6

[Creating]

Construct at least THREE words using the letters in the word ‘Photographer’.

Sample answer:

1. hope
2. grape
3. paper
4. tap

Question 7

[Applying]

Imagine that you are a reporter. Write an interview with an actor using interrogative words.

Activity 1

[Applying]

[Teacher Guided]

Ask students to cut out the newspaper publications and paste each one in appropriate headings in the scrap book (as shown in the table).

Sample:

<i>News</i>	<i>Humor</i>	<i>Advertisement</i>	<i>Sports</i>	<i>Entertainment</i>

Activity 2

[Applying]

[Teacher guided]

After reading the text, divide the children into five groups and assign the following roles to each group. Let them discuss in groups and ask them to present their roles.

1. Reporter
2. Editor
3. Photographer
4. Advertiser/promoter/marketer
5. Design and layout

Answer:

1. **Reporter:** *I report news or conduct interviews or broadcasts. I research stories and write national, regional and local news. I report on news, sports, culture, politics, youth issues and environmental related issues.*
2. **Editor:** *I edit, prepare, revise and correct an article, book, magazine or newspaper for publication. I compile news.*
3. **Photographer:** *I take photographs as a profession. I photograph scenes from festivals, tshechus, and accidents and make movies to support the news.*
4. **Advertiser/promoter/marketer:** *I write radio or television ad programmes. I am also known as advertising sales agent. I play an important role in generating income for many media outlets.*
5. **Design and layout/Layout designer:** *I cut ads and paste on a sheet with picture to go with the article and write headlines in bold letters. I do some free advertising for friends, families or local businesses and draw little boxes and fill them with interesting facts.*

4.2 TITLE: WELCOME TO TV LAND

Author: Shelagh Wallace
Genre: Informative Essay

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 4.2.1 list down all unfamiliar words and write down their meanings;
- 4.2.2 talk about advantages and disadvantages of watching TV;
- 4.2.3 write down the categories of TV shows; and
- 4.2.4 role play on any type of TV show he/she knows of.

Question 1

[Understanding]

Choose the correct word from the given box and write against its correct meaning.

Audience, commercials, conventions, program, exaggeration, stereotype, suspense

1. Uneasiness or worry about what is going to happen: _____
2. Advertisement on televisions, newspaper: _____
3. A set of rules: _____
4. A group of people who witness a show: _____
5. Making a thing larger or greater than it really is: _____
6. Fixed image or idea about a particular person or thing: _____
7. A radio or a television show _____

Question 2

[Remembering]

Read the text carefully and find the antonyms for the given words.

1. wrong x
2. same x
3. reject x
4. slow x
5. simple x
6. comfortable x
7. boring x
8. dull x
9. opened x
10. short x

Question 3

[Applying]

Mention **THREE** positive impacts of watching television.

Sample answer:

Some of the good things about television are:

- enable young children to share cultural experiences with other.
- teach important values and life lesson.
- gives information and news.

Question 4

[Analyzing]

“Watching Television for long hours is not advisable.” Give **TWO** reasons.

Question 5

[Analyzing]

Why is it important for the parents to limit their children’s time in watching television?

Give **THREE** reasons.

Sample answer:

It is important for the parents to limit their children’s time in watching television because

- i. it will increase the risk of obesity,
- ii. it would hamper their studies,
- iii. bad sleeping habits, and
- iv. less time for play.

Question 6

Look at the picture given below and write how such a life style would hamper the family life.

[Applying]



<https://en.wikipedia.org/wiki/Family>

Question 8

What measures would you adopt to prevent watching too much television and leading a good family life.

[Applying]

Sample answer:

We can keep TV from dominating our family life by:

- switching off the TV during meal time.
- reading to your children.
- encouraging active recreation.
- not using television as a punishment or reward.

Activity 1

[Teacher guided]

Let children in groups, discuss and enact a TV program of their choice to the class.

[Creating]

4.3 TITLE: LIGHT! CAMERA! ACTION

Author: Susan Green

Genre: Essay

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 4.3.1 list down all the unfamiliar words and write down their meanings;
- 4.3.2 enact on the given text;
- 4.3.3 write down the roles of crew members;
- 4.3.4 explain on how a TV program is made ; and
- 4.3.5 explain why TV programs are not real.

Question 1

[Remembering]

Find the synonyms of the following words from the text.
surprise, show, photo, gown, and tale

Answer:

wonder, drama, picture, dress, and story

Question 2

[Applying]

All the following crew members work under Art department EXCEPT

- A art director.
- B movie producer.
- C graphic designer.
- D costume designer.

Answer: B movie producer

Question 3

[Evaluating]

Director, producer, cinematographer/photographer and editor are some of the crew members of film making. Which crew member would you like to be and why?

Question 4

[Evaluating]

Is it necessary to have comic characters in every movie? Give **TWO** reasons.

Question 5

[Evaluating]

Do you believe in the advertisements shown in television? Explain with an example.

Activity 1

[Applying]

Invite a guest speaker (any of the crew members available in your locality) and let him/her share his/her experiences in acting/making movies. As a follow up activity, let students discuss whether acting/making movies are better than any other profession.

Activity 2

[Applying]

[Teacher Guided]

Divide children into groups and assign the roles of different crew members. Let them present an act on any subject.

4.4 TITLE: LET’S TALK ADVERTISING

Author: Susan Hughes
Genre: Non-Fiction

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 4.4.1 list down all the unfamiliar words and write down their meanings;
- 4.4.2 write down the difference between past and present ways of advertising;
- 4.4.3 list down different ways of advertisement given in the text and beyond;
- 4.4.4 identify and write down the tenses/parts of speech used; and
- 4.4.5 write the positive effects of advertisement.

Question 1 **[Remembering]**

Which **ONE** of the following is NOT TRUE about advertising?

- A improves the quality of goods and services
- B gets attention of the buyers
- C introduces their products
- D enhances business

Answer: A improves the quality of goods and services

Question 2 **[Applying]**

Which **ONE** of the following words is best associated with advertising?

- A generating
- B promoting
- C designing
- D appealing

Answer: B *promoting*

Question 3 **[Remembering]**

Write ‘*True*’ or ‘*False*’ against each statement

1. Advertisement encourages customers to buy goods and services.
2. Advertisement minimizes the profit of the business.
3. Advertisement creates awareness of the new products and services available.
4. Advertisement captures the attention of buyers.
5. Advertisement doesn’t help in selling the goods and services.

Question 4 **[Analyzing]**

List few differences between the advertisements made in the past and the present.

Past	Present

Sample answer:

Past	Present
<ul style="list-style-type: none"> • People shouted to others to sell their goods. • Neighbors suggested where goods and services were found. • Shopkeepers had signs on their shops for sale of goods. 	<ul style="list-style-type: none"> • Advertisements are made in magazines and newspapers. • Advertisements are made on television • Advertisements are made on internet.

Question 5

[Applying]

Identify article, subject, verb, adjective and object in the following sentences.

- i. A black bull charged ferociously at the man.
- ii. A beautiful red rose grew in my garden.
- iii. The little kitten played with a ball.

Question 6

[Applying]

Sort out the words from the box and fill in the table under the correct heading.

balloon, you, grew, Canada, on, in, seen, their, large, because, and, buy, they

conjunction	noun	preposition	adjective	pronoun	Verb

Answer:

conjunction	Noun	preposition	adjective	pronoun	Verb
and, because	Canada, balloon	in, on	large, long	you, they, their	buy, seen, grew

Question 7

[Applying]

Read the instructions given in the brackets and write accordingly.

1. People advertise the goods produced.
(What is the noun form of 'advertise'?)
2. New communication technologies blossomed in recent years.
(What is the singular form of 'technologies'?)
3. In dangerous scenes, stunts often replace the actors.
(What is the superlative form of 'dangerous'?)

Question 8

[Applying]

Read and write the rhyming words for the following.

1. new
2. local
3. message
4. capture
5. market
6. power
7. sale
8. grew
9. hopping
10. getting

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Question 9

[Creating]

How would you advertise the following goods given in the pictures?



www.education.com/activity/arts-and-crafts/

Activity 1

[Teacher Guided]

Divide the class into three advertising groups. Let students choose any one product available in their locality. Assign them the following three different ways to advertise their product.

- Group 1 Newspaper advertising
- Group 2 Radio advertising
- Group 3 Television advertising

[Creating]

4.5 TITLE: JIMMY JET AND HIS TV SET

Poet: Shel Silverstein

Genre: Poem

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 5.5.1 list down all the unfamiliar words and write down their meanings;
- 5.5.2 list down the figures of speech used in the poem (focus on hyperbole);
- 5.5.3 explain the aspects of watching TV;
- 5.5.4 establish text to life connections;
- 5.5.5 write a similar poem using rhyming words;
- 5.5.6 write down the theme.

Question 1

[Applying]

Identify the irregular verbs from the poem and list down according to their tenses as shown below.

Present tense	Past tense

Answer:

Present tense	Past tense
tell	grew
know	frozen
sit	

Question 2

[Applying]

What figure of speech is prominently used in this poem?

- A simile
- B metaphor
- C hyperbole
- D personification

Answer: C *hyperbole*

Question 3

[Applying]

The theme of the poem would be

- A the introduction of television.
- B disadvantages of watching television.
- C watching television is good for our health.
- D television is one form of media and communication.

Answer: B *disadvantages of watching television.*

Question 4

[Analyzing]

Compare yourself to Jimmy Jet and write the differences between the two of you.

Jimmy Jet	I
1. Jimmy watches television all the time	1. I watch only for few hours.
2. He is lazy.	2. I help my parents.
3. He is unhealthy.	3. I read books.
	4. I am active

Question 5

[Applying]

Identify homophones for the given words from the poem.

1. you
2. knight
3. off
4. pail
5. wear

Answer:

1. yew/ewe
2. night
3. of
4. pale
5. where

Question 6

[Applying]

“He watched all day, he watched all night”

Use a suitable conjunction and rewrite the sentence

Answer: He watched all day and night.

Question 7

[Evaluating]

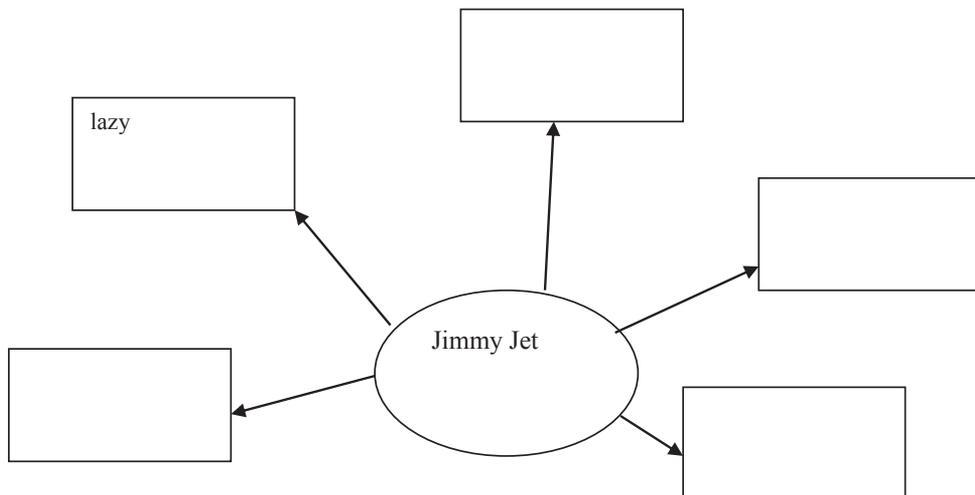
Is it advisable for the parents to provide electronic gadgets like play station, mobile phones, television, etc. to their children? Give **THREE** reasons.

Question 8

[Analyzing]

Sketch a character map of Jimmy Jet

Answer:



Question 9

Write an acrostic poem on any word from the text by referring the sample given.

[Applying]



www.readwritethink.org

*T-Teaching our children
E-Every day, that
L-losing precious seconds and
E-Engaging everyday in TV is bad
V-Volume very loud
I-In its broadcast
S-Seeing various programmes
I-I can't keep myself away
O-Only thinking of
N-Never ending cartoons.*

Activity 1

[Teacher guided]

What TV programmes are advisable for the children to watch? List down few and let children discuss in groups.

[Analyzing]

4.6 TITLE: NEIGHBOURS

Poet: Leva Grants

Genre: Poem

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 4.6.1 read aloud the poem with correct rhythm and intonation;
- 4.6.2 describe the life style of the neighbours (essay writing: a day in the life of the neighbours);
- 4.6.3 paraphrase the poem (using simple and compound sentence);

Question 1

[Understanding]

Who is the speaker in the poem talking to?

Sample answer:

The speaker could be talking to himself/herself or to the readers.

Question 2

[Applying]

What figure of speech is used in the given lines?

“the television glows

Orange in the day

Blue at night

Like the moon.”

- A simile
- B metaphor
- C hyperbole
- D personification

Answer: A simile

Question 3

[Understanding]

Explain the following lines.

*“where the sun
is always cold,
where the flowers
have no scent?”*

Sample answer:

It can mean that the people in the house are so much engaged in watching television that they have no time to enjoy and appreciate the beauty of nature.

Question 4

[Creating]

Select any one of the words given below and write a shape poem.

1. moon
2. sun
3. flower
4. house

Sample: Rain



"Rain,
 Rain. Go away.
 Come again another day."
 Rain, Rain. Go away! Rain, Rain.
 You make me sad. Rain, Rain. You make
 Me mad. Rain, Rain. You make the roads slick and wet.
 Rain, Rain. You make my hair a big mess. Rain, Rain. You
 tend to make me quite upset. Rain, Rain. I like you less and less.
 Its.
 A.
 Go
 od.
 Th
 in
 in
 g.
 I. KS!
 Li In.
 ve.

<https://www.youngwriters.co.uk/types-shape-poem>

Question 5

Paraphrase the poem in three to four sentences.

[Understanding]

Question 6

Illustrate the poem.

[Creating]

Question 7

Select the most appropriate word from the given box and write it against the word related to it.

[Applying]

glows	scent	blue	cold
-------	-------	------	------

1. moon	
2. night	
3. television	
4. flower	

Answer:

1. moon	blue
2. night	cold
3. television	glows
4. flower	scent

Question 8

The colours mentioned in the poem are

- A orange and purple
- B black and purple
- C blue and yellow
- D orange and blue

[Remembering]

Answer: D orange and blue

Activity 1
[Teacher guided]

[Applying]

Follow the instructions given below carefully to conduct '*Teacher Directed Interactive Reading*'.

1. The teacher introduces the text and sets a purpose for an independent, and silent reading of the text.
2. The teacher reads the text aloud while students follow the reading in their own book.
3. The teacher pauses for predictions, clarifications, and questions.
4. Then students are paired for buddy reading.
5. Small groups of students read the text together using reciprocal approaches.
6. The teacher reads the text aloud to a small group of students while the rest of the class reads on their own.
7. Finally, whole class choral reading of the text must be done.

THEME: EXPLORE AND OBSERVE

5.1 TITLE: LISTEN WITH YOUR EYES

Author: Sharon Stewart

Genre: Non-fiction

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 1.1.1 list down all the unfamiliar words and write down their meanings;
- 1.1.2 identify and write down the tenses/parts of speech used;
- 1.1.3 read aloud with correct pronunciation and intonation;
- 1.1.4 establish text to life connections;
- 1.1.5 define and explain body language cues; and
- 1.1.6 enact on the given text.

Question 1

[Applying]

Look at the pictures and write down the emotions they show.

Pictures	Emotions
	
	
	
	
	

<https://en.wikipedia.org/wiki/Emotion>

Sample answer:

1. happy
2. sad
3. angry
4. excited
5. surprised/confused

Question 2

[Remembering]

Write down the synonyms of the following words.

1. successfully
2. contradict
3. intentional
4. gesture
5. dominate

Sample answer:

1. fruitfully
2. disagree
3. purposely
4. signal
5. control

Question 3

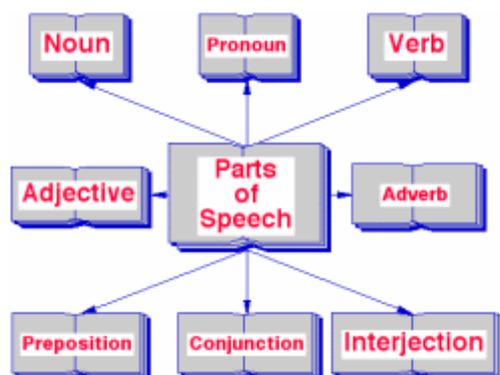
Make sentences using the following words.

1. wrinkle:
2. restless:
3. interest:
4. repeatedly:
5. frustrated:

[Applying]

Question 4

Write **TWO** examples for each part of speech from the text.



<https://www.englishclub.com/grammar/parts-of-speech>

[Applying]

Question 5

What do the following body language cues mean as per the context?

1. nodding the heads:
2. eyebrow flash:
3. looking away when someone is speaking:
4. downcast eyes and drooping shoulders:
5. scratching your nose:

[Understanding]

Sample answer:

1. Saying yes
2. Looking at people whom you like
3. Not understanding what other person is saying.
4. Sad and dejected
5. Signals doubt or puzzlement.

Question 6

How far do you believe in listening with your eyes?

[Evaluating]

Question 7

[Understanding]

Describe the different body languages used by your friend to show the following emotions.

Emotions	Body language of your friend
Happy	
Sad	
angry	

Question 8

[Applying]

Fill in the blanks by adding “ing” or “ed” accordingly.

1. The flower droop_____ in the sun.
2. Pema is send_____ her kids to the winter camps.
3. He remember_____ giving the keys to Tashi.
4. The old man was nodd_____ in the chair,
5. I invit_____ them for lunch.

Question 9

[Applying]

Look at the example given and complete the table.

Body gestures		What does it mean?
Arms crossed in front of the chest		Disagreement with others opinion
1. Biting nails		
2. Finger tapping or drumming		
3. Hands on the head		
4. Stroking the chin or beard		

https://en.wikipedia.org/wiki/Body_language

Sample answer:

1. Disagreement with others opinion.
2. Tired or impatient while waiting.
3. Boredom, being upset, or being ashamed.
4. Deep thought; trying to make up one’s mind.

5.2 TITLE: THE MICROSCOPE

Poet: Maxine Kumin
Genre: Poetry

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 5.2.1 list down all the unfamiliar words and write down their meanings;
- 5.2.2 explain how the microscope was invented;
- 5.2.3 identify and write down rhymes;
- 5.2.4 illustrate and write about microscope (use ICT); and
- 5.2.5 write down the theme.

Question 1

[Remembering]

All of the followings are uses of a microscope EXCEPT to

- A diagnose disease.
- B see micro-organism.
- C check the purity of air.
- D examine the value of jewels.

Answer: C to check the purity of air.

Question 2

[Understanding]

According to the poet how was the microscope invented?

Sample answer:

According to the poet, Microscope was first invented by Anton Leeuwenhoek who was a shop keeper. He spent most of his time grinding special lenses to look at micro objects like mosquitoes’ wings, skin of the people, dogs and mice, fishes’ scales etc. At the beginning people thought he was crazy but gradually that was how he invented the microscope.

Question 3

[Applying]

What experiences do you have with the microscope in the school?

[Open ended]

Question 4

[Applying]

Scientists use microscope to study microorganisms. Name few professionals who use microscopes.

Sample answer:

- jewelers
- Forensic science technicians
- Lab technicians in the hospital

Question 5

[Applying]

Write about any inventor and his/her invention.

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Question 6

[Applying]

Write a short paragraph about the picture given below. You may use the words in the table to help you.



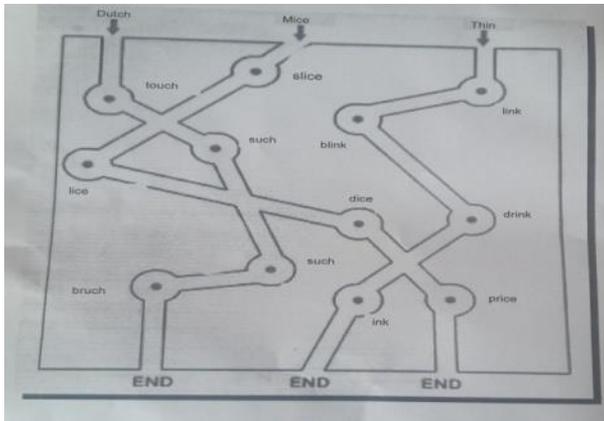
invented	special lenses	tiny	water drop
microscope	mad	blood	laboratory

https://en.wikipedia.org/wiki/Optical_microscope

Question 7

[Applying]

Follow the maze and connect the rhyming words



www.coolmath-games.com/0-maze

Question 8

[Evaluating]

People often don't recognize a genius when they see one. Do you agree? Justify.

Question 9

[Understanding]

The waiting townsfolk fumed and fussed. What is the synonymous phrase for the underlined words?

- A got angry
- B were happy
- C felt concern
- D were not bothered

Answer: A got angry

Question 10

[Creating]

Write about an invention you would make if you were a scientist.

Question 11

[Analyzing]

Look at the picture given below. Write at least THREE benefits and drawbacks of these inventions.

1. Mobile phones

2. Cars



www.thinkgeek.com/electronics-gadgets/

Sample answer:

Mobile Phones	
Benefits	Drawbacks
<ul style="list-style-type: none"> • Easy communication • Source of information • portable 	<ul style="list-style-type: none"> • Constant interruption • Affects face to face interaction • Distractions
Cars	
Benefits	Drawbacks
<ul style="list-style-type: none"> • Saves time • Ease of transportation • Convenient to travel at any time 	<ul style="list-style-type: none"> • Air pollution • It makes people lazy • High risk of accidents • Expensive to buy and maintain

Activity 1

[Applying]

[Teacher guided]

Write down all the new vocabulary on a chart and read it to the class. Ask children to read the poem independently and write the meanings of the words.

5.3 TITLE: LADYBUG GARDEN

Author: Celia Godkin

Genre: Short Story

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 5.3.1 list down the features of informational text (story map);
- 5.3.2 read aloud with correct pronunciation and intonation;
- 5.3.3 establish text to life connections;
- 5.3.4 collect pictures of the insects mentioned in the text and maintain a scrap book;
- 5.3.5 identify and write down the tenses/parts of speech/punctuations used;
- 5.3.6 write down the importance/benefits of maintaining a garden; and
- 5.3.7 work cooperatively in a small group to stage a role play on the text.

Question 1

[Remembering]

Which of the following insects are found in a garden?

- i. Aphid
- ii. Caterpillar
- iii. Ants
- iv. Bedbug

- A i, ii & iii
- B i, ii & iv
- C ii, iii & iv
- D ii, iii, iv

Answer: A i, ii & iii

Question 2

[Applying]

Make a sentence each using the following words.

- i. queeze
- ii. buzzed
- iii. nuisance
- iv. recover
- v. crawled

Question 3

[Analyzing]

Explain why it is not good to kill insects in our garden.

Sample answer:

It is not good to kill insects in our garden because it will break the food chain and there will be disturbances in the ecosystem; besides, killing is a sin.

Question 4

[Analyzing]

Match the underlined word of each sentence in column A with the parts of speech in column B.

Column A	Column B
1. It was easier for the bees to <u>suck</u> honey dew.	Noun
2. The <u>gardener</u> did not know what to do.	Verb
3. Aphids crept out of their hiding place <u>and</u> went back to work.	Adjective
4. Insects ate all the <u>fresh</u> vegetables and fruits.	Preposition
5. <u>Wow!</u> The gardener shouted looking at his garden.	Conjunction
	Interjection

Answer:

1. verb
2. noun
3. conjunction
4. adjective
5. interjection

Question 5

[Evaluating]

Is the title “Ladybug Garden” suitable to the text? Give **ONE** reason.

Question 6

[Applying]

Write a letter to the author sharing how you felt after reading the story.

Question 7

[Applying]

Draw a plot summary on the story following the given sequence.

Exposition → Rising Action → Climax → Falling Action → Resolution

Sample answer:

Exposition: gardener was contended looking at her garden.
 Rising Action: gardener sprayed insecticide in the garden and as a result there was an increase in harmful insects.
 Climax: the gardener did not know what to do and realized the interdependence of plants and insects.
 Falling Action: gardener’s friend suggested her to bring a box of ladybugs.
 Resolution: the garden becomes healthy again.

Question 8

[Analyzing]

What message is conveyed through this story? Justify.

Sample answer:

Inter-dependence between plants and animal kingdom.

Question 9

[Understanding]



Figure A

https://en.wikipedia.org/wiki/List_of_vegetables



Figure B.

Look at the figures given above carefully and write THREE differences between *Figure A and Figure B.*

Answer:

Figure A	Figure B
1. Beautiful garden	1. infested garden
2. Brightly coloured fruits, vegetables and flowers	2. Hardly see the fruits and vegetables
3. More production	3. poor production
4. Fresh	4. Wilted

Activity 1

Invite the school Nature club coordinator and let him/her share the importance of maintaining flower gardens in the school. Let students write a short paragraph on what they have learned as a follow up activity.

[Applying]

Activity 2

Organize a field trip nearby where there is a garden/park. Children will compile a report on the trip and share it in the assembly.

[Creating]

5.4 TITLE: JESSIE’S ISLAND

Author: Sheryl McFarlane

Genre: Non Fiction

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 5.4.1 list down all the unfamiliar words and make sentences;
- 5.4.2 read aloud the text with correct pronunciation and intonation;
- 5.4.3 write the differences between a formal letter and an informal letter;
- 5.4.4 write a letter describing about his/her school to a cousin/friend who lives in a different Dzongkhag/location; and
- 5.4.5 draw pictures and colour them to illustrate what they described in the letter.

Question 1

[Applying]

Make a sentence each using the following words.

- i. bored
- ii. museum
- iii. invite
- iv. disappear
- v. favourite

Question 2

[Creating]

Draw and describe an island of your own imagination.

Question 3

[Applying]

Write a letter to your friend who lives in another district, inviting him/her to visit your beautiful place during the winter vacation. Do not forget to describe what makes your place beautiful.

Question 4

[Applying]

Add prefixes and suffixes to the given words.

- i. ___ land
- ii. ___ appear
- iii. awful ___
- iv. swim ___
- v. special ___

Answer:

- i. island
- ii. disappear
- iii. awfullyy
- iv. swimming
- v. specially

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Question 5

[Word puzzle]

[Applying]

Find and circle **FIVE** nouns from the text hidden in the word puzzle.

S	T	R	A	W	B	E	R	R	I	E	S
A	E	F	D	H	H	H	R	S	S	T	N
L	S	Y	R	A	T	T	L	S	L	Z	W
M	D	K	S	L	R	A	W	F	A	O	P
O	T	H	E	E	E	E	N	X	N	Y	O
N	G	N	H	S	N	N	D	T	D	P	T

Answer

S	T	R	A	W	B	E	R	R	I	E	S
A	E	F	D	H	H	H	R	S	S	T	N
L	S	Y	R	A	T	T	L	S	L	Z	W
M	D	K	S	L	R	A	W	F	A	O	P
O	T	H	E	E	E	E	N	X	N	Y	O
N	G	N	H	S	N	N	D	T	D	P	T

5.5 TITLE: MUM DAD AND ME

Poet: James Berry
Genre: Poetry

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 5.5.1 write down the differences between the world he/she lives in now and the world his/her parents grew up then;
- 5.5.2 write a similar poem using simple and compound sentences;
- 5.5.3 identify and write down the parts of punctuation used in the poem;
- 5.5.4 write an autobiographical poem;
- 5.5.5 design a comic strip which tells the story of the narrator's parents' life in Jamaica (using only pictures).

Question 1

What makes this poem a *free verse*?

[Applying]

Answer:

The poem is a *free verse* as it does not follow a uniform meter or syllables. It also does not have uniform rhyme scheme and rhythm.

Question 2

The sixth stanza talks about a

[Understanding]

- A fear
- B need
- C wish
- D vision

Answer: C wish

Question 3

What do you think is the mood of the speaker in the poem? Explain why?

[Analyzing]

Sample answer:

The mood of the speaker is **happy**. We know it because he was born in the modern world with many facilities. He need not suffer like his parents.

Question 4

Write an acrostic poem on *FATHER*.

[Creating]

Sample:

Most beautiful of all
 Oh! You smell so good.
 Terrific in every way
 Holding my hand
 Every day should be Mother's Day
 Radiant as the sun

Question 5

[Applying]

Classify the following statements into simple and compound sentences.

- i. Dad played cricket at my age. _____
- ii. Mum went to an open village market but I go to a covered arcade. _____
- iii. My parents grew among palm trees, in sunshine strong and clear and I grew in pale weather.. _____
- iv. I read or talk on the phone. _____
- v. Dad works most Saturdays. _____

Answer:

- i. Simple Sentence
- ii. Compound Sentence
- iii. Compound Sentence
- iv. Simple Sentence
- v. Simple Sentence

Question 6

[Remembering]

Capitalize the letter where ever necessary in the sentences given below.

- i. mum goes for shopping on saturdays.
- ii. The speaker says, "i was born in London".
- iii. Dad did not have time to watch tv longing for freedom in jamaica.

Answer

- i. Mum goes for shopping on Saturdays.
- ii. The speaker says, "I was born in London.
- iii. Dad did not have time to watch TV longing for freedom in Jamaica.

Question 7

[Creating]

Write an autobiographical poem about yourself.

(Follow the guide/steps provided)

Line 1---Your name

Line 2---Personal characteristics

Line 3--- Your brothers and sisters

Line 4---Whom you love?

Line 5---for whom you feel the most?

Line 6---Whom you need the most?

Line 7---Whom would you like to see?

Line 8---Who do you fear?

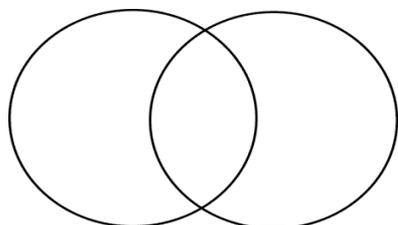
Line 9---Whom do you dream of?

Line 10---You are a student of?

Question 8

[Analyzing]

Compare your world with your parent's world in **THREE** ways using the Venn diagram.



Activity 1

Conduct a spelling test to check their vocabulary.

[Applying]

Activity 2

Design a comic script based on the poem following the steps given:

- i. Decide upon a theme
- ii. Sketch the characters
- iii. Make the borders
- iv. Do the lettering
- v. Penciling
- vi. Inking
- vii. Use speech bubbles

[Creating]

[Teacher can use this comic strip as an example in the class]



[source :www.gibbons.de]

5.6 TITLE: LETTER FROM LAYA

Author: T.S Powdyel
Genre: Non-Fiction

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 5.6.1 list down all the unfamiliar words and make sentences;
- 5.6.2 read aloud the text with correct pronunciation and intonation;
- 5.6.3 compare the lives of layaps to the people living in the south of Laya;
- 5.6.4 list down the features that define the layaps' way of living;
- 5.6.5 identify and write down the tenses/parts of speech used; and
- 5.6.6 explain the impacts of modernization on layaps.

Question 1

[Applying]

The Layap men have switched to wearing gho, _____?

The correct tag to complete the above statement is

- A have not they?
- B haven't they?
- C don't they?
- D do they?

Answer: B haven't they?

Question 2

[Understanding]

The following facilities are accessible in Laya EXCEPT

- A electricity
- B shopping malls
- C Basic health unit
- D communication network

Answer: B shopping malls

Question 3

[Applying]

One of the features of a non-fiction is that it is

- A a fact.
- B popular .
- C legendary.
- D imaginary.

Answer: A a fact

Question 4

[Understanding]

The word 'quadruped' means

- A four footed.
- B two footed.
- C with wings.
- D without wings.

Answer: A four-footed.

Question 5

[Remembering]

Write TRUE or FALSE against each statement.

- i. Most Layaps believe in the practice of polyandry.
- ii. A day's temperature in Laya falls as low as negative twenty degree celsius.
- iii. Laya is blessed with stunning beauty of nature.
- iv. An eagle showed the way into Bhutan to Zhabdrung Rimpoche .

Answer:

- i. True
- ii. True
- iii. True
- iv. False

Question 6

[Applying]

Write all the consonants having the blend 'st' from the text.

Example: stunning

Answer:

1. stock
2. storeyed
3. stamina
4. strength
5. stoned
6. studying
7. stubborn
8. style

Question 7

[Analyzing]

Look at the figures 1 and 2 and make a comparison.



Figure 1

Figure 2

www.tessabunney.co.uk/the-highlanders-of-bhutan/

Question 8

[Understanding]

Read the sentences given below and match the words in column A with their meanings in column B. Rewrite the matching pairs.

- i. She is quite stunning with large dark eyes and a good figure.
- ii. The Bhutanese National team had to face a formidable opponent in Asian Qualifying Match.
- iii. The road is completely enveloped by fog.
- iv. The children’s responses were commendable.
- v. Lhamo stays within the confines of the city.

Column A	Column B
1. stunning	A. worthy of being commanded or praised
2. formidable	B. to wrap something around
3. envelope	C. strikingly beautiful or overpowering with admiration
4. commendable	D. extremely impressive in strength or excellence
5. confines	E. in a joyous manner
	F. a bounded scope

Answer:

- | | |
|------------------|---|
| 1. stunning - | C. strikingly beautiful or overpowering with admiration |
| 2. formidable - | D. extremely impressive in strength or excellence |
| 3. envelope - | B. to wrap something around |
| 4. confines - | F. a bounded scope |
| 5. commendable - | A. worthy of being commanded or praised |

Question 9

[Creating]

List any two developmental activities that you would initiate in Laya if you were the Gasas Dzongda?

Answer:

If I were the Gasas Dzongda, I would

- ✓ electrify all the households,
- ✓ upgrade the BHU into a general hospital,
- ✓ open a BoB branch in the village,
- ✓ advise people about health and hygiene,
- ✓ advise them about the importance of keeping our environment clean and green and
- ✓ black top the farm road from Gasas to Laya.

Question 10

[Applying]

Write a letter to a friend studying in Laya Primary School. Write about how you felt after reading the text.

Sample:

*Changzamtog Lower Secondary School
Thromde
Thimphu*

15th October, 2016

Dear Yewong,

How have you been? How is everyone at home? What is happening in your school these days? I guess you must be very busy. Regarding me, I am good. My mom and dad are fine too. A lot of activities are happening in my school nowadays.

Guess what? I read the article in our text about your village. It was so interesting. I learnt a great deal about your place. The most interesting part was about how Zhabdrung Rimpoche came to Bhutan led by a fox. I felt like I was reading a fairytale. I felt good to learn that some modern facilities have reached your village. I admire the fact that you have clean and green environment and fresh air to breathe. I wish I could one day come and visit your village.

I was overwhelmed by the description of your village that I couldn't stop sharing my happiness with you. I would love to hear from you soon.

Your loving friend

Seldrup

Question 11

[Evaluating]

“And the students here are already setting their eyes on opportunities and possibilities beyond the confines of Laya. Four of seven students in class IV see themselves as future teachers, one dreams of becoming an engineer, and two have visions of seeing themselves on the Dzongda's seat.”

What conclusions can you draw from the above extract? Mention any TWO.

Answer:

1. They want to make sure that they have a good future.
2. They want to be independent.
3. They are ambitious.
4. They want to bring changes to their village

Activity 1
[Teacher Guided]

[Analyzing]

3-2-1

After reading the text, let students list and discuss **THREE** things they learned, **TWO** things they found interesting and **ONE** question they need to ask.

Sample answer:

THREE things I learnt:

1. Zhabdrung Rimpoche came to Bhutan in 1616.
2. Layap women marry more than one husband so their wealth stays within the family.
3. Layaps grow wheat, maize, millet and a few vegetables only.

TWO things I found interesting:

1. Stubborn elastic leeches harass humans and animals.
2. Zhabdrung Rimpoche followed a howling fox to reach Bhutan from Tibet.

One question I want to ask

1. Where did the people of Laya originate from?

THEME: ADVENTURE

6.1 TITLE: THE CLIMB

Author: Amy

Genre: Narrative Essay

LEARNING OUTCOMES

At the end of the lesson, a student will be able to:

- 6.1.1 read and comprehend the text independently;
- 6.1.2 use unfamiliar words in sentences of their own after finding their meanings;
- 6.1.3 recognize texts or words that carry explicit and implicit meanings and explore alternative meanings;
- 6.1.4 make text to life connections;
- 6.1.5 explore the types of conflicts in the story and how they are resolved;
- 6.1.6 arrive at a judgment regarding the character of the narrator;
- 6.1.7 write similar essay; and
- 6.1.8 answer based on the text.

- | | |
|---|-------------------------------|
| <p>Question 1
How does the narrator feel in the first paragraph about “The Climb”?</p> | <p>[Understanding]</p> |
| <p>Question 2
Based on the information from the first and the second paragraph, who do you think is the narrator’s enemy?</p> | <p>[Analyzing]</p> |
| <p>Question 3
What other things does the narrator struggle against in the text?</p> | <p>[Understanding]</p> |
| <p>Question 4
Which form of narration does the writer use? Note down the features of the narration used.</p> | <p>[Applying]</p> |
| <p>Question 5
Describe an experience when you fought against your own fear of feelings.</p> | <p>[Applying]</p> |
| <p>Question 6
Sometimes, we intend to convey a different meaning through what we say and write. Cite two examples from the poem.</p> | <p>[Applying]</p> |
| <p>Question 7
Which event or part of text do you find the most exciting? Give TWO reasons.</p> | <p>[Evaluating]</p> |
| <p>Question 8
Does the narrator qualify to be a hero? Give THREE reasons.</p> | <p>[Evaluating]</p> |

6.2 TITLE: WHAT IS A HERO?

Author: Laura Eggerston, Gabriel Garcia Marquez
Genre: Essay

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 6.2.1 list down all the unfamiliar words from the text and write down their meanings;
- 6.2.2 explain the general characteristics of heroes;
- 6.2.3 debate on the topic, “heroes are born, not made”;
- 6.2.4 write a descriptive essay on any of his/her favorite heroes;
- 6.2.5 write down the theme; and
- 6.2.6 differentiate the characteristics of Bhutanese heroes and heroes around the world.

Question 1

[Analyzing]

Read the riddles given below carefully and arrange the jumbled words to form the appropriate word.

Example:

buamlrel: umbrella

I can protect you from the rain.
 I have a handle.
 My name begins with a vowel and has three syllables.
 What am I?

1. I am an adjective. I begin with the letter ‘P’. I am not in the dictionary of a hero.

spmsibileo: _____

2. I mean a great victory. I am a noun. I start with the letter ‘T’ and ends with ‘h’.

rtihpum: _____

Answer:

- 1. impossible
- 2. triumph

Question 2

[Analyzing]

All the characters given below are the qualities that heroic leaders have in common

EXCEPT

- A cowardice.
- B selflessness.
- C courageous.
- D compassionate.

Answer: A cowardice.

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Question 3

[Analyzing]

What does a *hero* mean to you? Write a sentence or two to describe a *hero*?

Question 4

[Applying]

Fill in the web with the abilities displayed by Pema Tshering that has been an inspiration to all.



1. He does more with his feet than most people can do with their hands.
2. He learnt to read and write on his own from his sister's discarded books.
3. He leads an independent life though he is handicapped.
4. He has achieved more than his dream.

Question 5

[Creating]

Write an adventure story describing events that turns a person into a hero.

Question 6

[Evaluating]

Do we need a lot of money to be a hero? Explain in your own words.

Sample answer:

Yes, we need money to be a hero because

- If you have money we will be able to help the poor and needy people
- To be generous, you need to have money
- If you have money, people would love, respect and look at you with admiration.

No, we don't need money to be hero because

- Heroes are people who transform compassion into heroic action
- Engage in voluntary work
- Anybody can be hero as long as you are kind, selfless, compassionate and talented.

Question 7

[Creating]

Imagine that you are a handicapped person. How would you lead an independent life?

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Question 8

(Understanding)

Differentiate an ancient hero from a modern hero. Write down the differences.

Sample answer:

Ancient hero	Modern Hero
<ul style="list-style-type: none">• Royal birth• Half mortal and half god• Have superhuman powers• Goes on an adventure• Lots of physical suffering• Fight for their honour• Most of them are remembered only after their death.	<ul style="list-style-type: none">• They can be anyone (teachers, cops, fire fighter or just a ordinary person)• Strong leadership capabilities• Caring• Willing to sacrifice• Support a good cause• Intelligent, strong and charismatic.

Activity 1

[Applying]

Teacher guided activity (should be an ongoing activity)

Adopt a word

Provide templates with headings as given below. Each student should adopt a word every day and fill in the table.

Word	Meaning	Part of speech	Example of usage

Activity 2

[Evaluating]

[Teacher guided]

Conduct a debate on the topic, “Heroes are born, not made”.

6.3 TITLE: THE LAST MOUNTAIN

Poet: Bettina Grassmann

Genre: Poem

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 6.3.1 list down all the unfamiliar words and write down their meanings;
- 6.3.2 write down the synonyms and antonyms for the unfamiliar words;
- 6.3.3 write down the theme of the given text;
- 6.3.4 identify and write down the tenses/parts of speech used; and
- 6.3.5 narrate a similar experiences.

Question 1

[Understanding]

Write the meanings of the following words.

- i. regret
- ii. hippie
- iii. rheumatism

Question 2

[Applying]

The word *arthritis* has _____ syllables.

- A three
- B four
- C five
- D six

Answer: A three.

Question 3

[Understanding]

Underline the most appropriate *antonyms* for the words from the given choices.

- i. risky--- safe/harmless/not dangerous
- ii. hate--- adore/fondness/like

Answer:

- i. risky--- safe/harmless/not dangerous
- ii. hate--- adore/fondness/like

Question 4

[Remembering]

What is the synonym of the word *remember*?

- A recall
- B revise
- C revisit
- D remind

Answer: A recall

Question 5

[Remembering]

The past tense of *regret* is

- A regret
- B regrets
- C regretted
- D regretting

Answer: C regretted

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Question 6

What do you think is the theme of the poem?

[Analyzing]

Sample answer:

The theme of the poem is “Never give-up”.

Question 7

“When my uncle, the mountain climber died, my family cried for a month”

How is the speaker’s family bonding portrayed through the above lines?

[Analyzing]

Answer:

The family’s bonding is clearly portrayed through the last line when the speaker says that his family cried for a month when his uncle passed away.

This shows that they had been very close. They seemed to have a very strong relationship. Had they been estranged they would not have cried for a month.

Question 8

The speaker’s uncle died because of climbing a high mountain. Do you agree with the statement?

[Evaluating]

Activity 1

Conduct a debate on the topic, “Popularity is more important than our health”.

[Evaluating]

6.4 TITLE: A MOUNTAIN LEGEND

Author: Jorden Wheeler

Genre: Short Story

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 6.4.1 list down all unfamiliar words from the text and make sentences;
- 6.4.2 state the characteristic features of adventure stories;
- 6.4.3 explain what a legend is and share the legends that he/she knows of;
- 6.4.4 illustrate a picture sequence of the given text (let students read the text paragraph-wise and draw);
- 6.4.5 write down the theme; and
- 6.4.6 identify and write down the tenses/parts of speech used.

Question 1

Ask the students to find words from the story having either a suffix or a prefix and write them down in the given table.

[Applying]

Prefix	Root word	Suffix
-	Curious	-ly
un	Happy	-

Question 2

After going through the story we come to know that legend is a story of the past that is believed to be true by many people but cannot be proved. Discuss in groups and write a legend that they know or have heard of.

[Applying]

Question 3

Match the words with the correct pictures.

[Understanding]

Words	Pictures
1. Ledge	A 
2. Silhouette	B 
3. Tree line	C 
4. Marshmallows	D 
5. Coyote	E 
6. Pow wows	F 

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Question 4

[Applying]

Following are the features of an adventure story. Cite an example each from the text as shown below.

Features	Examples from the text
<ul style="list-style-type: none"> Allow the readers to escape from reality 	<ul style="list-style-type: none"> A spirit coming to save the main character of the story
<ul style="list-style-type: none"> Well described setting 	
<ul style="list-style-type: none"> Opens with action or dialogue 	
<ul style="list-style-type: none"> A series of small problems takes the main character to disaster 	
<ul style="list-style-type: none"> Tension filled climax 	

Sample answer:

Features	Examples from the text
<ul style="list-style-type: none"> Allow the readers to escape from reality 	<ul style="list-style-type: none"> A spirit coming to save the main character of the story
<ul style="list-style-type: none"> Well described setting 	<ul style="list-style-type: none"> the story explicitly describes the place and time of the events in the story.
<ul style="list-style-type: none"> Opens with action or dialogue 	<ul style="list-style-type: none"> The story opens with children travelling in a bus and the counselor giving instruction to the children.
<ul style="list-style-type: none"> A series of small problems takes the main character to disaster 	<ul style="list-style-type: none"> The incessant peer pressure leads the main character to a disaster.
<ul style="list-style-type: none"> Tension filled climax 	<ul style="list-style-type: none"> The story is filled with excitement, fear and mystery

Question 5

[Evaluating]

Would you consider Jason courageous? Give reasons.

Sample answer:

Yes, Jason is courageous because he climbed to the ledge of the mountain risking his life to prove himself to his friend Ralph.

No, Jason is not courageous. He climbed the ledge of the mountain because of peer pressure and he wished he had never accepted Ralph's dare when he had to face the disaster on the ledge. Jason was terrified when he saw the mother eagle.

Question 6

[Evaluating]

What stereotypical remark does Ralph make on Jason? Is it fair to label a person with such a remark?

Sample answer:

The stereotypical remark that Ralph makes on Jason was that, he being an Indian has to be brave like a warrior. It is unfair to label a person with a stereotypical remark as

- it would hurt the sentiment of the person,
- it may not be true, and
- we have no rights to label a person

Question 7

[Applying]

Write about an incident where you have experienced or witnessed a peer pressure.

Question 8

Write a diary entry from Jason's point of view on how he must have felt after he was rescued.

[Creating]

Question 9

Design the main events of the story in the form of a comic strip (story illustration).

[Creating]

Question 10

Underline the adjectives in the sentences given below. Write the opposites of the adjectives in the spaces provided.

[Applying]

Example:

Dorji is the fastest swimmer on our team. – Slowest

1. The car was painted a fiery red. _____
2. An owl hooted outside the room, its eerie call pricking my skin with goose bumps.

3. Pema likes to eat crispy chips watching movies. _____
4. He is stubborn like his father. _____
5. Some flowers have powerful smell. _____

Answer:

Adjective	Opposite word
1. fiery	dull
2. eerie	normal/reassuring
3. crispy	soft
4. stubborn	complacent
5. powerful	Weak

Question 11

Which ONE of the following words is an example of an adverb?

[Applying]

- A swiftly
- B crawl
- C write
- D stare

Answer: A swiftly

Question 12

Who unfolds the rest of the mountain legend to Jason?

[Remembering]

- A wind
- B eagle
- C McNabb
- D mountain

Answer: A Wind

Activity 1

[Applying]

Divide the class into four groups. Assign five words to each group and conduct a dictionary race. (Have the students look up the words and write down the definitions.

The first group to find and write down all the meanings wins the race.)

Let children divide the words among themselves in the group and make a sentence each. Later they can exchange their work with other groups and share the word meanings and the sentences.

Word list:

twilight, wearily, embers, shrink, silhouette, legend, menacing, curiosity, struggling, scrutinize, encroaching, desperately, perspiration, savoring, whimpering, ancestor, descendent, scurrying, spirit, ledge.

6.5 TITLE: THE MAGIC ROOT

Genre: Legend
Author: CAPSD

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 6.5.1 list down the meanings of all unfamiliar words and write down their meanings;
- 6.5.2 read aloud with correct pronunciation and intonation;
- 6.5.3 identify and write down the elements of a short story;
- 6.5.4 design similar kinds of game;
- 6.5.5 write down the importance of making correct decision; and
- 6.5.6 bring out the consequences of not being obedient to elders.

Question 1

“You went to save the life of your grandmother, _____?”

[Applying]

The correct tag for the above statement is

- A didn't you
- B don't you
- C didn't she
- D doesn't she

Answer: A didn't you

Question 2

The character's grandmother could be cured by a special plant found in Zhemgang.

[Applying]

The underlined word in the above sentence is

- A a verb.
- B a noun.
- C an adverb.
- D an adjective.

Answer: D an adjective

Question 3

Change the following direct speech into indirect speech.

[Applying]

The holy man said, “I can help you get home.”

Answer:

The holy man said that he could help me get home.

Question 4

Punctuate the following sentences correctly.

[Applying]

1. The Girl goes in search of the medicinal plant
2. She cried, please help me
3. didn't you go to save your grandmother's life
4. The characters in the story are father mother grandmother lama dog monkey and me.

Answer:

1. The girl goes in search of the medicinal plant.
2. She cried, “Please help!”
3. Didn't you go to save your grandmother's life?
4. The characters in the story are father,2 mother,2 grandmother,2 lama, dog,2 monkey and me

Question 5

Rearrange the picture sequence given in the text according to the choices you make while reading through the text.

[Remembering]

Question 6

How important is it to listen to our elders?

[Analyzing]

Sample:

- We need to listen to elders because they give us good advice.
- We need to listen to them because they are our elders.
- We need to listen to them because they have experiences that we don't have.
- We learn values and manners from them.

Question 7

Read the clues given; find the most suitable word from the word search.

[Applying]

g	r	a	n	d	m	o	t	h	e	r	z	l
x	o	l	r	p	l	e	a	s	e	d	e	a
c	s	u	a	o	l	q	d	t	n	r	b	q
a	s	x	q	i	b	r	p	i	b	i	f	s
q	a	m	o	i	k	n	u	m	c	o	a	h
e	s	c	a	p	e	c	w	l	a	i	w	r
k	h	e	a	g	f	j	y	f	w	o	n	m
l	a	y	z	r	i	x	f	o	u	i	s	e
p	m	u	f	x	g	c	g	h	z	t	p	p
a	e	i	k	n	r	h	e	a	w	d	n	c

Clues:

1. The mother of your father or mother.
2. The art of creating illusions.
3. The science which relates to the prevention and care of diseases.
4. Feeling shy or embarrassed.
5. To run away from confinement.
6. To express amusement, pleasure or love by facial expression.

Answer:

1. grandmother
2. magic
3. medicine
4. ashamed
5. escape
6. smile

Question 8

[Applying]

Use the given format to write the elements of the story.

Name: _____

fiction story

<p>Title: _____</p> <p>_____</p> <p>_____</p> <p>Author: _____</p> <p>_____</p>	<p>Characters: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--

Setting: _____

Problem: _____

Solution: _____

Theme: _____

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Activity 1

[Understanding]

[Teacher Guided]

- Conduct a class activity where children are divided into groups.
- Have the vocabularies on note cards and place it into a hat.
- Each group sends a member to pick a word and view it.
- Now he or she has the option to draw, act or describe to convey the meaning of the word. Rest of the class must guess the meaning.

Activity 2
[Teacher Guided]

[Applying]

Story Circle/chain story

Teacher makes students sit in a big circle. Teacher passes a paper to the first person. He/she begins a story in one sentence. He then passes onto the next friend, he continues in another sentence. It passes on till the last child. The teacher concludes the story.

Activity 3

[Applying]

Unscramble the words by referring to the meanings given.

1. **fihtrnege**-thrown into a state of intense fear or desperation.
2. **adseamh**- feel embarrassed
3. **gfrault**- feeling thankful and showing gratitude
4. **pisono**- any substances that causes injury or illness or death of a living organism
5. **evualtenly**-finally or ultimately
6. **mmietdiayel**-without delay or hesitation/ instantly/ right away
7. **yllteetpomc**- to do something thoroughly

Answer:

1. frightened
2. ashamed
3. grateful
4. poison
5. eventually
6. immediately
7. completely

Activity 4
Teacher Guided Reading [*shared reading*]

[Applying]

Divide the class into groups. Students have their books in front of them. Teacher reads a section of the text and lets a group to continue. Other groups listen and read along. It passes on from one group to another till the text is read.

6.6 TITLE: HERO

Poet: Rabindranath Tagore
Genre: Poem

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

- 6.6.1 list down all the unfamiliar words and write down their meanings;
- 6.6.2 make sentences using the unfamiliar words;
- 6.6.3 state the theme of the poem;
- 6.6.4 establish text to life connections;
- 6.6.5 enact the poem given in the text (by creating props);
- 6.6.6 identify and write down the tenses/parts of speech used; and
- 6.6.7 write a similar poem based on his/her cultural background.

Question 1

[Understanding]

A person who writes a poem is called

- A a poet.
- B a writer.
- C an author.
- D a playwright.

Answer: A a poet.

Question 2

[Remembering]

Match the words in column A with their meanings in column B.

Column A	Column B
1. desolate	A. seize
2. dim	B. not bright
3. yell	C. stoop
4. crouch	D. barren
5. clutch	E. shout
	F. shade

Answer:

Column A	Column B
1. desolate	D. barren
2. dim	B. not bright
3. yell	E. shout
4. crouch	C. stoop
5. clutch	A. seize

Question 3

[Applying]

Write the meanings of the following words and make a sentence each.

- i. escort
- ii. villains
- iii. spur
- iv. delicate

Question 4

[Analyzing]

What do you think makes the boy imagine the events in the poem?

Sample answer:

I think it's due to his wish to show his love and care for his mother so that she would be proud of him.

Question 5

Summarize the poem in your own words.

[Understanding]

Question 6

The boy in the poem came to his mother, all stained with blood saying “Mother, the fight is over now.” How would you react to such situation if you were the mother in the poem?

[Creating]

Question 7

What safety measures would you take while travelling alone to an unknown place?

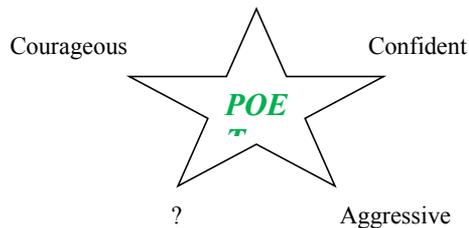
[Applying]

Question 8

The poet shouted, “Have care! You villains! One step more and you are a dead man”
Make character traits about the speaker based on the above statement.

[Analyzing]

Sample answer:



Question 9

Imagine that your best friend is surrounded by a group of villains. How would you help your friend?

[Applying]

Question 10

Imagine that you and your parents got trapped in a similar situation. How safe would be your parents under your care? Explain in a paragraph.

[Evaluating]

Question 12

Did the events described in the story really take place? Justify your answer?

[Evaluating]

Activity 1

Divide the class into groups and conduct a poetry recitation competition.

[Applying]

LANGUAGE

LEARNING OUTCOMES

At the end of the lesson, a student should be able to:

1. list down personal pronouns;
2. construct sentence using different tenses (past participle, past continuous, future continuous);
3. write down the parts of speeches in continuation with what have been learnt in previous classes (focus more on adverb, conjunction);
4. state the common contractions with examples. Such as she is - she's;
5. tell with examples how different degrees of comparisons are used in constructing sentences(positive degree, comparative degree and superlative degree);
6. construct question tags for various statements;
7. construct sentences using **word order**(article – subject – verb – adjective – object);
8. develop a short interview on any topic using question words/interrogative form;
9. identify and list alternative interrogatives;
10. arrange picture sequences for Subject-Verb-Agreement (May use ICT);
11. write a short story using punctuation marks appropriately;
12. construct a dialogue (using direct and indirect speech); and
13. differentiate between simple and compound sentences with examples.

Question 1

[Applying]

Change the underlined *nouns* in the following sentences into *pronouns*.

- i. Pelzom is the most intelligent girl in the school.
- ii. Thimphu is a beautiful place to live in.
- iii. I told students to read books.

Answer:

- i. She is the most beautiful girl in the school.
- ii. It is a beautiful place to live in.
- iii. I told them to read books.

Question 2

[Applying]

Identify the personal pronouns from the set of words given in the table.

she	they	glance	he	manual	rush	evenly	my	appropriate	limit
-----	------	--------	----	--------	------	--------	----	-------------	-------

Answer: she they he my

Question 3

[Remembering]

“I” is a first person singular pronoun. What is second person singular pronoun?

Question 4

[Remembering]

The third person plural form of pronoun *he* is

- A us.
- B we.
- C you.
- D they.

Answer: D they

Question 5

[Applying]

Which ONE of the following sentences contains a past participle?

- A The boys may prune.
- B The boys are pruning.
- C The boys will do the pruning.
- D The boys have done the pruning.

Answer: D The boys have done the pruning.

Question 6

[Remembering]

Fill in the blanks with *past participle* of the verbs given in the brackets.

- i. The _____ son (lose).
- ii. A _____ leg (break).
- iii. A _____ city (crowd).
- iv. A _____ room (decorate).
- v. An _____ audience (interest).

Question 7

[Applying]

Fill in the blanks with *past continuous* tense from the choices given in the brackets.

- i. I (am listening/was listening) _____ to the radio.
- ii. It (rained/was raining) _____ at six yesterday.
- iii. We (were studying/are studying) Dzongkha this morning _____.

Question 8

[Remembering]

Write True or False against each statement.

- i. Simple past form of word *write* is written.
- ii. "I will be singing" is in future continuous form.
- iii. Past participle of word *drink* is drunk.
- iv. "Sangay was playing guitar when her mother came back" is in present continuous form.
- v. "I am sick." is in simple present form.

Answer:

- i. False
- ii. True
- iii. True
- iv. False
- v. True

Question 9

[Applying]

Fill in the blanks with an appropriate *conjunction*.

- i. Tshewang loves writing _____ hates drawing.
- ii. I got excellent result in exam _____ I studied hard.
- iii. I will go to Punakha _____ get blessing from *Machen lhakhang*.

Answer:

- i. but
- ii. because
- iii. and

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Question 10

[Applying]

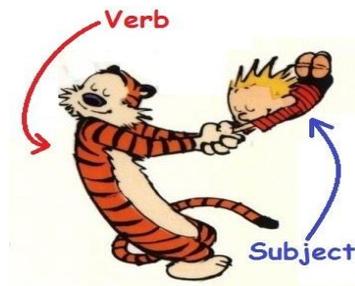
Differentiate *adjective* and *adverb* with TWO examples each.

Answer:

Adjective	Adverb
Describes the nouns and pronouns. Eg: i. Sangay is beautiful. ii. I have a small house. iii. Karma has a wonderful voice.	Gives more information about verbs and adjectives. Eg: i. Pema writes neatly. ii. Dorji is wearing a very expensive gho. iii. The puppy closely follows its mother.

Question 11

[Applying]

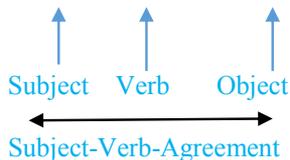


<https://owl.english.purdue.edu/exercises>

Make a sentence using “subject-verb- agreement” by looking at the picture given above.

Answer:

The cat is swinging the boy.



Question 12

[Applying]

Make correct sentences using the words given in the table.

Subject	Verb	Object
i. takin	eat	grass
ii. carpenter	nail	window pane
iii. bird	sing	tree
iv. children	play	cricket

Answer:

- i. takin eats grass.
- ii. carpenter nails the window pane.
- iii. bird sings on the tree.
- iv. children play cricket.

Question 13

[Applying]

Punctuate the following sentences correctly.

- i. my brother said, it is raining.
- ii. Why didnt you go.
- iii. Dr Karma visited my house last friday.
- iv. Oh I forgot to do that work
- v. I received many birthday gifts like dress toys and a book title light of my life.

Answer:

- i. My brother said, "It is raining".
- ii. Why didn't you go?
- iii. Dr. Karma visited my house last Friday.
- iv. Oh! I forgot to do that work.
- v. I received many birthday gifts like dress, toys and a book titled 'Light of My Life'.

Question 14

[Applying]

Fill in the blanks with contraction of the words given in the brackets.

1. _____ doing his home work at home. (he is)
2. _____ gone for a field trip. (they have)
3. He _____ go to the shop on his own. (can not)
4. Pema said, "_____ clean our room." (Let us)
5. You _____ watch television all the time. (should not)
6. _____ you taking part in the singing competition? (are not)
7. _____ leaving soon. (They are)
8. _____ a beautiful day for hiking. (it is)
9. She _____ bring her shorts for the HPE class. (did not)
10. I _____ take you to the town unless you promise to be a good boy. (will not)

Question 15

[Remembering]

Write the expression of each contraction.

1. Don't _____
2. Won't _____
3. Haven't _____
4. Isn't _____
5. I'm _____
6. I'd _____
7. Can't _____
8. We'll _____
9. He's _____
10. You're _____

Question 16

[Applying]

Write the correct form of adjectives given in the brackets.

1. The girls' hostel is _____ (big) than the boys'.
2. I would be the _____ (happy) person if I win a lottery.
3. Dema is _____ (pretty) than her sister.
4. Grocery items are _____ (cheap) in India.
5. Russia is the _____ (big) country in the world.
6. The soldier seems to be _____ (brave) than I thought.
7. I play _____ (good) football than Tobgay.
8. I am afraid that I will get _____ (fat) if I eat too much food.
9. I looked good when I was _____ (young).
10. I bought the _____ (expensive) mobile phone available in the store.

Question 17

[Applying]

Climbing a mountain could be an _____ experience.

- A excite
- B excited
- C exciting
- D more exciting

Answer: C exciting

Question 18

[Applying]

Select the correct tags for the statement given below.

1. You don't want to come, _____?
 - A didn't you
 - B you do
 - C do you
 - D haven't you
2. He is coming, _____?
 - A doesn't he
 - B does he
 - C isn't he
 - D is he
3. They aren't there, _____?
 - A are they
 - B does they
 - C doesn't they
 - D aren't they
4. She will do it, _____?
 - A doesn't she
 - B won't she
 - C does she
 - D isn't she
5. John likes flowers, _____?
 - A don't him
 - B doesn't him
 - C doesn't he
 - D doesn't John
6. My friend and I are studying, _____?
 - A are we
 - B aren't they
 - C are they
 - D aren't we
7. They were late, _____?
 - A won't they
 - B weren't they
 - C didn't they
 - D weren't they
8. I am late for work, _____?
 - A aren't I
 - B am I not
 - C isn't I
 - D won't I

9. Ann and Mary work, _____?
 A do they
 B Do Ann and Mary
 C are they
 D don't they
10. He works hard, _____?
 A does he
 B doesn't he
 C don't he
 D can't he

Answer:

1. do you
2. isn't he
3. are they
4. won't she
5. doesn't he
6. aren't we
7. weren't they
8. am I not
9. don't they
10. don't he

Question 19

Complete the sentences with correct question tags.

[Applying]

1. He's still working, _____?
2. You go to school, _____?
3. We can't go for a movie tonight _____?
4. He won't be back tonight, _____?
5. They didn't come, _____?
6. She will cook our dinner, _____?
7. He should not go, _____?
8. You wouldn't come for the party, _____?
9. We must do our homework sincerely, _____?
10. You bought a new car, _____?

Answer:

1. isn't he
2. don't you
3. can we
4. will he
5. did they
6. wont she
7. should he
8. would you
9. musn't we
10. didn't you

Question 20

[Applying]

Sort out the sentences into simple and compound sentences.

1. The boys sang and the girls danced.
2. Sangay and Dema will clean the class.
3. The boy threw the ball to his friend.
4. Men may come and men may go but I go on forever.
5. Tshering took the test several times but couldn't pass.
6. You may watch TV or you can go out to play.
7. Tashi could neither see nor hear.
8. In winter, Tenzin Thinley wears his heavy coat.
9. All the students rushed in to the hall to watch the movie.
10. I will read the book while I wait for them.

Answer:

1. compound
2. simple
3. simple
4. compound
5. compound
6. compound
7. compound
8. simple
9. simple
10. compound

Question 21

[Applying]

Punctuate the following sentences correctly.

1. he went for picnic with karmas mother
2. we went to thailand for vacation last winter
3. why did the girl go inside the cave
4. this beautiful mansion is her parents house.
5. that is amazing
6. Khandu my friend is a nice lady
7. my mother needs to buy rice oil salt and bread from the shop.
8. I need to clean the house prepare food and do the laundry.
9. Dawa said it is a beautiful day
10. We are going on holiday this july

Question 22

[Applying]

Which ONE of the following is correctly punctuated?

- A She said, "I will do my best".
- B Is your birthday on thursday?
- C They went to india for vacation.
- D Wow Bhutan is a beautiful country.

Answer: A She said, "I will do my best".

