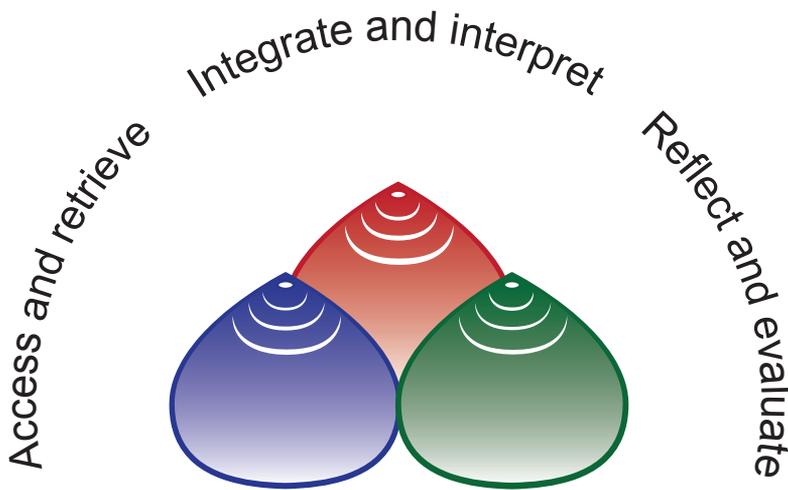




Competency Based Assessment  
2017

# Teacher's Reference



## ENGLISH

Class

7



# BHUTAN COUNCIL FOR SCHOOL EXAMINATIONS AND ASSESSMENT 2017

## PURPOSE OF THE BOOK

This book (*Teachers' Reference for Competency Based Assessment*) comprises Sample questions, Answers, Aspects and Cognitive level that can be used to assess competencies across all the learning strands. One of the main components of PISA (Programme for International Student Assessment) Reading Literacy Framework called Aspects (*Cognitive approach that determines how readers engage with a text*) is introduced for the first time in this book. As per PISA Reading Literacy Framework, Aspects encompasses Access & Retrieve, Integrate & Interpret, and Reflect & Evaluate. These are the mental strategies that both teacher and student can use in order to negotiate their way into, around and in between the texts.

This book intends to serve as a reference for teachers while teaching and also to serve as an item bank from which they may draw questions to assess students' competencies in Reading, Writing, Listening and Speaking as specified in the strands and learning objectives of the English curriculum (*grade VII*) and PISA Reading Literacy Framework.

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,
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.

## **ACKNOWLEDGEMENTS**

Bhutan Council for School Examinations and Assessment (BCSEA) would like to acknowledge the valuable contributions made by the following teachers from various schools and officials from Royal Education Council (REC) and BCSEA towards the development of this book.

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Assessment and Monitoring Division, BCSEA, Thimphu  
Tel (#): PABX: 322724 Fax (#): 325086 website: [www.bcsea.bt](http://www.bcsea.bt)

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**ISBN: 978-99936- 718-5- 5**

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## BACKGROUND

As mandated under Performance Compact Charter 7 of Accelerating Bhutan's Socio-economic Development (ABSD), BCSEA has developed Teachers' Reference for Competency Based Assessment (TRCBA) books since 2011 in various subjects at different levels.

These books contain model questions, answers, aspects and cognitive level that can be used to assess competencies across all the learning strands. They are intended to serve as a reference for teachers while teaching and also to serve as an item bank from which they may draw questions to assess students' competencies in their respective subjects.

In the year 2014, BCSEA conducted a survey on the usefulness of these books in teaching learning process. Subsequently, based on the feedbacks received from the teachers in field, the Ministry of Education endorsed the recommendations to further develop TRCBA books for other subjects across the school curricula to improve both the standard and delivery of quality education in the country.

The following TRCBA books are available both in soft ([www.bcsea.bt](http://www.bcsea.bt)) and hard copies (distributed to schools):

	Level	Subject	2013	2014	2015	2016	2017
1	Level 4	Dzongkha		✓			
2		English		✓			
3		Science					
4		Social Studies					
1	Level 5	Dzongkha				✓	
2		English			✓		
3		Math					
4		Science	✓				
1	Level 7	Dzongkha					
2		English				✓	
3		Math					
4		Science					
5		Geography					
6		History		✓			

	Level	Subject	2013	2014	2015	2016	2017
1	Level 8	Science					
1	Level 9	Dzongkha	✓				
2		English					
3		Math					
4		History					

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.

BCSEA's initiative to start developing and integrating CBA items was to achieve Competency Based Education (CBE) that measures the holistic development of the students through developing items that are not simply based on the ability to recall information or use of formulae or procedures but are focused on specific problems and situations that students need to resolve and apply on what they have learned.

## INTRODUCTION

CBA is a fairly recent concept introduced into the Bhutanese education system. It is the offshoot of the CBE that emerged in the United States in the 1970s. CBE promotes educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors that the students should possess at the end of a course of study (Richards, J and Rodgers, T. 2001, Approaches and Methods in Language Teaching).

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.

It is essential that teachers have prior understanding of what 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.

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.

# UNIT 1

## THEME: WHO AM I? – SELF

---

### 1.1 TITLE: UNFOLDING BUD

**Author:** Naoshi Koriyama

**Genre:** Poem

#### LEARNING OUTCOMES

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

- 1.1.1 identify figures of speech used in the poem;
- 1.1.2 write down the meanings of unfamiliar words;
- 1.1.3 state what a modern lyric is;
- 1.1.4 read the poem with appropriate intonation;
- 1.1.5 establish text to life connections; and
- 1.1.6 state how the poet suggest the reader to discover the meaning of a poem.

**Question 1** [Aspect: Access & Retrieve] [Understanding]

*"Yet one is surprised/To see the poem/Gradually unfolding."* The synonym of the underlined word is

- A. opening.
- B. growing.
- C. extending.
- D. spreading.

Ans: A opening.

**Question 2** [Aspect: Integrate & Interpret] [Applying]

Identify the figure of speech used in the 2nd stanza.

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

Ans: A Simile

**Question 3** [Aspect: Integrate & Interpret] [Applying]

Write down TWO ways in which a water-lily is similar to a poem.

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

In what ways are growing children similar to an unfolding bud?

**Question 5** [Aspect: Integrate & Interpret] [Analyzing]

What is a modern lyric? Explain using the text as an example.

*Ans: Modern lyric expresses the speaker's personal feelings or emotions. In the poem, "Unfolding Bud", the poet expresses his feelings regarding the similarities he finds in a bud and a poem.*

**Question 6** [Aspect: Reflect & Evaluate] [Evaluating]

Let students read the poem aloud with appropriate enunciation and explain the part(s) they like the most.

**Question 7** [Aspect: Reflect & Evaluate] [Creating]

Make a comic strip to illustrate stages of a flower from a bud to a full bloom.

**Question 8** [Aspect: Reflect & Evaluate] [Creating]

Suggest a suitable title for the poem.

## 1.2 TITLE: I'M NOBODY

**Author:** *Emily Dickinson*

**Genre:** *Poem*

### LEARNING OUTCOMES

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

- 1.2.1 establish text to life connection;
- 1.2.2 use new words in sentences of their own;
- 1.2.3 propose suitable alternative title for the poem;
- 1.2.4 write down the theme;
- 1.2.5 explain the implicit and explicit meanings of the text; and
- 1.2.6 compose a similar poem of their own.

#### Question 1

[Aspect: Access & Retrieve]

[Remembering]

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

Column A		Column B	
a)	banish	1.	marshland
b)	dreary	2.	beautiful
c)	admire	3.	expel
d)	bog	4.	couple
e)	pair	5.	respect
		6.	gloomy

Ans:

- i. a) - 3
- ii. b) - 6
- iii. c) - 5
- iv. d) - 1
- v. e) - 4

#### Question 2

[Aspect: Access & Retrieve]

[Applying]

What is the figure of speech used in the line, "How public, like a frog"?

Ans: *Simile*

#### Question 3

[Aspect: Integrate & Interpret]

[Applying]

Make complex sentences of your own using the following words:

- A. like -
- B. public -
- C. nobody -
- D. livelong -

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

What message does the poem convey to the readers?

**Sample**

*There are some people who are comfortable being nobody. They rather become nobody than be like croaking frogs in a marshland.*

**Question 5** [Aspect: Reflect & Evaluate] [Evaluating]

Would you like to be a nobody or a somebody as described by the speaker?

**Question 6** [Aspect: Reflect & Evaluate] [Creating]

Write a suitable title of your own for the poem.

**Sample**

- i. Who am I?
- ii. Identity

**Question 7** [Aspect: Reflect & Evaluate] [Creating]

Based on the poem's theme, compose a two stanza poem of your own. You must provide a suitable title.

**Sample**

I, Myself  
I need not please anybody  
When I am here as nobody  
I am known by none  
But I am happy this way.

### 1.3 TITLE: YOUTH HOTLINE

**Author: Bruce Vichert and Dr. Graham Cotter**

**Genre: Non-fiction**

#### LEARNING OUTCOMES

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

- 1.3.1 explain the features of a transactional text;
- 1.3.2 enact the text showcasing youth related problems;
- 1.3.3 transcreate the questionnaire into a summarized form;
- 1.3.4 identify and translate the idiomatic expressions used in the text;and
- 1.3.5 list down the advantages and disadvantages of availing such service.

**Question 1** [Aspect: Integrate & Interpret] [Understanding]

Select one problem and the solution offered from the text and summarize in about five sentences.

**Question 2** [Aspect: Reflect & Evaluate] [Evaluating]

If you have a problem, would you want it to appear in a newspaper or any form of mass media like the Facebook?

**Sample**

*Yes, I will be able to collect a lot of information and suggestions while remaining anonymous.*

*No, everyone is different from each other, so the suggestions will not help me.*

*Moreover, a lot of suggestions will only confuse me from taking the right decision.*

**Question 3** [Aspect: Reflect & Evaluate] [Creating]

Construct a dialogue between a school counselor who is offering help to a student being bullied by senior students. Each speaker must speak FIVE times.

**Sample**

*Student: Excuse me, Mrs. Tashi.*

*Counselor: Hello Dorji, come in. I haven't seen you in a while, have I? How can I help you?*

*Student: Well, if you have few minutes, I need your help.*

*Counselor: Please take your seat. I am glad that you came to me.*

*Student: .....*

*Counselor: .....*

**Question 4**

**[Aspect: Reflect & Evaluate]**

**[Creating]**

Read the text given below and answer the question that follows.

My parents quarrel a lot and I feel it is affecting me emotionally and academically. What should I do?

If you were an expert like Dr. Cotter, what advice would you suggest to the child?

**Sample**

*My advice would be:*

- » *Parents might get into quarrel with each other at times. Even people in the best relationships happen to quarrel.*
- » *Focus on your studies by making a study schedule.*
- » *Find a study partner to share ideas.*

**Question 5**

**[Aspect: Reflect & Evaluate]**

**[Creating]**

Choose ONE problem from the text to give alternative solution of your own.

**Activity 1 (Direction to the teacher) [Aspect: Reflect & Evaluate]**

Design and display posters to create awareness about the impacts of bullying in schools.

**Activity 1 Transactional texts (Direction to the teacher) [Aspect: Reflect & Evaluate]**

- i. Group the students into pairs. One will submit a problem in the form of a letter and the other will provide solution to it. (Time to be allotted for both the writings.)
- ii. Make each pair present their work.
- iii. Explain the purpose of such transactional texts.

## 1.4 TITLE: BE PROUD OF WHO YOU ARE

**Author: Lawrence B. Hookimaw**

**Genre: Poem**

### LEARNING OUTCOMES

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

- 1.4.1 read the poem with appropriate intonation;
- 1.4.2 suggest connotative meanings of words from the text;
- 1.4.3 identify metaphors or symbols used in the text;
- 1.4.4 evaluate whether it is important to preserve one's culture and tradition;
- 1.4.5 identify synonyms;
- 1.4.6 compose a tune; and
- 1.4.7 write down the theme.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

Write a synonym for the word "blessed"?

*Ans: Holy/sacred*

**Question 2** [Aspect: Access & Retrieve] [Understanding]

"I" in the poem refers to the \_\_\_\_\_

*Ans: speaker.*

**Question 3** [Aspect: Access & Retrieve] [Understanding]

What effect does the sound of the drum have on the speaker?

#### **Sample**

*The speaker in the poem is immensely moved by the sound of the drum being free. The sound drum makes him realize the importance of preserving and promoting cultural and traditional practices.*

**Question 4** [Aspect: Access & Retrieve] [Understanding]

Which ONE of the following words is not the connotative meaning of the word "dance"?

- A. protect
- B. perform
- C. promote
- D. preserve

*Ans: B perform*

**Question 5** [Aspect: Integrate & Interpret] [Applying]

Identify TWO examples of rhyming words from the poem.

**Sample**

- i. Proud-Crowd
- ii. Right- Night

**Question 6** [Aspect: Reflect & Evaluate] [Analyzing]

What conclusion can you draw from the last stanza of the poem?

**Sample:**

*The speaker is proud of his own culture and tradition and feels very happy to be a part of it.*

**Question 7** [Aspect: Reflect & Evaluate] [Analyzing]

Explain how copying other countries' ways of life is like NOT dancing to the beat of the drum.

**Sample:**

*As per the speaker in the poem, to join the dance of his/her people was to follow his/her culture and tradition. In the same way, copying others' ways and not following our ways is like not dancing to the beat of the drum.*

**Question 8** [Aspect: Reflect & Evaluate] [Creating]

Suggest ONE way in which you can promote the Bhutanese culture in your school.

**Activity (Direction to the teacher)** [Aspect: Reflect & Evaluate] [Creating]

- » Teacher plays a song and ask the students to listen carefully.
- » The teacher emphasizes on the use of intonation in the song.
- » The teacher instructs the students to work in groups and compose a tune for the given poem. Students practice in their groups and share to the whole class.

## 1.5 TITLE: THE GIRL WHO COULDN'T SEE HERSELF

**Author:** Leena Dhingra

**Genre:** Short story

### LEARNING OUTCOMES

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

- 1.5.1 justify the appropriateness of the story title;
- 1.5.2 explain what the girl in the story is really looking for;
- 1.5.3 establish text to life connections;
- 1.5.4 list down all the unfamiliar words and write down their meanings;
- 1.5.5 narrate a similar experience;
- 1.5.6 identify and write down the tenses/parts of speech used; and
- 1.5.7 identify the conflict in the story.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

State TRUE or FALSE for each statement regarding the story.

- i. The girl is blind.
- i. The mirror exactly reflects what she is.
- ii. The girl started to see herself better after she met the woman.
- iii. The antonym of the word blur is clear.
- iv. The mood of the story improves gradually.

**Question 2** [Aspect: Integrate & Interpret] [Applying]

Which figure of speech is used to show the girl's confusion? Give TWO examples.

*Ans: The figure of speech used is metaphor.*

Eg: You are round soft ball.

**Question 3** [Aspect: Integrate & Interpret] [Applying]

Fill in the blanks with the most appropriate words from the box given below to complete the sentences.

*grumbled, turned, dwelling, dragged, rolled, fluttering, ran*

- i. The little girl \_\_\_\_\_ that the picnic was cancelled because of the rain.
- ii. The ball \_\_\_\_\_ down the road.
- iii. He \_\_\_\_\_ and walked down the street.
- iv. We watched the butterflies \_\_\_\_\_ in the garden.

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

What type of conflict does the story have?

*Ans: Man versus himself*

**Question 5** [Aspect: Reflect & Evaluate] [Analyzing]

Explain in few lines what the girl in the story is really looking for.

**Sample**

*The girl is looking for her own identity since she is confused because of the perception given by different people.*

**Question 6** [Aspect: Reflect & Evaluate] [Analyzing]

Write a paragraph on what you have learnt from the story.

**Question 7** [Aspect: Reflect & Evaluate] [Analyzing]

What is the conflict in the story? Explain.

**Sample**

*The conflict in the story is internal. The girl in the story is confused about who or what she really is, and tries to find out by asking other people.*

**Question 8** [Aspect: Reflect & Evaluate] [Analyzing]

Why do you think young people like the girl struggle to find their identity?

**Question 9** [Aspect: Reflect & Evaluate] [Evaluating]

Did you go through any situation similar to the girl's experiences? Give reason.

**Question 10** [Aspect: Reflect & Evaluate] [Evaluating]

Is the title appropriate to the story? Why?

**Question 11** [Aspect: Reflect & Evaluate] [Creating]

In about ten sentences write a different ending to the story.

# UNIT: 2

## THEME: MY WORLD: RELATIONSHIPS AND FAMILY

### 2.1 TITLE: I HAVE BEEN HERE BEFORE

*Author: Her Majesty Ashi Dorji Wangmo Wangchuck, Queen of Bhutan*

*Genre: Journal*

#### LEARNING OUTCOMES

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

- 2.1.1 identify and write down the tenses/parts of speech used;
- 2.1.2 identify key features of a journal as a writing genre;
- 2.1.3 create sentences using the new vocabularies from the text;
- 2.1.4 text to life connection - the influence of such belief in day to day life of Bhutanese; and
- 2.1.5 connect the title to the two incidences described in the journal.

#### Question 1

[Aspect: Integrate & Interpret]

[Applying]

Sort the words given in the box below into its groups of speech.

*reincarnation believes pretty them you ability died*

Noun	Verb	Pronoun	Adjective

#### Question 2

[Aspect: Integrate & Interpret]

[Applying]

Make a sentence each using the following words:

- v. aplomb -
- vi. austere -
- vii. spiritual -
- viii. magnificent -
- ix. spontaneously -

#### Question 3

[Aspect: Integrate & Interpret]

[Applying]

Describe an incident about an incarnation that you have heard, seen or read?

**Question 4**

**[Aspect: Reflect & Evaluate]**

**[Evaluating]**

There are two incidents narrated in the text. Which one do you like more? Explain with a reason.

**Activity (Direction to the teacher)**

**[Aspect: Reflect & Evaluate]**

**[Creating]**

Maintain a journal for a week. Choose the most interesting entry you have made and share it (to your classmates).

## 2.2 TITLE: TO MY SON

**Author:** Helen Fogwill Porter

**Genre:** Poem

### LEARNING OUTCOMES

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

- 2.2.1 compose an acrostic poem;
- 2.2.2 transcreate the poem into a prose writing;
- 2.2.3 establish text to life connection; and
- 2.2.4 write a personal letter.

#### Question 1

[Aspect: Access & Retrieve]

[Remembering]

Teacher will read/play an audio on a poem related to relation and bonding (family).

After listening to the poem the teacher provides handouts in team to fill in the missing words.

#### I Love My Family – Justice Bullock

I love my family because  
they're filled with love  
I picture them as angels  
from heaven above

I know they love me  
and I know care  
our love is so big  
but there's enough to share

We're never alone  
it will be like that for ever  
I love my family  
we will always be together

I love my family because  
they're filled with .....  
I picture them as .....  
from ..... Above

**Question 2** [Aspect: Access & Retrieve] [Understanding]

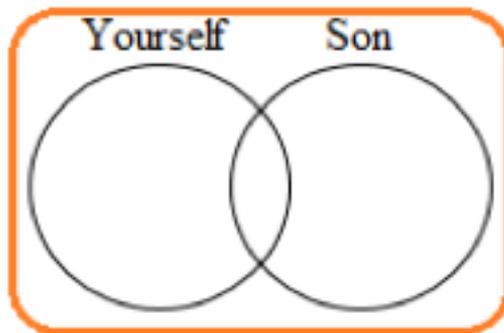
Who do you think is the speaker in the poem? How do you know?

**Question 3** [Aspect: Integrate & Interpret] [Applying]

Imagine you are the speaker in the poem, write a letter to your son to share how much you miss him especially when there is lightening and storms.

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

Compare and contrast yourself to the son in the poem using a Venn diagram.



**Question 5** [Aspect: Reflect & Evaluate] [Analyzing]

Why do you think a loving relation between parents and children is very important? Explain in your own words.

**Question 6** [Aspect: Reflect & Evaluate] [Evaluating]

What kind of feelings did you have as you read the poem? Identify the lines which made you feel that way.

**Question 7** [Aspect: Reflect & Evaluate] [Creating]

Write an acrostic poem on "To My Son." Write the title letters vertically in the boxes.


## 2.3 TITLE: SOMEBODY'S SON

**Author:** Richard Pindell

**Genre:** Story

### LEARNING OUTCOMES

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

- 2.3.1 create sentences using the new words from the text;
- 2.3.2 comment and explain the appropriateness of the title to the text;
- 2.3.3 draw a chart to depict elements of short story using the text;
- 2.3.4 establish text to life connections;
- 2.3.5 use the 'flash back technique' in his or her creative writing; and
- 2.3.6 write a personal letter.

#### Question 1

[Aspect: Access & Retrieve]

[Understanding]

Identify the word in the sentence whose meaning is given in the box. Write down the word in the space provided. (First one has been done for you.)

- i. My father gifted me a box of stationery to start my year in the new class.

*Materials such as paper, pens and ink that are used for writing.*

*Ans: stationery*

- ii. The movie is based on the discovery of primitive scriptures written in gold.

*To belong to or come from an early time in the ancient history.*

*Ans: \_\_\_\_\_*

- iii. A porcupine uses its sharp spines as its defense.

*The action of protecting from attack, danger or injury.*

*Ans: \_\_\_\_\_*

- iv. The football coach is going to intensify his practice sessions for his trainees.

*To increase the force or strength.*

*Ans: \_\_\_\_\_*

- v. The jutting wall stones scrapped the car when the driver drove too close to it.

*To extend out, up or forward.*

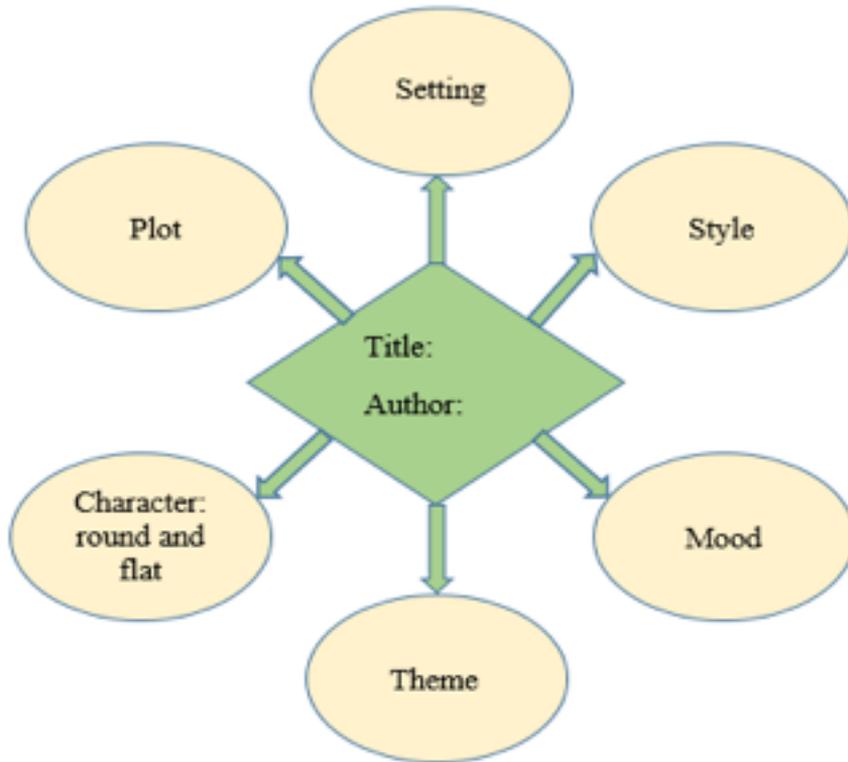
*Ans: \_\_\_\_\_*

Question 2

[Aspect: Integrate & Interpret]

[Applying]

Create a story-map for the given text to bring out the elements of a short story.



Question 3

[Aspect: Reflect & Evaluate]

[Analyzing]

What does the title suggest?

Question 4

[Aspect: Reflect & Evaluate]

[Creating]

Using the flashback technique, narrate an incident about how you disobeyed your parents/parent and later regretted.

## 2.4 TITLE: DEAR MOTHER

**Author:** Sylvia Martin

**Genre:** Essay

### LEARNING OUTCOMES

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

- 2.4.1 describe a universal character using mother as an example;
- 2.4.2 identify types of sentences;
- 2.4.3 evaluate the switched roles of parents;
- 2.4.4 compose a poem;
- 2.4.5 design ways to lessen the household chores of a mother;
- 2.4.6 participate in a debate; and
- 2.4.7 identify and write down the parts of speech used.

**Question 1** [Aspect: Access & Retrieve] [Understanding]

Read the extract given below and answer the following questions.

“... when you wish to sit on a chair, you will sit instead on a mound of things resembling a chair...”

Explain the funny situation mentioned in the above extract.

**Sample**

*Children are naughty, restless and play around creating a mess at home.*

*Therefore, the mother can't even find a chair to sit on so she has to sit on the mess.*

**Question 2** [Aspect: Access & Retrieve] [Understanding]

Match the underlined words given in column A with its group of speech in column B.

Column A	Column B
i. Dema has very curly hair.	a. Preposition
ii. They dropped in unexpectedly in my room.	b. Pronoun
iii. The dog has to be walked.	c. Adjective
iv. I should have taken her temperature.	d. Noun
v. She wishes to sit on a chair.	e. Verb
	f. Adverb

Answer:

- i. c. Adjective
- ii. a. Preposition
- iii. d. Noun
- iv. b. Pronoun
- v. e. Verb

**Question 3**

[Aspect: Integrate & Interpret]

[Applying]

Explain how the character of the mother is a universal one (universal character means one who represents/shows behavior that are common to all).

Ans:

*Mother is a universal character as she is shown as someone always busy and bogged down by household chores and looking after children. This happens with mothers in every country.*

**Question 4**

[Aspect: Integrate & Interpret]

[Applying]

“No weapons, children, no weapons!”

The above statement is an example of \_\_\_\_\_ sentence.

- i. a assertive
- ii. a declarative
- iii. an exclamatory
- iv. an interrogative

Ans: iii exclamatory

**Question 5**

[Aspect: Reflect & Evaluate]

[Creating]

Suggest TWO ways by which you could lessen your mother’s burden of household chores.

**Question 6**

[Aspect: Reflect & Evaluate]

[Creating]

Compose a three stanza poem about your mother. Each stanza should have four lines. Provide a suitable title to your poem.

**Activity (Direction to the teacher)**

[Aspect: Reflect & Evaluate]

Instruction: Divide the class into two teams and conduct a debate on the following theme:

“In a family, mother works more than the father.”

## 2.5 TITLE: GIRL'S EYE-VIEW OF RELATIVES

**Author:** Phyllis McGinley

**Genre:** Poem

### LEARNING OUTCOMES

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

- 2.5.1 list down all the examples of figures of speech in the text;
- 2.5.2 compose a poem from a boy's point of view on parents;
- 2.5.3 apply the features of a stereotype characteristics on parents;
- 2.5.4 write down the family values given in the text;
- 2.5.5 create a logbook on new vocabularies learnt from the text;
- 2.5.6 make text to life connections; and
- 2.5.7 write down the general features of a poem.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

Which point about fathers is NOT true in the poem?

EXCEPT that

- i. They protect their daughters from dragons.
- ii. They eagerly buy bicycles for daughters.
- iii. They believe change is dangerous.
- iv. They mistrust books and boys.

*Ans: iii They eagerly buy bicycles for daughters.*

**Question 2** [Aspect: Integrate & Interpret] [Applying]

Bring out any TWO elements of poetry using the text.

**Sample**

- i. Form (stanzas)
- ii. Rhyme, Rhythm, Alliteration, and onomatopoeia
- iii. Figure of speech
- iv. Theme

**Question 3** [Aspect: Reflect & Evaluate] [Analyzing]

Compare and contrast the roles of a father to a mother's using a Venn diagram.

**Question 4** [Aspect: Reflect & Evaluate] [Evaluating]

List down any FIVE qualities of your parents that you admire.

**Question 5****[Aspect: Reflect & Evaluate]****[Creating]**

In the first stanza (line three), fathers are described as dragon seekers. Make an illustration showing a father as a dragon seeker.

Activity (Direction to the teacher) [Respect: Access & Retrieve]

Maintain a logbook for new words as shown in the sample below:

You should have at least 10 entries.

<p>Vocabulary</p> <div style="border: 1px solid red; padding: 10px; width: fit-content; margin: 10px auto;">Adversary</div>	<p>Definition:</p> <ul style="list-style-type: none"> <li>» Adversary-An opponent or rival</li> </ul> <p>Sample Sentence:</p> <ul style="list-style-type: none"> <li>» Adversary: Sonam beat his old adversary in the quarter finals.</li> </ul> <p>Parts of Speech:</p> <ul style="list-style-type: none"> <li>» Adversary-Noun</li> </ul>
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## 2.6 TITLE: TWIN TELEPATHY

**Author:** Jay Ingram

**Genre:** Non-fiction

### LEARNING OUTCOMES

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

- 2.6.1 create sentences using new vocabularies from the text;
- 2.6.2 explain features of a non-fiction text;
- 2.6.3 describe experiences of knowing/seeing twins;
- 2.6.4 evaluate if he/she agrees with the text's information on twins or not; and
- 2.6.5 write a non-fiction piece.

**Question 1** [Aspect: Access & Retrieve] [Understanding]

What is the main idea expressed in the 2nd paragraph?

- A. Twin brothers wrote same answers.
- B. One brother was put in principal's office for the exam.
- C. One brother was made to sit in the classroom for the exam.
- D. Teacher suspected that the twin brothers were cheating in exam.

*Ans: D Teacher suspected that the twin brothers were cheating in exam.*

**Question 2** [Aspect: Integrate & Interpret] [Applying]

Bring out the features of a non-fiction text from the given text.

**Question 3** [Aspect: Integrate & Interpret] [Applying]

Find and encircle any FOUR nouns hidden in the word maze below.

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

*Answers Across*

- i. war
- ii. paper
- iii. heart

Down

- i. pan
- ii. exam
- iii. city

**Question 4** [Aspect: Integrate & Interpret] [Analyzing]

Write down the importance of each feature with reference to the text.

Features of the text	Importance
Title	
Diagrams/illustration	
Subtitle/subheading	

**Question 5** [Aspect: Reflect & Evaluate] [Evaluating]

Would you like to have an identical twin? Explain in a paragraph.

**Question 6** [Aspect: Reflect & Evaluate] [Creating]

Suggest a caption for the photograph.



<https://www.google.bt/search?q=identical+twins&source>

# UNIT: 3

## THEME: OUR COMMUNITY: WHAT MATTERS IN MY WORLD

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### 3.1 TITLE: STARFISH

**Author:** *Anonymous*

**Genre:** *Anecdote*

#### LEARNING OUTCOMES

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

- 3.1.1 explain what an 'anecdote' is;
- 3.1.2 identify antonyms ;
- 3.1.3 identify the point of view used;
- 3.1.4 write an informal letter;
- 3.1.5 explain how he/she can make a difference in the community; and
- 3.1.6 create comic strip.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

Choose the correct antonyms for the following words from the box.

*dusk born catch morning died threw near up same*

- i. die: \_\_\_\_\_
- ii. far: \_\_\_\_\_
- iii. dawn: \_\_\_\_\_
- iv. down: \_\_\_\_\_
- v. throw: \_\_\_\_\_

#### **Sample**

- i. *born*
- ii. *near*
- iii. *dusk*
- iv. *up*
- v. *catch*

**Question 2** [Aspect: Integrate & Interpret] [Applying]

Explain how the text is an anecdote?

**Sample**

An anecdote is a short story about an interesting incident. The story is a short one about how one boy keeps throwing starfish back into the sea to save them.

**Question 3** [Aspect: Integrate & Interpret] [Applying]

The point of view used in the text is \_\_\_\_\_

Ans: third person.

**Question 4** [Aspect: Integrate & Interpret] [Applying]

Imagine that you were the boy throwing starfish. Write a letter to a friend narrating your meeting with an old man on the beach.

**Question 5** [Aspect: Reflect & Evaluate] [Analyzing]

“Little drops of water make the mighty ocean...,” means even small contribution can make a difference. Narrate an incident where your little effort made a positive difference to your home/school.

**Question 6** [Aspect: Reflect & Evaluate] [Evaluating]

Do you like the anecdote? Give ONE reason.

**Activity (Direction to the teacher)** [Aspect: Reflect & Evaluate]

Instruct students to observe the comic strip. Next, make them create their own comic strip to illustrate the anecdote.

**Sample**



<https://www.google.com/bz/search?q=sample+comic+strip&biw=1366&bih=662&source>

## 3.2 TITLE: MORE THAN MEETS I

**Author: Tshering Gyeltshen**

**Genre: Essay**

### LEARNING OUTCOMES

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

- 3.2.1 identify figures of speech used in the text;
- 3.2.2 suggest appropriate themes of the essay;
- 3.2.3 write at least two paragraphs about a person's good quality and how it has influenced him/her;
- 3.2.4 establish text to life connection; and
- 3.2.5 analyze how the values given in the text will help build a great community.

**Question 1** [Aspect: Access & Retrieve] [Understanding]

Explain how abusing drug is like licking honey from a knife's edge.

Ans:

If we lick honey from a knife's edge, we will cut our tongues and get pain.

Similarly, though abusing drugs may seem good like honey, in the end we will destroy ourselves.

**Question 2** [Aspect: Integrate & Interpret] [Applying]

Write down any FOUR lines from the text which contain similes.

Ans:

- i. There is no gift as great and august as life.
- ii. Like the moon, a man cannot glow without the light of wisdom.
- iii. They are as strands of divine hair fallen from heaven and do not deserve their lesser status.
- iv. Without a goal, we are like paintings, admirable to look at but devoid of life.

**Question 3** [Aspect: Integrate & Interpret] [Applying]

Describe how a community will be, if all its people lived according to the lessons and values mentioned in the essay.

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

Explain the line, "Do not die without having truly lived."

**Sample**

*The line means we should not die without fulfilling our aims and dreams. We should have goals for our future and work towards them. However, we should also enjoy our lives and make others' lives better. We should be productive in our community and live happily.*

**Question 5****[Aspect: Reflect & Evaluate]****[Analyzing]**

The following sentences are extracted from the given essay. State whether they are facts or opinions in the spaces provided.

- i. Abusing drug is like licking honey from a knife edge. The more you lick, the more you are licked!
- ii. There is no gift as great and august as life.
- iii. If you don't believe in god, at least believe in love.
- iv. In tug of war, the winner goes backwards.
- v. When you dream, we recreate and even a tear drop can create a rainbow.

Ans:

- i. Fact
- ii. Opinion
- iii. Opinion
- iv. Fact
- v. Opinion

**Question 6****[Aspect: Reflect & Evaluate]****[Analyzing]**

Think of a person who you respect a lot and write about one positive influence he/she has made on you.

Activity (Direction to the teacher)

Invite a guest speaker to give a talk to the students to help them improve their outlook on life.

### 3.3 TITLE: ONE DAY A STRANGER CAME

**Author:** Naomi Wakan

**Genre:** Short Story

#### LEARNING OUTCOMES

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

- 3.3.1 write down the elements of a short story;
- 3.3.2 use words in sentences of his/her own;
- 3.3.3 text to life connections;
- 3.3.4 conduct a debate; and
- 3.3.5 create a dialogue.

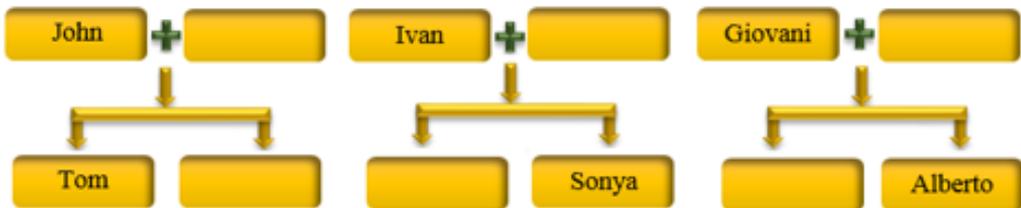
**Question 1** [Aspect: Access & Retrieve] [Remembering]

What did the first notice direct the people to do?

*Ans: The first notice directed the people to build fences to make their boundaries.*

**Question 2** [Aspect: Access & Retrieve] [Remembering]

Complete the family tree of John, Ivan and Giovanni.



**Question 3** [Aspect: Access & Retrieve] [Understanding]

What do you think are the causes of the problems discussed in the story?

#### Sample

*The causes of all the problems in the story are: people's inability to treat each other as friends/equal, the greed and anger of people. That is why when the boundaries are made, even a loving and peaceful community is full of problems.*

**Question 4** [Aspect: Integrate & Interpret] [Applying]

How did the problems start within the loving, peaceful neighbourhood of the three families?

*Ans: The problems started because they were instructed to build boundaries around their lands which they made even though they were upset about it.*

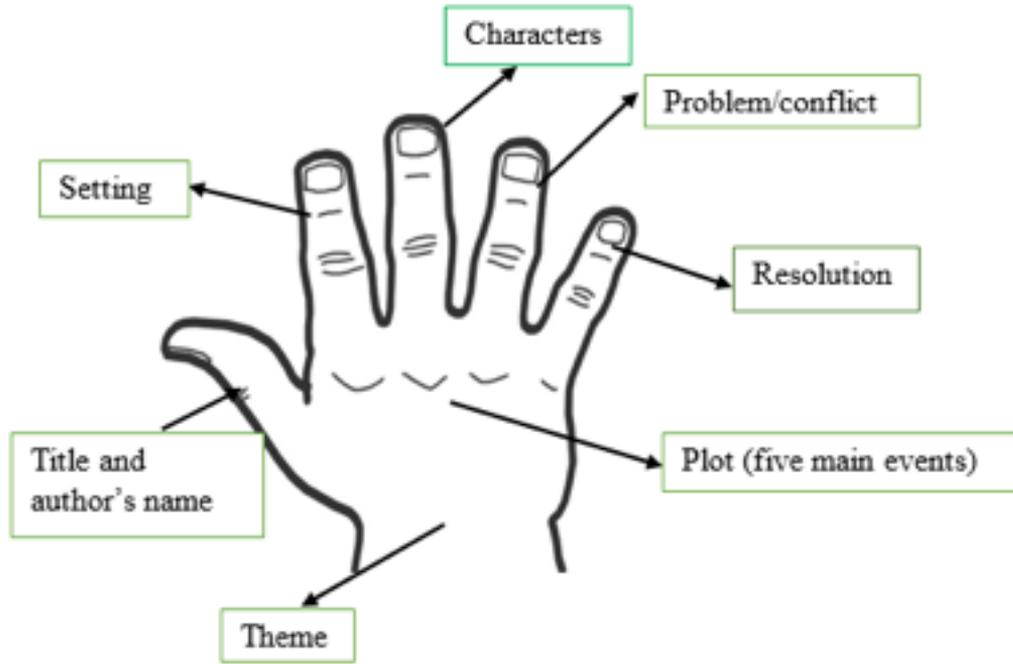
**Question 5**

[Aspect: Integrate & Interpret]

[Applying]

Draw a hand map for the given story.

*Sample*



**Question 6**

[Aspect: Integrate & Interpret]

[Applying]

Make a sentence each using the following words:

- i. generation
- ii. stranger
- iii. brook
- iv. agreement
- v. solemn

**Question 7**

[Aspect: Reflect & Evaluate]

[Evaluating]

Who is your favourite character in the story? Give ONE reason for liking him/her.

**Question 8**

[Aspect: Reflect & Evaluate]

[Creating]

Imagine that you are one of the characters in the story who does not like the rules in the notices. Create a dialogue between you and the stranger.

Each should speak for about five times.

**Sample**

*Stranger: You all need to build fences to mark the boundaries because each of you live in a different country.*

*John: Is it really necessary to make boundaries? Since we are living happily without them.*

### 3.4 TITLE: PEACE TRAIN

**Author:** *Cat Stevens*

**Genre:** *Poem*

#### LEARNING OUTCOMES

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

- 3.4.1 read the poem aloud with appropriate enunciation and rhythm;
- 3.4.2 identify the features of a free verse in the poem;
- 3.4.3 explain the literal and figurative meanings of the poem, including title;
- 3.4.4 interpret some of the common symbols used in literature;
- 3.4.5 create a tune for the poem;
- 3.4.6 contrast this form with other forms;
- 3.4.7 write down the theme; and
- 3.4.8 illustrate the text.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

We often use concrete objects or symbols to represent ideas. Match the symbols in column A with ideas they represent in column B.

Column A	Column B
i. skull	a. peace
ii. white	b. justice
iii. heart	c. danger
iv. dove	d. pure
v. weighing scale	e. love
	f. change

Ans:

- i. c. danger
- ii. d. pure
- iii. e. love
- iv. a. peace
- v. b. justice

**Question 2** [Aspect: Access & Retrieve] [Understanding]

The title, "Peace Train" is used as a

- i. simile.

- ii. metaphor.
- iii. alliteration.
- iv. personification.

Ans: ii metaphor

**Question 3** [Aspect: Access & Retrieve] [Understanding]

The following are examples of figurative language. Write their literal meanings.

Phrase	Meaning
i. The sky is full of dancing stars.	
ii. Oh peace train take this country.	
iii. She is the apple of my eye.	
iv. They are as busy as bees.	
v. Everyone jump on the peace train.	

**Sample**

- i. The sky is full of twinkling stars.
- ii. Peace should prevail in the country.
- iii. She is my favourite.
- iv. They are working very hard.
- v. Everyone should promote peace.

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

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

**Question 5** [Aspect: Reflect & Evaluate] [Analyzing]

Write TWO differences between, "Peace Train" and "To my Son" based on its form and theme.

To My Son	Peace Train

**Sample**

To My Son	Peace Train
1. Free verse poem	1. Lyric poem (music)

2. It is about the relationship between son and mother. } 2. It is about spreading peace.

**Question 6** [Aspect: Reflect & Evaluate] [Evaluating]

Would you accept the speaker's invitation to "jump upon the Peace train"?  
Give reasons.

**Question 7** [Aspect: Reflect & Evaluate] [Evaluating]

Do you like the poem? Why?

**Question 8** [Aspect: Reflect & Evaluate] [Creating]

Draw a picture of a train and write down ideas from the poem in each passenger coach or bogie.

**Activity 1 (Direction to the teacher)** [Aspect: Reflect & Evaluate]

- » Teacher will ask students to write a three minute speech on "Peace".
- » Students volunteer to deliver their speech in the class.
- » Let the audience provide feedback to the speaker.
- » Ask them to compile their written version to the portfolio.

**Activity 2 – Role play (Direction to the teacher)** [Aspect: Integrate & Interpret]

(Use an open space for this activity)

- i. Divide the class into 3 groups: train, choral readers and people.
- ii. Make about 5 students act as a train. Let them create link by making the person behind hold onto the clothes of the one in front.
- iii. Make the choral readers have a copy of the poem each.
- iv. As the poem is read aloud, instruct the 'train' move and the 'people' join the train one by one, till all members of 'people' group join to create a long train.
- v. The train should come to stop once the reading ends.

### 3.5 TITLE: PEOPLE FROM MARS

**Author:** *Helena Norberg-Hodge*

**Genre:** *Essay*

#### LEARNING OUTCOMES

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

- 3.5.1 identify the idiomatic expressions used in the essay;
- 3.5.2 analyze the advantages and the disadvantages of modernization;
- 3.5.3 compare and contrast Bhutan's situation with that of Ladakh's;
- 3.5.4 justify his/her stand on "change and modernization is good for Bhutan";
- 3.5.5 connotative meaning of the title;
- 3.5.6 identify the tenses;
- 3.5.7 conduct one on one interview; and
- 3.5.8 use the writing process to present similar experiences as given in the text.

**Question 1** [Aspect: **Integrate & Interpret**] [Applying]

Identify the idiomatic expression used in the following extract.

"Speaking a strange tongue and looking even stranger, these extraterrestrials lead quite extraordinary lives."

*Ans: The idiomatic expression used in the extract is, "Speaking a strange tongue."*

**Question 2** [Aspect: **Integrate & Interpret**] [Applying]

Using the tense types given in the box, categorize the sentences accordingly.

<i>simple past</i>	<i>simple present</i>	<i>past continuous</i>	<i>present continuous</i>
<i>past perfect</i>	<i>present perfect</i>	<i>past perfect continuous</i>	<i>present perfect continuous</i>

- i. Pema spoke French fluently.
- ii. Tourists see people carrying loads when they visit the lhakhangs.
- iii. I had been sitting in front of a table for almost an hour.
- iv. I had spent a month making furniture for the elderly people.
- v. They have travelled thousands of miles just to witness the mask dance.

*Ans:*

- i. *Simple past*
- ii. *Simple present*
- iii. *Past perfect continuous*
- iv. *Past perfect*
- v. *Present perfect*

**Question 3** [Aspect: Reflect & Evaluate] [Analyzing]

State both literal and figurative meaning of the title.

**Sample**

*Literal meaning: People from a different planet that is Mars (alien).*

Figurative meaning: People who are very different in their ways when compared to us (different in culture).

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]



To the people of Ladakh, which one of the pictures would mean people are working? Why? source?

**Sample**

*Figure 1 would mean that people are working, because to the Ladakhi people, work involves doing things physically.*

**Question 5** [Aspect: Reflect & Evaluate] [Analyzing]

“During my first years in Ladakh, young children I had never seen before used to run up to me and press apricots into my hands. Now little figures, looking shabbily Dickensian in thread-bare western clothing, greet foreigners with an empty out-tretched hand.”

The extract given above indicates disappearance of Ladakh’s good cultural practices as a result of modernization? Explain with reference to the text.

**Sample**

*In the early times, Ladakhi children were innocent and used to provide kind hospitality to the tourist with gifts like apricots but with time they started adopting others’ culture and forgot their good cultural practices.*

**Question 6****[Aspect: Reflect & Evaluate]****[Evaluating]**

Do you think modernization is good for Bhutan? Write an essay of about 300 words. Your essay must have a relevant title and well organized paragraphs.

**Activity - One on one interview (Direction to the teacher) [Aspect: Reflect & Evaluate]**

- » Teacher instructs the students to prepare 10 questions on the changes their parents/grandparents may have seen in their culture over time.
- » Each student interviews their parents/grandparents.
- » They compile their findings and share them.

	<b>Questions</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1	There is a lot of changes in our community.				
2	Changes have affected our culture and tradition.				
3	Do you like these changes?				
4	Culture must change according to time.				
5	Do you feel sad to see the youngsters following other countries' fashion?				
6	Bhutanese now speaks other languages more than Dzongkha.				

## 3.6 TITLE: UNTRODDEN WORLD OF LHOPS

**Author: John Chiramal**

**Genre: Essay**

### LEARNING OUTCOMES

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

- 3.6.1 establish text to life connection;
- 3.6.2 bring out the features of informative text;
- 3.6.3 justify their opinion on whether Lhops live a happy and contented life;
- 3.6.4 assess the changes that would come to the Lhop community after few years;
- 3.6.5 list down all the unfamiliar words and write down their meanings;
- 3.6.6 read aloud the text; and
- 3.6.7 transfer information in another form.

#### Question 1

[Aspect: Access & Retrieve]

[Remembering]

Find the antonyms of the following words from the text.

- i. modern
- ii. rejoice
- iii. common
- iv. punishing
- v. dissatisfied

#### Sample

- i. *modern – primitive*
- ii. *rejoice – mourn*
- iii. *common – unique*
- iv. *punishing – rewarding*
- v. *dissatisfied – contented*

#### Question 2

[Aspect: Integrate & Interpret]

[Applying]

Which of the following features make this text an informative essay?

- i. It mentions facts.
  - ii. It uses fictional characters.
  - iii. It uses 1st person point of view.
  - iv. It does not use personal opinions and emotions
- A. I & IV  
B. II & III

- C. I & II
- D. III & IV

Ans: A I & IV

**Question 3** [Aspect: Reflect & evaluate] [Analyzing]

Do you think Lhops live a happy life? Give TWO reasons.

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

From the information given in the essay, state TWO changes that are most likely to come first in the Lhop community and explain why.

**Question 5** [Aspect: Reflect & Evaluate] [Evaluating]

If you were a Lhop, what would be one thing that you like to change about your community? Why?

**Activity (Direction to the teacher)** [Aspect: Access & Retrieve]

- » *Teacher does a model reading.*
- » *Let student read the essay.*
- » *Assign paragraphs to each group and let them discuss the most interesting aspects of Lhops life style.*
- » *The team leader presents the findings to the class.*

### 3.7 TITLE: TEACH ME

**Author: Wayne Burtch**

**Genre: Poem**

#### LEARNING OUTCOMES

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

- 3.7.1 read the poem aloud with appropriate enunciation;
- 3.7.2 understand and use the binary opposites of the values mentioned in the poem;
- 3.7.3 write a 'form poem' using binary opposite similar to the poem;
- 3.7.4 establish text to life connections;
- 3.7.5 write down the theme; and
- 3.7.6 paraphrase the text.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

In the 2nd stanza, the speaker says that, if he lacks the opportunity to use knowledge, then he should be taught \_\_\_\_\_.

**Question 2** [Aspect: Access & Retrieve] [Remembering]

Write the antonyms of the following words.

- v. good
- i. love
- ii. trust
- iii. virtue
- iv. honesty

**Sample:**

- i. evil
- ii. hate
- iii. distrust
- iv. vice
- v. dishonesty

**Question 3** [Aspect: Access & Retrieve] [Understanding]

Explain the poem in your own words.

**Sample**

*The poet talks about the virtues one must possess to become a good human being. The negativity must be overcome through good values such as, evil must be contradicted.*

*ed by good, hate by love, ignorance by knowledge, dishonesty by honesty and mistrust by trust.*

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

What kind of life do you think the speaker wants to live? Explain with ONE reason.

**Question 5** [Aspect: Reflect & Evaluate] [Evaluating]

Among all the values mentioned in the poem, which ONE is the most important for you?

**Question 6** [Aspect: Reflect & Evaluate] [Creating]

Compose a poem with two stanzas using binary opposites similar to the one given in the text. (Let the children compose the poem in groups following Kagan's Continuous Round Table strategy. Children will take turns to compose the poem.)

**Sample:**

**Know Me**

How can I be devil?  
When I don't have heart of evil  
And I do work of civil  
Know me for what I am  
As I am not for them  
Though I play my own game

**Activity (Direction to the teacher)** [Aspect: Integrate & Interpret]

Recite the poem with correct pronunciation and intonation using the following reading strategies:

- » *model reading by the teacher*
- » *echo reading*
- » *shared reading*
- » *independent reading*

# UNIT 4

## THEME: OUR GLOBAL COMMUNITY: LIVING TOGETHER

### 4.1 TITLE: TO LOOK AT ANYTHING

**Author:** John Moffitt

**Genre:** Poem

#### LEARNING OUTCOMES

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

- 4.1.1 paraphrase the poem;
- 4.1.2 write down the theme;
- 4.1.3 describe the value of deep observation of things around us; and
- 4.1.4 list down the imageries used in the poem.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

How many syllables are in the word, "BETWEEN"?

- i. One syllable
- ii. Two syllables
- iii. Three syllables
- iv. Four syllables

Ans: ii Two syllables

**Question 2** [Aspect: Access & Retrieve] [Understanding]

Write a summary on the poem.

#### **Sample**

*Looking at the surface of a thing will not give you the true picture of what it really is. For example, spring does not mean green vegetation only. We have to become the things in nature to get the feeling of what actually spring is.*

**Question 3** [Aspect: Integrate & Interpret] [Applying]

The lines, "To look at this green...the thing you see," gives the same meaning as the idiom, "Don't judge a book by its cover." Explain in your words.

**Question 4** [Aspect: Reflect & Evaluate] [Evaluating]

Do you agree with the poem's message? Give ONE reason.

## Question 5

[Aspect: Reflect &amp; Evaluate]

[Creating]

Make an appropriate illustration for the poem.

**Activity (Direction to the teacher)** [Aspect: Reflect & Evaluate]

- » Students will be divided in groups of four each.
- » Each group will be given the lyric poem, "Neither Out Far Nor In Deep" composed by Robert Frost.
- » After reading the poem, students will compare the given poem with the text and note down the points as shown in the table given below and present to the class.
- » Teacher will note down the common features and explain how these two poems are different to one another.

Poem/ Features	Number of lines	Number of Stanzas	Rhyming words	Rhythm (Yes/No)
To Look At Anything				
Neither Out Far Nor In Deep				

"To Look At Any Thing" is a free verse because it does not have specified length of lines, no stanza, no rhyming word and does not follow a rhythm. It's based on free flow of poet's thoughts.

"Neither Out Far Nor In Deep" is a lyric poem as it has specified number of lines in each stanza, has rhyming words, and follows a rhythmic pattern so it can be sung. It is an expression of poet's feelings.

### Neither Out Far Nor In Deep

The people along the sand  
 All turn and look one way.  
 They turn their back on the land.  
 They look at the sea all day.  
 As long as it takes to pass  
 A ship keeps raising its hull;  
 The wetter ground like glass  
 Reflects a standing gull  
 The land may vary more;  
 But wherever the truth may be  
 The water comes ashore,  
 And the people look at the sea.

They cannot look out far.  
They cannot look in deep.  
But when was that ever a bar  
To any watch they keep?

**By Robert Frost**

## 4.2 TITLE: THE CHERRY TREE

**Author:** Ruskin Bond

**Genre:** Short story

### LEARNING OUTCOMES

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

- 4.2.1 list/create a log on new vocabularies learnt from the text;
- 4.2.2 explain the cherry tree as a symbol;
- 4.2.3 describe the events narrated regarding the cherry tree;
- 4.2.4 bring out the elements of short story by using semantic web;
- 4.2.5 identify the punctuation marks and tenses used in the text; and
- 4.2.6 transfer information to a graphic organizer.

#### Question 1

[Aspect: Access & retrieve]

[Understanding]

Write down how Rakesh reacted to each situation given in the table.

Situation	Rakesh's reaction
i. A goat entered and ate all the cherry tree leaves.	
ii. A woman cut the cherry tree into two.	
iii. A caterpillar ate the leaves of the cherry tree.	

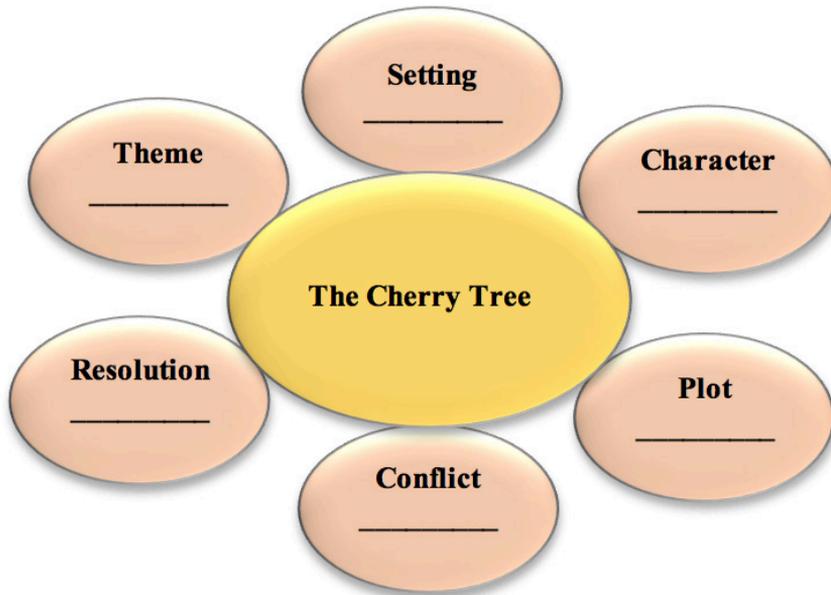
Situation	Rakesh's reaction
i. A goat entered and ate all the cherry tree leaves.	He was very upset.
ii. A woman cut the cherry tree into two.	He thought that the plant would die.
iii. A caterpillar ate the leaves of the cherry tree.	Rakesh removed the caterpillar and dropped it on the heap of dry leaves.

#### Question 2

[Aspect: Integrate & Interpret]

[Applying]

Using a semantic web, bring out the elements of a short story in the given text.



**Question 3**

[Aspect: Access & Retrieve]

[Applying]

Rewrite each sentence with correct punctuation marks.

- i. *i went to Shaba school in paro said the new girl*
- ii. *Mom told me to buy butter eggs and six apples from the shop*
- iii. *i am having a great day*
- iv. *my dad said when do you want go to the movies*
- v. *What a great day! exclaimed Mr Dorji.*

**Sample**

- i. *"I went to Shaba School in Paro," said the new girl.*
- ii. *Mom told me to buy butter, eggs, and six apples from the shop.*
- iii. *I am having a great day!*
- iv. *My dad said, "When do you want go to the movies?"*
- v. *"What a great day!" exclaimed Mr Dorji.*

**Question 4**

[Aspect: Reflect & Evaluate]

[Analyzing]

Imagine you are trying to grow a plant. Write the possible difficulties you would face in growing it.

**Question 5**

[Aspect: Reflect & Evaluate]

[Analyzing]

Why do you think Rakesh says, "I wonder...is this what it feels to be God?" at the end of the story?

**Question 6**

**[Aspect: Reflect & Evaluate]**

**[Creating]**

What other thing or idea can the cherry tree stand for?

## 4.3 TITLE: TELL THE WORLD: A YOUNG ENVIRONMENTALIST SPEAKS OUT

**Author:** *Severn Cullis-Suzuki*

**Genre:** *Speech*

### LEARNING OUTCOMES

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

- 4.3.1 apply the new vocabularies in a new situation/sentence;
- 4.3.2 evaluate the mood of the speaker;
- 4.3.3 design questions that can be asked to the speaker based on the speech;
- 4.3.4 evaluate the usefulness of such a speech;
- 4.3.5 deliver a speech (listening and speaking); and
- 4.3.6 suggest a list of activities people should carry out to protect the environment.

#### Question 1

[Aspect: Access & Retrieve]

[Remembering]

Use the text to find homophones for the following words.

- i. knot:
- ii. hear:
- iii. bye:
- iv. sea:
- v. son:

Ans:

- i. not
- ii. here
- iii. buy
- iv. see
- v. sun

#### Question 2

[Aspect: Access & Retrieve]

[Understanding]

Unscramble the letters in each box to bring out the word whose meaning is given after each.

- i. Species of plants or animal having no living members.

*ctxeint*

Ans: \_\_\_\_\_

- ii. A person sent or authorized to represent others to a conference.

*egtedaels*

Ans: \_\_\_\_\_

iii. Having special rights or advantages

*pride*

Ans: \_\_\_\_\_

### Question 3

[Aspect: Reflect & Evaluate]

[Analyzing]

Identify and explain any TWO important issues that Severn Suzuki mentions in her speech.

### Question 4

[Aspect: Reflect & Evaluate]

[Analyzing]

The message is like a warning to all the people in the world about the destruction of the earth. Explain.

### Question 5

[Aspect: Reflect & Evaluate]

[Evaluating]

Identify and write down the mood(s) of the speaker exhibited at various stages of her speech by giving examples from the text.

Mood(s)	Example
i. Sad	In my life, I have dreamt of seeing great herds of wild animals, jungle and rainforests full of butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these things when you were my age?
ii.	
iii.	

### Question 6

[Aspect: Reflect & Evaluate]

[Creating]

Imagine that you meet Severn Suzuki right after her speech. What would you ask her? Mention any FIVE questions (*should be based on the speech*).

#### Sample:

- i. What motivated you to be a member of Environmental Children's Organization?
- ii. Why did you target your speech at the adults?
- iii. Will you be able to change the mindset of the people through your speech?

## 4.4 TITLE: RURAL DUMPHEAP

**Author: Melville Cane**

**Genre: Poem**

### LEARNING OUTCOMES

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

- 4.4.1 list down all the imageries in the poem;
- 4.4.2 text to life connections;
- 4.4.3 evaluate the outcomes for the country if the wastes are unchecked;
- 4.4.4 list down all the unfamiliar words and write down their meanings;and
- 4.4.5 read aloud the text.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

List down FOUR pairs of rhyming words from the text.

**Sample**

- i. cans - pans
- ii. springs - things
- iii. tins - wins
- iv. mourn - born

**Question 2** [Aspect: Access & Retrieve] [Understanding]

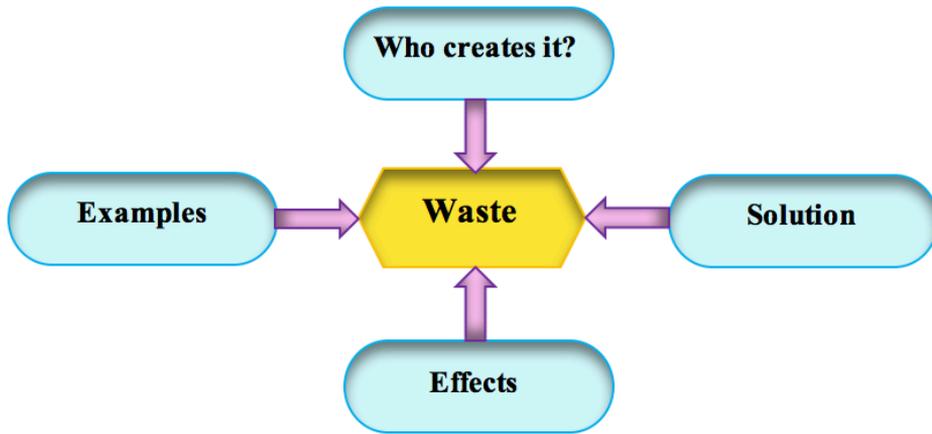
Explain the speaker's change of mood towards the end of the poem.

**Sample**

*The mood of the poem begins in a gloomy way as the speaker finds waste scattered everywhere. However, towards the end, the he/she sounds quite optimistic as the he/she says the waste will not be able to stop green plants with the arrival of spring season.*

**Question 3** [Aspect: Integrate & Interpret] [Understanding]

Complete the following graphic organizer for waste and its management.

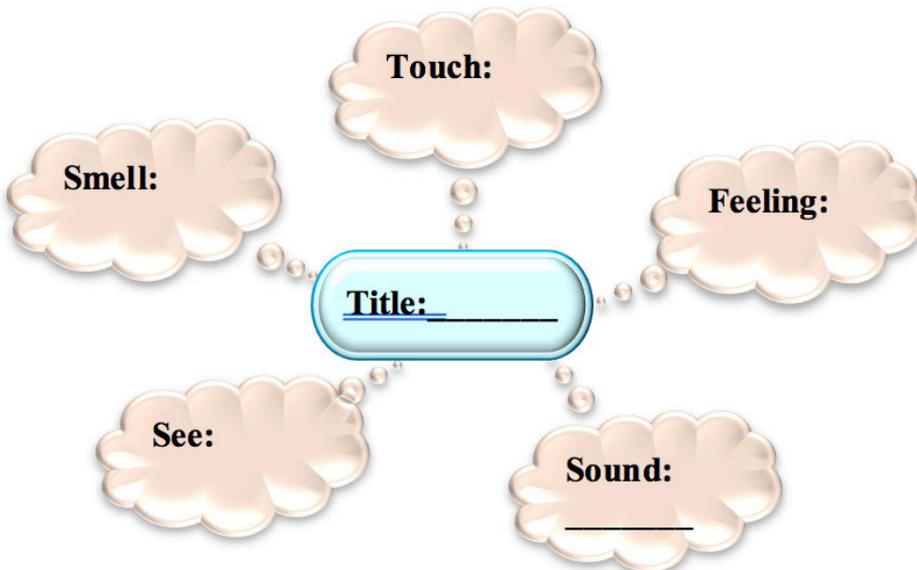


Question 4

[Aspect: Integrate &amp; Interpret]

[Applying]

Fill in the blanks with appropriate words or phrases from the text which form various images used in the poem.



Question 5

[Aspect: Reflect &amp; Evaluate]

[Analyzing]

The overall mood of the poem is

- i. sad
- ii. scary

- iii. serious
- iv. threatening

Ans: A sad

### Question 6

[Aspect: Reflect & Evaluate]

[Evaluating]

Compare the situation described in the poem to the community you live in.  
Mention any THREE points.

### Activity (Direction to the teacher)

[Aspect: Integrate & Interpret]

Teacher displays the following chart on the board and asks students to copy and complete the parts they know.

After the activity the teacher initiates whole class discussion and ask the students to complete the rest of the chart.

Words I can define the word I can use the word

Words	I can define the word	I can use the word
Eg. choke	Unable to breathe	He pretends to choke on food.
i. mourn		
ii. victory		
iii. impudent		
iv. parapet		
v. persist		

## 4.5 TITLE: A COURAGEOUS POLICY

**Author:** Kinley Dorji

**Genre:** Essay

### LEARNING OUTCOMES:

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

- 4.5.1 participate in panel discussion on a given topic;
- 4.5.2 identify the new words and state their meaning;
- 4.5.3 represent the relationship between the government policy and the environment in a table form;
- 4.5.4 interpret the government policy as a positive move for the Bhutanese people; and
- 4.5.5 contrast non-fiction with fiction writing.

### Question 1

[Aspect: Access & Retrieve]

[Remembering]

State whether the given sentences are TRUE or FALSE.

- i. According to the essay, Tokyo is a litter free city.
- ii. Ban on the use of plastic bags is termed as a courageous policy.
- iii. Traditional phechus and Tsangkhus are mostly used in the urban areas.
- iv. Awareness programme is the only permanent solution to sustain the health of our environment.
- v. The courageous policy was initiated to mark the golden jubilee of the coronation of fourth king.

Ans:

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

### Question 2

[Aspect: Access & Retrieve]

[Remembering]

Match the words from the text given in column A with their synonyms given in column B.

Column A	Column B
i. pile	a. decay
ii. block	b. pure

iii. urgent	c. mound
iv. pristine	d. important
v. deteriorate	e. clog
	f. waste

Ans:

- i. c. (pile – mounds)
- ii. e. (block – clog)
- iii. d. (urgent – important)
- iv. b. (pristine – pure)
- v. a. (deteriorate – decay)

### Question 3

[Aspect: Integrate & Interpret]

[Applying]

How is this essay an example of non-fiction?

#### Sample

*This essay talks about the government policy of banning the use of plastic bags.*

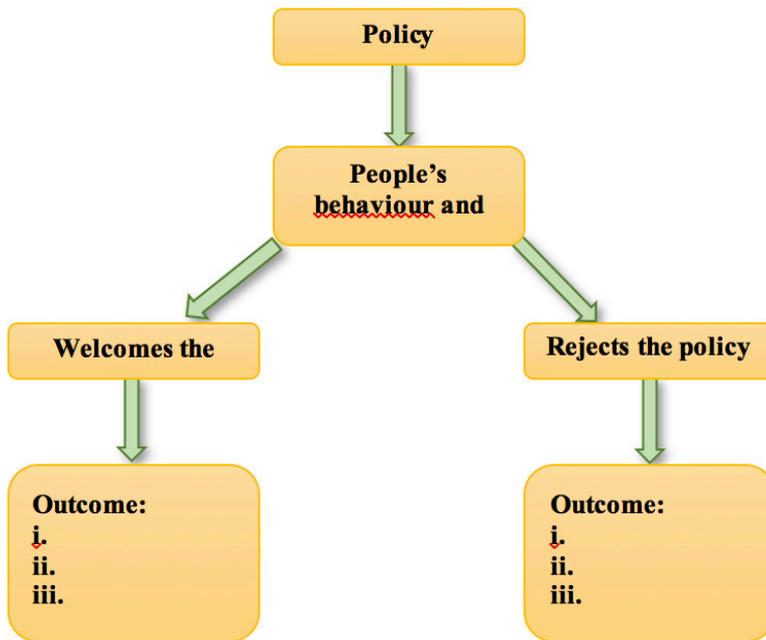
*This has been carried out as plastic is hazardous to the environment. Therefore, the subject reflected is not made up by the writer, it is based on the facts. It is written to create awareness among the Bhutanese people on waste management.*

### Question 4

[Aspect: Access & Retrieve]

[Evaluating]

Complete the flow chart to show the possible outcomes of the policy if people either welcomed or rejected the policies. Complete the flow chart by bringing out the possible outcomes.



Question 5

[Aspect: Reflect & Evaluate]

[Evaluating]

Do you think the policy of banning plastics is a courageous one? Explain with ONE reason.

Activity (Direction to the teacher)

[Aspect: Reflect & Evaluate]

Conduct a panel discussion on the given theme:

*"The courageous policy is a positive move for the Bhutanese people."*

## 4.6 TITLE: A BOUQUET OF LOVE

**Author:** *Ruskin Bond*

**Genre:** *Story*

### LEARNING OUTCOMES

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

- 4.6.1 apply the newly acquired vocabularies in a new set of sentences;
- 4.6.2 illustrate the elements of a short story by using a semantic web;
- 4.6.3 connect the title to the theme of the story;
- 4.6.4 present a review on the short story;
- 4.6.5 establish text to life connections; and
- 4.6.6 identify and list down the singular and plural forms of nouns and verbs used in the text.

**Question 1** [Aspect: Integrate & Interpret] [Applying]

Construct complex sentences of your own using the following words.

- i. sleet:
- ii. azure:
- iii. intimacy:
- iv. pinnacle:
- v. fortnight:
- vi. chrysanthemum:

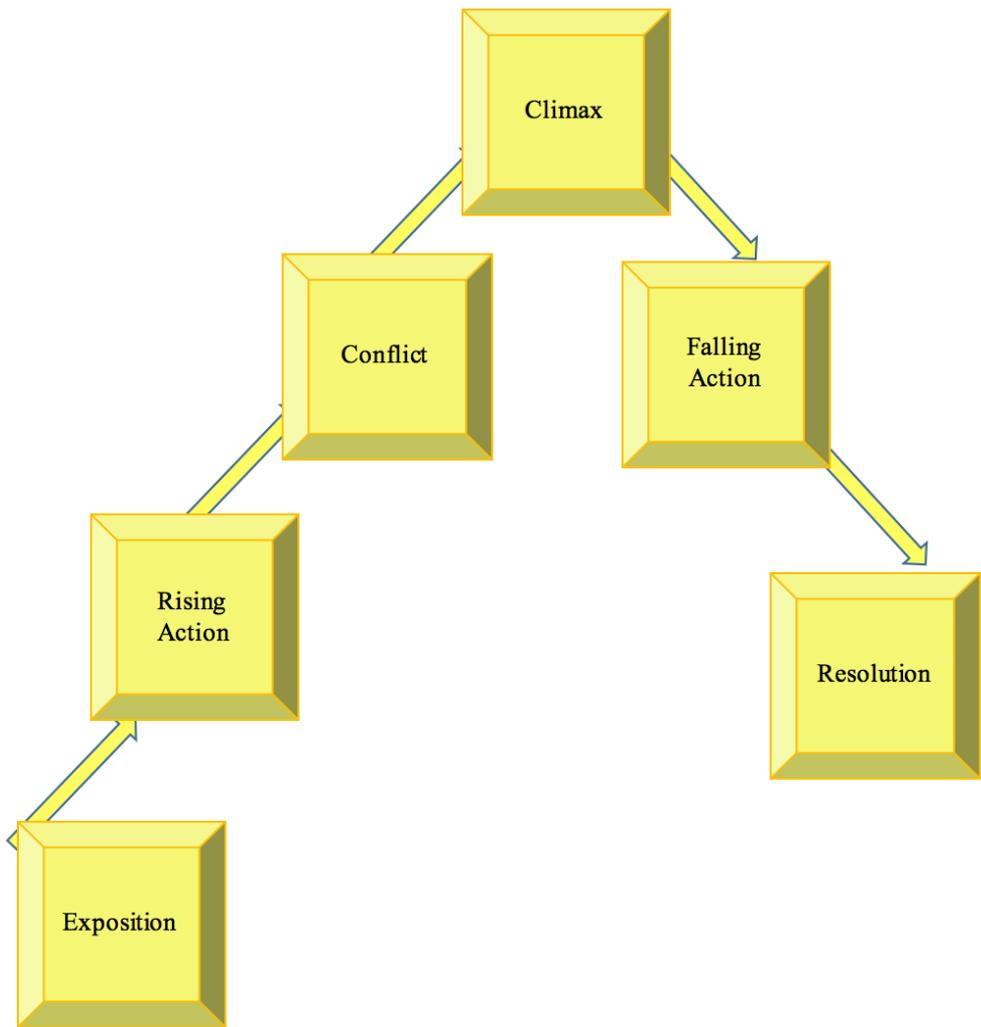
**Question 2** [Aspect: Integrate & Interpret] [Applying]

Write the correct form of words given in the brackets.

- i. I had some (visitor) from India.
- ii. For many (day) the shops remained closed.
- iii. Karma (bake) bread for his children every Saturday.
- iv. She (go) to Delhi every year to visit her grandmother.
- v. He (sing) to his plants while watering them.

**Question 3** [Aspect: Reflect & Evaluate] [Analyzing]

Read the story carefully and complete the plot analysis as given below.



**Question 4** [Aspect: Reflect & Evaluate] [Evaluating]

Describe your favourite part of the story? Explain why you like it the most.

**Question 5** [Aspect: Reflect & Evaluate] [Creating]

Imagine that Ruskin Bond asks you to draw a suitable picture for the given story. Draw what you would present to him.

## 4.7 TITLE: THE BALLAD OF BARBARA ALLEN

**Author: Anonymous**

**Genre: Ballad**

### LEARNING OUTCOMES

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

- 4.7.1 apply the features of a ballad on the given text;
- 4.7.2 list down all the figures of speech used in the text;
- 4.7.3 transcreate the poem into a prose writing form; and
- 4.7.4 bring out the features of a ballad by using another ballad alongside.

**Question 1** [Aspect: Integrate & Interpret] [Applying]

Bring out THREE features of a ballad by using the poem as an example.

Sample

- i. It is written in simple language.
- ii. It tells a story.
- iii. There are dialogues and action.
- iv. It contains repeated lines.

**Question 2** [Aspect: Integrate & Interpret] [Applying]

Read the two ballads (*Barbara Allen and Lochinvar*) and complete the information in the table below.

Feature	Ballad of Barbara Allen	Lochinvar
What story does the ballad narrate?		
How many stanzas does the ballad contain?		
How many lines are there in each stanza?		
What is the rhyming scheme of the poem?		
Write down the repeated lines.		
Mention any two lines containing dialogues.		

**Question 3****[Aspect: Reflect & Evaluate]****[Creating]**

Illustrate and narrate the ballad in the form of a story.

**Activity - Role Play (Direction to the teacher)** **[Aspect: Reflect & Evaluate]****[Creating]**

Assign role to each student in a group and create dialogues based on the text.

Each group takes turn to perform.

## 4.8 TITLE: TO YOU

**Author: Langston Hughes**

**Genre: Poem**

### LEARNING OUTCOMES

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

- 4.8.1 share his/her dreams about a perfect world;
- 4.8.2 evaluate the title's link to the text;
- 4.8.3 paraphrase the poem; and
- 4.8.4 write a report.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

Who is the speaker speaking to in the poem?

**Sample**

*The speaker is speaking to all the people who are concerned about world peace/unity.*

**Question 2** [Aspect: Access & Retrieve] [Understanding]

Explain the poem in your own words.

**Sample**

*The speaker does not seem happy with the present situation of the world as it is full of problems. He is yearning for a better world where peace and happiness prevail. So, he is requesting people to come forward in making the world a better place to live in.*

**Question 3** [Aspect: Integrate & Interpret] [Applying]

Imagine that you got a chance to interview the speaker of the poem. Prepare a report on the interview.

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

Why do you think the poem has been titled, "To You"?

**Question 5** [Aspect Reflect & Evaluate] [Analyzing]

What type of poem is, "To you"? How do you know?

**Question 6** [Aspect: Reflect & Evaluate] [Creating]

Complete the given thought bubble.

**My ideal world would be**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



<https://www.google.bt/search?q=hand+outline&source>

# UNIT 5

## THEME: REACHING BEYOND: COURAGE AND HEROISM

### 5.1 TITLE: THE JOURNEY OF CHARLES WAYO

*Author: Charles L. Sanders*

*Genre: Journal*

#### LEARNING OUTCOMES

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

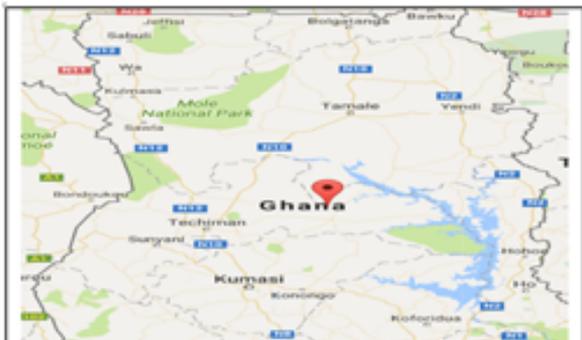
- 5.1.1 use unfamiliar words;
- 5.1.2 trace out the journey by using a map;
- 5.1.3 identify parts which reveal that Charles Wayo has a good sense of humour;
- 5.1.4 text to life connections;
- 5.1.5 assess the courage of Charles Wayo;
- 5.1.6 write down the benefits of maintaining a diary;
- 5.1.7 explain the general characteristics of heroes; and
- 5.1.8 bring out the value of being courageous.

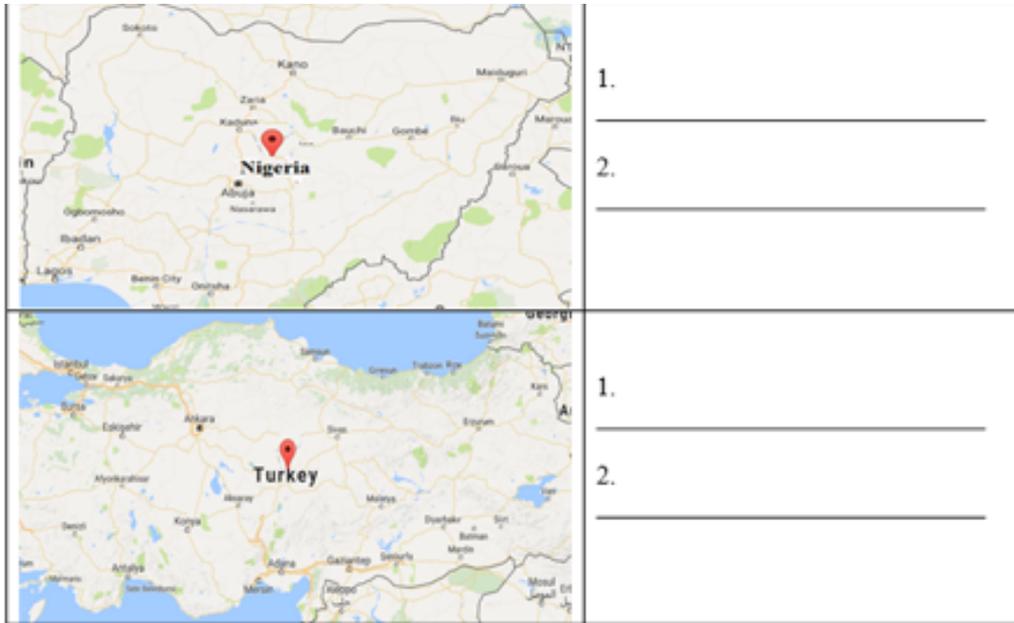
Question 1

[Aspect: Access & Retrieve]

[Remembering]

Mention TWO events in each place visited by Charles Wayo.

	<p>1. _____</p> <p>2. _____</p>
---	---------------------------------



Ans:

### **Ghana**

- i. He was born
- ii. He ran away.

### **Nigeria**

- i. He rested for few weeks.
- ii. He escaped death twice and starvation several times.
- iii. He gathered food and hid in the woods.

### **Turkey**

- i. He stopped many airmans to ask for his pen pal's address.
- ii. He finally met his pen pal.

### **Question 2**

[Aspect: Reflect & Evaluate]

[Analyzing]

"I have walked a lot and my legs are angry. I don't want to quarrel with them. So both of us must rest."

The words Charles Wayo uses show that he

- i. has a good sense of humor.
- ii. is scared of his legs.
- iii. likes to take rest.
- iv. wants to give up.

Ans: i has a good sense of humor.

**Question 3** [Aspect: Reflect & Evaluate] [Evaluating]

From the box below choose ONE character trait that best describes Charles Wayo and write a paragraph to explain it.

*brave determined impulsive hard working ambitious fearless*

**Question 4** [Aspect: Reflect & Evaluate] [Evaluating]

If you were Charles Wayo, would you take up an uncertain journey? Explain.

**Question 5** [Aspect: Reflect & Evaluate] [Evaluating]

Which event in Charles Wayo's journal surprised you the most? Give reason.

**Question 6** [Aspect: Reflect & Evaluate] [Evaluating]

What type of a person would you consider a hero? Give reason.

**Question 7** [Aspect: Reflect & Evaluate] [Creating]

Maintain a diary using the format given below.



**Reflections About My Week**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This week I did my very best on \_\_\_\_\_  
\_\_\_\_\_

I think I could have done better on \_\_\_\_\_  
\_\_\_\_\_

Some goals I have for next week are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

source

## 5.2 TITLE: THE DAUNTLESS GIRL

**Author:** Kevin Crossley-Holland

**Genre:** Short Story

### LEARNING OUTCOMES:

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

- 5.2.1 find meanings of unfamiliar words;
- 5.2.2 summarize the plot of the story;
- 5.2.3 describe the character traits of the main character;
- 5.2.4 explore and suggest possible themes in the story;
- 5.2.5 identify figurative language used in the story; and
- 5.2.6 establish text to life connections.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

List down the characters in the story.

Ans:

- i. Farmer
- ii. Mary
- iii. Blacksmith
- iv. Miller
- v. Squire
- vi. Sexton
- vii. Ghost

**Question 2** [Aspect: Access & Retrieve] [Understanding]

Summarize the plot of the story.

#### Sample

*The story is about a girl called Mary. She is famous in her community for her dauntless nature. She is being tested many times to prove that she is not scared of anything, living or dead. Later, she goes to live with the Squire as his maid as no one was willing to stay with him because of his dead mother's ghost. At the end she marries the Squire.*

**Question 3** [Aspect: Integrate & Interpret] [Applying]

Identify the types of figure of speech for the following examples.

- i. Bold as brass
- ii. Eyes popped out of his head
- iii. Ghost shone like an old lantern

- iv. Whisky glowed like molten honey
- v. Old sexton lying stone dead on his face

Ans:

- i. *Simile*
- ii. *Exaggeration*
- iii. *Simile*
- iv. *Simile*
- v. *Metaphor*

**Question 4** [Aspect: Reflect & Evaluate] [Evaluating]

The following evidences given in the box prove that Mary is fearless.

Which according to you is the strongest evidence? Justify your choice.

- i. Mary goes to bring whisky at midnight from the inn.
- ii. Mary goes to the dead house to bring the skull bone at midnight.
- iii. Mary follows the ghost of the squire's mother down the dark cellar.

**Question 5** [Aspect: Reflect & Evaluate] [Evaluating]

Which event do you think is the climax in the story? Give reasons.

**Question 6** [Aspect: Reflect & Evaluate] [Creating]

How would you end the story if Mary had rejected the marriage proposal of the squire?

**Question 7** [Aspect: Reflect & Evaluate] [Creating]

Write a fantasy story that involves you in a frightening situation. Provide an appropriate title to your story.

**Activity (Direction to the teacher)** [Aspect: Access & Retrieve]

- » *Divide the class into teams of five each.*
- » *Each team in the class will be given certain number of pages of the text to list down FIVE unfamiliar words.*
- » *The listed words will be exchanged with the nearest group to find the meanings from the dictionary within a fixed time duration.*
- » *The team will paste the word meanings in the subject corner.*

## 5.3 TITLE: LOCHINVAR

**Author: Sir Walter Scott**

**Genre: Poem**

### LEARNING OUTCOMES

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

- 5.3.1 read the poem aloud with appropriate rhythm and enunciation;
- 5.3.2 identify the features of a ballad;
- 5.3.3 identify the musical qualities (rhyme, rhythm, alliterations etc) of the poem;
- 5.3.4 write about the feelings evoked by the poem;
- 5.3.5 enact the poem;and
- 5.3.6 list down all the unfamiliar words and write down their meanings.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

Narrate what happened at the Netherby Hall on the wedding day.

#### Sample

*Everyone was enjoying the wedding ceremony. While dancing with Ellen, Lochinvar touched her hand and whispered to her. They danced till the door of the hall where his horse was. He then swung her onto the horse and he swung onto the saddle in front of her. They rode over bank, bush and scour, while the men of the different tribes chased them. There was a lot of racing and chasing on Cannobie Lee, but Lochinvar and Ellen were never caught.*

**Question 2** [Aspect: Access & Retrieve] [Understanding]

Identify the lines that tell you Lochinvar was in a great hurry. What was the cause of the hurry?

*Ans: "He stayed not for brake, and he stopped not for stone..." Lochinvar wanted to reach Netherby Hall because his love Ellen was getting married.*

**Question 3** [Aspect: Access & Retrieve] [Understanding]

How does the poet describe Lochinvar in the opening stanza?

#### Sample

*Lochinvar is a brave young lord who came from West Scotland. He has the best horse in the country and he is not scared of wars. He is faithful in love.*

**Question 4** [Aspect: Integrate & Interpret] [Applying]

List down TWO features of a ballad with examples from the poem.

**Question 5****[Aspect: Integrate & Interpret]****[Applying]**

Identify TWO new words from the text and write down their meaning, synonym, antonym, and make a sentence each in the format given below.

**New word**  
1. \_\_\_\_\_  
2. \_\_\_\_\_

↓

**Definition**  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**Synonym**  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**Antonym**  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**Sentence**  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**Question 6****[Aspect: Reflect & Evaluate]****[Analyzing]**

What kind of feelings does the poem evoke in you as you read it?

**Question 7****[Aspect: Reflect & Evaluate]****[Evaluating]**

If you were Ellen's groom, describe how you would have reacted when Lochinvar led her to the dance floor.

**Activity (Direction to the teacher)**

- » Divide the class into as many groups as appropriate and ask them to enact the play.
- » Set aside rehearsal time.
- » Have the groups enact the play to the class.

## 5.4 TITLE: THE HARVEST SONG

**Author: Tshering C. Dorji**

**Genre: Poem**

### LEARNING OUTCOMES

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

- 5.4.1 read the poem aloud with correct enunciation;
- 5.4.2 establish text to life connections;
- 5.4.3 explore and suggest the theme(s) in the poem;
- 5.4.4 write a single lyric poem on similar theme; and
- 5.4.5 illustrate the text (any stanza).

#### Question 1

[Aspect: Access & Retrieve]

[Remembering]

State whether the following sentences are TRUE or FALSE.

- i. Spring rain swelled the streams.
- ii. Kelsey and Jurme went to work on their master's field early morning.
- iii. Kelsey successfully built a retaining wall in the rain.
- iv. The poem talks about sacrifices and dedication of a pupil to his master.
- v. The 10th stanza describes Kelsey's death.

Ans:

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

#### Question 2

[Aspect: Integrate & Interpret]

[Applying]

Group Activity: Read the given poem using the following strategies:

- » model reading
- » echo reading
- » shared reading
- » independent reading

#### Question 3

[Aspect: Reflect & Evaluate]

[Analyzing]

Mention at least THREE themes of the poem.

Ans:

- i. Respect

- ii. Sacrifice
- iii. Determination

**Question 4** [Aspect: Reflect & Evaluate] [Evaluating]

Would you be able to sacrifice your life like Kelsey? Give ONE reason.

**Question 5** [Aspect: Reflect & Evaluate] [Creating]

Write a lyric poem expressing gratitude to your teacher.

**Sample**

TEACHER  
 Teacher, teacher My Teacher;  
 You are my world  
 You made me know, what I don't know  
 You made me feel, what I didn't feel  
 You are light in darkness that lit my hope.

**Question 6** [Aspect: Reflect & Evaluate] [Creating]

Create acrostic poems on TEACHER and MASTER.

a.	b.
T-	M-
E-	A-
A-	S-
C-	T-
H-	E-
E-	R-
R-	

**Sample:**

*Mothers are great,  
 Overflowing with love.  
 Taking care of all things,  
 Having no time to waste.  
 Every day with same smiles,  
 Reminding us of our duties.*

**Question 7**

**[Aspect: Reflect & Evaluate]**

**[Creating]**

Illustrate your favourite stanza from the poem.

# UNIT 6

## THEME: REACHING BEYOND: MEDIA AND COMMUNICATION

### 6.1 TITLE: TV CONQUERS REMOTE BHUTAN

**Author:** Geeta Pandey

**Genre:** Essay

#### LEARNING OUTCOMES

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

- 6.1.1 summarize the central idea in each paragraph;
- 6.1.2 identify idiomatic expressions used in the text; and
- 6.1.3 write a paragraph as a reflection paper; and
- 6.1.4 assess whether watching television is good or bad.

#### Question 1

[Aspect: Access & Retrieve]

[Understanding]

Match the idiomatic expressions taken from the text (column A) with their meanings in column B.

Column A	Column B
a) Hooked on its charm	i. A competitor who is strongly fancied to win a competition.
b) Hot favorite	ii. Something that one cherishes above all others.
c) Big hit	iii. Interested and attracted by something.
	iv. Very popular.

Answer:

- i. a) – iii
- ii. b) – i
- iii. c) – iv

#### Question 2

[Aspect: Integrate & Interpret]

[Applying]

Fill in the blanks with the correct word.

*dominates*   *vulnerable*   *scapegoat*   *animatedly*   *entertainment*

- i. Nobody likes to play with Chador as he always \_\_\_\_\_ the game.
- ii. Young children are \_\_\_\_\_ to dog attacks.
- iii. My brother makes me his \_\_\_\_\_ for his mistakes in mathematics home-work.
- iv. The children were \_\_\_\_\_ discussing their plans for the picnic.
- v. A circus company was called to provide \_\_\_\_\_ for the guests.

**Question 3** [Aspect: Integrate & Interpret] [Applying]

Read the text carefully and provide information accordingly.

Year introduced	Shows popular with local people	People's view on TV in Bhutan

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

Why are people who watch TV a lot labeled as 'addicted'?

**Question 5** [Aspect: Reflect & Evaluate] [Analyzing]

Write a paragraph expressing your views on habit of watching television.

**Question 6** [Aspect: Reflect & Evaluate] [Evaluating]

Do all the Bhutanese people prefer viewing TV? Give TWO reasons.

## 6.2 TITLE: TELEVISION'S CHILD

**Author: Glen Kirkland**

### LEARNING OUTCOMES

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

- 6.2.1 write the comparative and superlative form of given words;
- 6.2.2 explain the connotative meaning of the title;
- 6.2.3 comment on modern parenting using the boy's parents as example;
- 6.2.4 show the effects of television through pictures; and
- 6.2.5 establish text to life connections.

#### Question 1

[Aspect: Access & Retrieve]

[Remembering]

Write the comparative and superlative forms of words given in the table.

Words	Comparative	Superlative
good		
quiet		
large		
empty		
obedient		

Ans:

Words	Comparative	Superlative
<i>good</i>	<i>better</i>	<i>best</i>
<i>quiet</i>	<i>more quiet/quieter</i>	<i>most quiet/quietest</i>
<i>large</i>	<i>larger</i>	<i>largest</i>
<i>empty</i>	<i>emptier</i>	<i>emptiest</i>
<i>obedient</i>	<i>more obedient</i>	<i>most obedient</i>

#### Question 2

[Aspect: Access & Retrieve]

[Understanding]

Which of the following idea is not given in the second stanza?

- i. Lack of child-parent interaction.
- ii. The child clothed and fed well.
- iii. Warm nature of the parents.
- iv. The child's obedient nature.

Ans: iii Warm nature of the parents.

**Question 3** [Aspect: Integrate & Interpret] [Applying]

Give TWO evidences from the text to show that the child in the poem is not normal.

**Sample**

According to the poem the child is not normal because he is ruled by the television.

He cannot do anything on his own using his thoughts and feelings. He has to be instructed either by television or his parents to do things.

**Question 4** [Aspect: Reflect & Evaluate] [Evaluating]

The parents in the poem have the right to raise their child in their own. Do you agree? Give ONE reason.

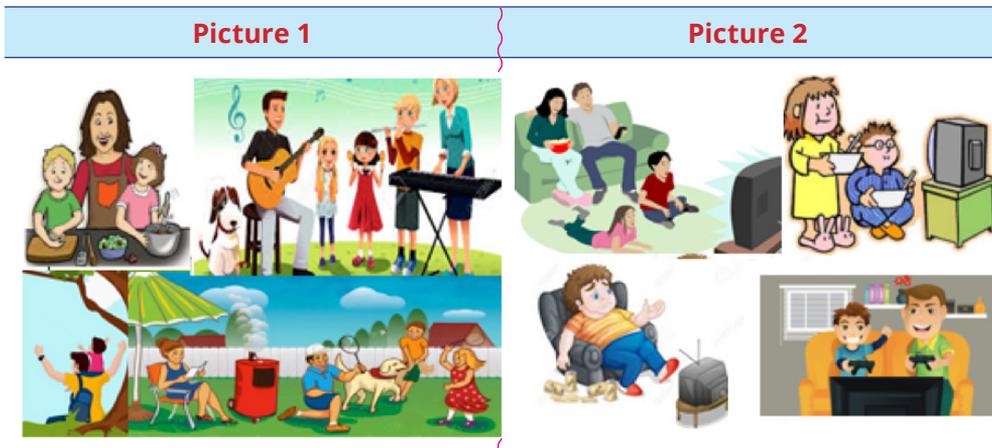
**Question 5** [Aspect: Reflect & Evaluate] [Evaluating]

Do you believe that children really become like the child in the poem if they watch too much TV? Why?

**Activity (Direction to the teacher)** [Aspect: Access & Retrieve]

Teacher pastes these pictures on the board and asks the students to answer the questions given below:

**Sample**



<https://www.google.bt/search?q=family+watching+tv+clipart&source>

[Aspect: Reflect & Evaluate]

- i. How is Picture 1 different to Picture 2? [Aspect: Reflect & Evaluate]
- ii. Which picture best describes your family? Give TWO reasons.

**Activity (Direction to the teacher) [Aspect: Reflect & Evaluate]**

Draw three different pictures of a child to show the effects of television addiction.

**Sample**

*(The following sample is to be used by teacher while explaining how to carry out the activity)*



<https://www.google.bt/search?q=family+watching+tv+clipart&source>

The boy who is sitting does not play and interact like the other two children. He finds it difficult to interact with others. This is the effect of being a television's boy.

## 6.3 TITLE: LIKE TWO FEET OF A TRAVELLER

**Author:** Dorji Penjore

**Genre:** Short story

### LEARNING OUTCOMES

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

- 6.3.1 apply the new vocabularies in a set of sentences;
- 6.3.2 categorize and organize the story as per the elements of a short story;
- 6.3.3 text to life connections;
- 6.3.4 use some local language terms in writing a paragraph on his/her family; and
- 6.3.5 comment on the story as an example of “modernism encroaching upon tradition”.

**Question 1** [Aspect: Integrate & Interpret] [Applying]

Provide TWO examples of traditional practices in your community that have changed or have been stopped being practised.

**Question 2** [Aspect: Integrate & Interpret] [Applying]

Define superstition. Give TWO examples of superstitions that you or your community believes in.

#### Sample

*Superstition is a belief or practice that is not based on human reason or scientific knowledge, but is connected with old ideas.*

Examples:

- i. Black cats crossing your path is believed to bring bad luck for the day.
- ii. Finding and keeping a safety pin which doesn't belong to you is believed to extend your life.

**Question 3** [Aspect: Reflect & Evaluate] [Analyzing]

What are the character traits of Aum Wangmo and provide evidences in the given table below:

Trait 1: \_\_\_\_\_

Trait 2: \_\_\_\_\_

Evidence

\_\_\_\_\_

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

"Ap Tawla and Aum Wangmo walked like the two feet of a traveler." Explain the given statement with reference to the story.

**Question 5** [Aspect: Reflect & Evaluate] [Evaluating]

If you fall sick suddenly, which method of treatment would you prefer? Support your answer with reasons.

**Activity (Direction to the teacher)** [Aspect: Reflect & Evaluate]

- » Divide the children into groups of five.
- » Teacher provides following worksheet to each team and instructs them to complete it.
- » The team leader will share the group findings to the class (teacher will note down both the similar and dissimilar findings on the chalkboard and later align with the given text)

### Before reading

1. What clues does the title give me about the story?

2. My prediction about the story.

### During reading /While reading

i. Identify the main idea(s) of paragraphs.

ii. Identify the characters, setting, problem and resolution.

iii. List down the character traits of Ap Tawla and Aum Wangmo.

### After reading/post reading

i. Which of my predictions were right?

ii. What were the main ideas?

iii. What connection can I make to the text?

iv. Is the author trying to persuade, inform, or entertain the reader?

## 6.4 TITLE: GO FOR IT

**Author: Rachel Zimmerman**

**Genre: Essay**

### LEARNING OUTCOMES

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

- 6.4.1 apply the first person narration in writing about his/her achievement of any kind;
- 6.4.2 outline the value of helping others and encouragement from others;
- 6.2.3 explain the features of non-fiction with the help of the text;
- 6.4.4 create a pictorial code for few rules that students are required to be followed in class; and
- 6.4.5 bring out the characteristics of a hero through the speaker.

**Question 1** [Aspect: Access & Retrieve] [Remembering]

Name any three projects that Rachel Zimmerman carried out.

**Question 2** [Aspect: Access & Retrieve] [Understanding]

Why did Rachel Zimmerman decide to do a thorough study on Bliss-symbolics?

**Sample**

*She decided to do a thorough study on Bliss-symbolic because she found that existing Bliss-symbols did not allow for communication with someone who was not in the same room at the same time.*

**Question 3** [Aspect: Integrate & Interpret] [Applying]

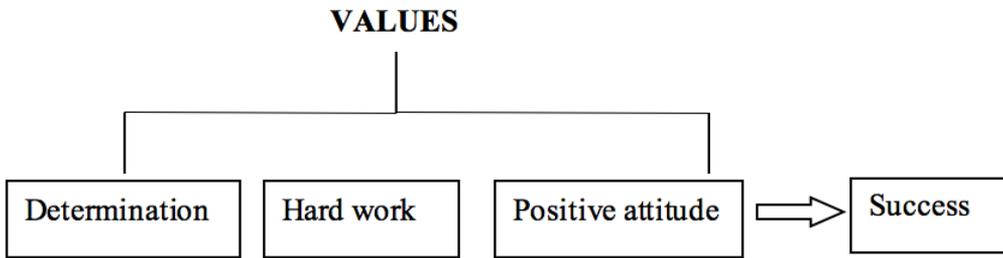
How is this essay, "Go FOR It!" a non-fiction?

**Sample**

*This essay is a non-fiction because it is based on facts. It tells about the events of the writer's life. It talks about how she worked hard in achieving her goals which made her famous.*

**Question 4** [Aspect: Reflect & Evaluate] [Analyzing]

Study the diagram and show how the values reflected lead to success. Support your answer with reference to the text.

**Sample**

*These values are exhibited when the author is given the project for science fair.*

*She does the project with determination and hard work with right attitude towards work. At the end she is able to achieve her goal. She later becomes famous for her work. This clearly shows that if we have determination with right attitude, anything is achievable.*

**Question 5** [Aspect: Reflect & Evaluate] [Evaluating]

Do you think the speaker can be called a hero? Give THREE reasons.

**Question 6** [Aspect: Reflect & Evaluate] [Creating]

Write about your achievement which you are very proud of.

**Team activity** [Aspect: Reflect & Evaluate]

- » Write down five most important rules required in the class as shown in the sample below.
- » The best work will be displayed in the classroom

**Sample**

## Classroom Rules

I will raise my hand before I speak or stand.



I will work without disturbing others.



I will treat school property with care.



I will help to keep my school neat and tidy.



I will always treat my classmates with respect.



I will sit criss cross with my hands in my lap.



<http://inspiredbykindergarten.blogspot.com/2012/07/rules-posters-and-lunch-packet-that.html>

## LANGUAGE

### LEARNING OUTCOMES

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

1. use the knowledge of grammar learned in earlier classes;
2. use possessive pronouns appropriately;
3. use question tags correctly;
4. tell the parts of commonly used regular and irregular verbs;
5. use simple, compound and complex sentences;
6. use articles correctly;
7. use active and passive voice;
8. change from direct to indirect speech and vice-versa;
9. show how the meanings of words are changed by adding prefixes and suffixes to root words;
10. use phrasal verbs correctly;
11. use additional punctuation marks and question tags appropriately;
12. use prepositions correctly;
13. use dictionary for a variety of purposes-word meaning, spelling, and pronunciation;
14. use subject- Verb agreement correctly;
15. able to Identify parts of speech;
16. able to identify singular and plural forms of nouns and verbs (is/are);
17. use tenses correctly;
18. use degrees of comparison correctly; and
19. use contractions correctly.

### Subject-verb Agreement

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#### Question 1

Fill in the blank with the correct answer:

He \_\_\_\_\_ to traditional music.

- i. listen
- ii. listens
- iii. listening
- iv. has listen

Ans: ii listens

**Question 2**

Fill in the blanks with appropriate verbs:

- i. The doctor and the teacher are leaving \_\_\_\_\_ Peru next week.
- ii. The father and son \_\_\_\_\_ having breakfast now.
- iii. Neither of the boys \_\_\_\_\_ late for the class.
- iv. I wish I \_\_\_\_\_ a bird.
- v. Lhamo dresses as if she \_\_\_\_\_ a princess.

Ans:

- i. *for*
- ii. *are*
- iii. *is*
- iv. *were*
- v. *is*

**Question 3**

Choose the correct form of the verb.

- i. Physics (is, are) Karma's favourite subject, while Civics (is, are) Dorji's favorite subject.
- ii. One of my sisters (is, are) going on a trip to Tashigang.
- iii. Gyem and Pem (doesn't, don't) want to see that movie.
- iv. The children (greet, greets) the teacher politely every morning.
- v. Nobody (know, knows) of the troubles I have been through.

Ans:

- i. *is/is*
- ii. *is*
- iii. *don't*
- iv. *greet*
- v. *knows*

**Question 4**

Write FOUR sentences of your own in the simple present tense.

**Question 5**

The passage contains sentences with mistakes. Correct the mistakes and rewrite the passage.

When I was five years old, my parents never worried that I were watching too much television, because there wasn't any. One day in the late forties, the boy next door decline my invitation to go to the movies because his family was saving up to

buy a television set. I laughed on his silly dream.

The entire history of television have taken place during my life, and it is an appropriate symbol for of technologies - the automobile, the telephone, and computers – that have changed our lives.

Television spread very fast and played an important role in the way we spent our time now.

*Ans: When I was five years old, my parents never worried that I was watching too much television, because there wasn't any. One day in the late forties, the boy next door declined my invitation to go to the movies because his family was saving up to buy a television set. I laughed at his silly dream.*

*The entire history of television have taken place during my life, and it is an appropriate symbol for of technologies - the automobile, the telephone, and computers – that has changed our lives.*

*Television spread very fast and plays an important role in the way we spend our time now.*

### Activity (Direction to the teacher)

- » Divide students into groups of five.
- » Give ten incorrect sentences to the group groups.
- » Let students identify the mistakes and rewrite the sentences correctly.

#### Sample:

- i. Lhakpa, in addition to his parents, are going to the mall.
- ii. My friend always lend me money.
- iii. Both the dog and the cats has an appointment at the vet tomorrow.
- iv. The more you age the most important it is to exercise.
- v. When I go shopping, I always takes a cloth bag to put my groceries in.

Ans:

- i. Lhakpa, in addition to his parents, is going to the mall.
- ii. My friend always lends me money.
- iii. Both the dog and the cats have an appointment at the vet tomorrow.
- iv. The more you age the more important it is to exercise.
- v. When I go shopping, I always take a cloth bag to put my groceries in.

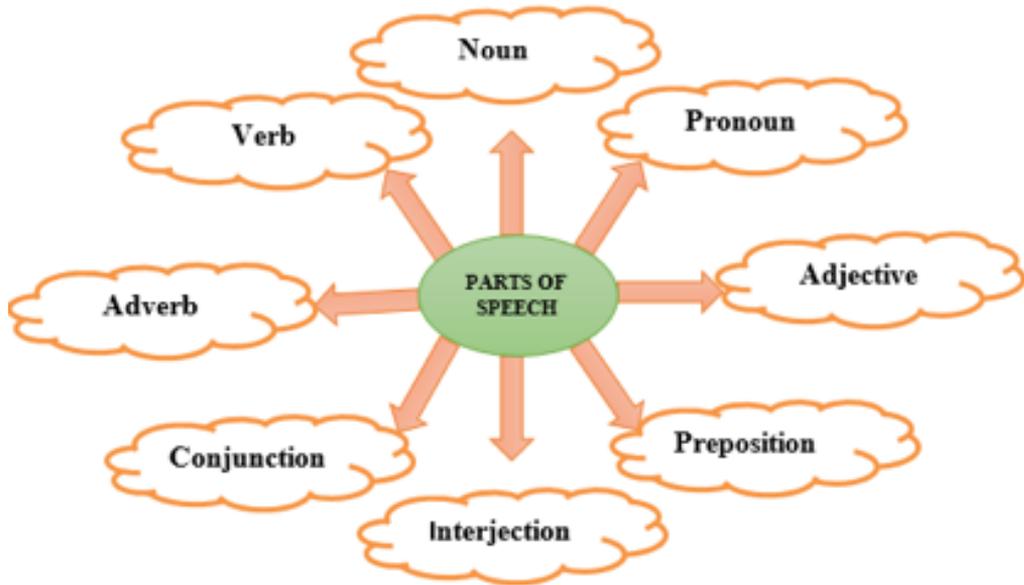
## Parts of Speech

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### Question 1

Read the given passage carefully. Place the underlined words under different parts of speech accordingly.

Phuntsho is excited today. "Wow! What a great day it's going to be!" he shouted to himself. He got off from the bed quickly and almost banged his head on the door to the kitchen. His mother, a calm and tall lady was chopping vegetables on the chopping-board. Phuntsho picked up a carrot and took a bite. "Hey! Wash it first!" shouted his mother. "I would have washed it, but I have no time. I am off to a picnic beside the lake with my friends.



## Question 2

Which parts of speech are underlined in the given sentences?

- i. You have to believe in yourself to be successful at something.
- ii. We left for the mountain just before six in the morning.
- iii. We first went to the store to buy a few things.
- iv. We had breakfast at a café near the bus station.
- v. My friend wasn't strong enough to lift his heavy bag.

Ans:

- i. *Pronoun (reflexive)*
- ii. *Verb*
- iii. *Preposition*
- iv. *Noun*
- v. *Adjective*

**Question 3**

Which of the following is an irregular verb?

- i. play
- ii. sing
- iii. kick
- iv. cook

Ans: ii sing

**Question 4**

Fill in the blanks using suitable conjunctions from the box.

*as and till while when although but so*

- i. They say this is an interesting story, \_\_\_\_\_ I haven't read it.
- ii. I lived in Dubai \_\_\_\_\_ I was a child.
- iii. We will visit Paris \_\_\_\_\_ Rome during the summer.
- iv. Let us wait here \_\_\_\_\_ the rain stops.
- v. \_\_\_\_\_ he worked hard he failed.

Ans:

- i. but
- ii. when
- iii. and
- iv. till
- v. although

**Question 5**

Make a sentence each using the following interjections.

Interjection	Sentence
i. Hurray!	
ii. Wow!	
iii. Hey!	
iv. Oops!	
v. Alas!	

**Activity (Direction to teacher)**

Make bingo cards for collective nouns and play the game in groups.

**Sample**

<i>an army</i>	<i>A group of ants is called ____ of ants.</i>
<i>a flock</i>	<i>A group of birds is called _____ of birds.</i>
	<i>A group of cattle is called _____ of cattle.</i>

**Activity (Direction to teacher)**

- » Provide each group with eight index cards.
- » Students label each card with a part of speech.
- » Teacher reads aloud a text from the Reading & Literature text (at least ten sentences).
- » Teacher calls out a single word from each sentence and repeats the word.
- » Teacher asks groups to identify the part of speech the word belongs to.
- » Each group answers by waving a card.

**Tenses**

**Question 1**

Match the following sentences given in column A with their correct form of tenses in column B.

<b>Column A</b>	<b>Column B</b>
a. She bought all the things from my shop.	i. Simple present tense
b. A teacher teaches students.	ii. Future continuous tense
c. She will be at the party tonight.	iii. Present continuous tense
d. They are reading a book.	iv. Past perfect tense
e. She had gone to visit a temple.	v. Simple past tense
	vi. Simple future tense

Ans:

- i. Simple past tense
- ii. Simple present tense
- iii. Simple future tense
- iv. Present continuous tense
- v. Past perfect tense

**Question 2**

Write the correct form of the verbs (Simple present or Present continuous)

- i. Look! Karma \_\_\_\_\_ (go) to the movie.
- ii. On her right hand, Pelzom (carry) a leather.
- iii. This sweater (be) very beautiful.
- iv. Pelzang usually (wear) black shoes.
- v. The children (play) hopscotch in the garden now.

**Question 3**

Rewrite each sentence by changing the verb into past.

- i. The carpenter builds cabinets for his customers.
- ii. She breaks the cookies into pieces to share them with her friends.
- iii. I catch the tennis ball my brother throws.
- iv. My sister comes home from college on Saturday.
- v. The car costs a lot of money.

Ans:

- i. *The carpenter built cabinets for his customers.*
- ii. *She broke the cookies into pieces to share them with her friends.*
- iii. *I caught/threw the tennis ball my brother throws.*
- iv. *My sister came home from college on Saturday.*
- v. *The car cost a lot of money*

**Question 4**

Complete the cloze text by using the correct form of the words given in the brackets. Copy the numbers and write the words against them.

When I ...1... (*is*) extremely young, I always .....2.....(*love*) plants. When we ...3... (walk) to school, I .....4....(*will*) observe the different plants and ...5.....(*come*) up with names for each of them. I would even.....6.... (*draw*) pictures of them. When my teacher ...7..... (*ask*) us to draw a picture of anything we liked, I always .....8 ..... (*end*) up illustrating different plants.

I even ...9..... (*draw*) them when we weren't supposed to be drawing. My teacher ...10..... (*will*) scold me about drawing all over my notebooks. But my mother would smile about it. "I think I see a scientist," she said.

Source?

Ans:

- i. *Was*
- ii. *Loved*
- iii. *Walked*

- iv. *Would*
- v. *Come*
- vi. *Draw*
- vii. *Asked*
- viii. *Ended*
- ix. *Drew*
- x. *would*

## Degrees of Comparison/Adjective

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### Question 1

Make sentences using the comparative or superlative form of the following adjectives.

- i. heavy
- ii. tall
- iii. intelligent

### Question 2

Circle the adjectives that correctly completes the sentences.

- i. It is \_\_\_\_\_ today than it was yesterday (cold/colder/coldest).
- ii. That movie was the \_\_\_\_\_ I had watched in a long time (bad/worse/worst).
- iii. Grandpa was \_\_\_\_\_ because his favourite team lost the game. (angry/more angry/most angry).

Ans:

- i. *colder*
- ii. *worst*
- iii. *angry*

### Question 3

How is your father today? Is he any \_\_\_\_\_

- i. best?
- ii. good?
- iii. better?
- iv. very good?

Ans: *iii better*

**Question 4**

Identify the errors in the given sentences and rewrite them correctly.

- i. Playing baseball is most tiring than playing basketball.
- ii. Tashi's English score was good than mine.
- iii. Wow! This is the most best movie that I have ever seen.
- iv. She is the most kind girl in my class.
- v. No other boy is as smarter as Tshering in our school.

Ans:

- i. *Playing baseball is more tiring than playing basketball.*
- ii. *Tashi's English score was better than mine.*
- iii. *Wow! This is the most best movie that I have ever seen.*
- iv. *She is the most kindest girl in my class.*
- v. *No other boy is as smart as Tshering in our school.*

**Question 5**

Look at the pictures given below and write down FIVE differences using degrees of comparison.



**John**

**Adam**

<https://www.google.bt/search?q=family+watching+tv+clipart&source>

## Question Tags/ Contractions

### Question 1

Match the statements in column A with their appropriate question tags in column B.

	Column A	Column B
a	Her dad works for the Royal University of Bhutan,	hasn't she?
b	Her mom is a lawyer,	didn't he?
c	She has got two siblings,	doesn't he?
d	I am going with you,	isn't she?
e	You don't know him,	am I not?
f	He left early,	shouldn't we?
		do you?

Ans:

- i. *doesn't he ?*
- ii. *isn't she ?*
- iii. *hasn't she ?*
- iv. *am I not?*
- v. *do you ?*
- vi. *didn't he ?*

### Question 2

Write down the contractions for the underlined words in the given sentences.

- i. I would sing a song for my family every weekend.
- ii. She will not come to the birthday party.
- iii. Pema has not completed her project.
- iv. He does not like pizza as much as he does ice cream.
- v. They have gone on a pilgrimage to Bodhgaya.

Ans:

- i. *I'd*
- ii. *Won't*
- iii. *Hasn't*
- iv. *Doesn't*
- v. *They've*

## Possessive Pronoun

Fill in the blanks with suitable possessive pronouns given in the table.

*its your hers my mine*

- i. The dog wagged \_\_\_\_\_tail to show how happy he was.
- ii. The book is \_\_\_\_\_, but you are welcome to read it.
- iii. Please return \_\_\_\_\_phone at once.
- iv. What do you like to do in \_\_\_\_\_free time?
- v. Her friend says it's \_\_\_\_\_, but I think it belongs to them.

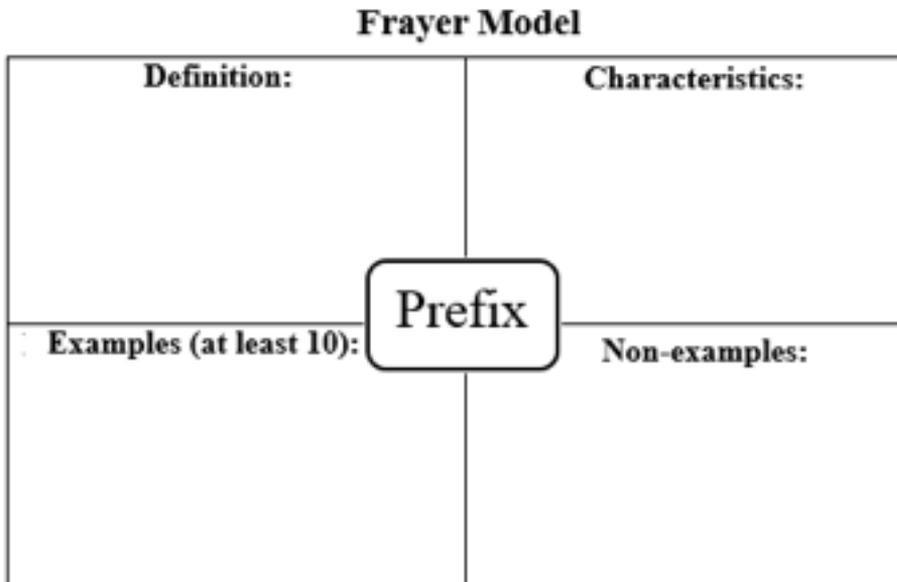
Ans:

- i. *its*
- ii. *mine*
- iii. *my*
- iv. *your*
- v. *hers*

## Prefixes and Suffixes

### Question 1

Find out examples and non-examples of prefix and draw the definition using the Frayer Model.



**Question 2**

Combine the words with a suffix to form new words.

**Suffix:**

- i. able ii. less iii. hood iv. ful v. ly

Root word	Words formed
i. home	ii. homeless, homely
iii. love	iv. lovely, lovable, loveless
v. honour	vi. honourable, honourless
vii. neat	viii. neatly
ix. child	x. childhood, childless

**Types of Sentences****Question 1**

Make a complex sentence of your own using the following words:

- i. after:
- ii. unless:
- iii. as:
- iv. although:
- v. whenever:

**Question 2**

Create compound and complex sentences for the given examples.

Examples	Compound sentence	Complex sentence
i. I ate pork.		
ii. We went to visit the temple.		
iii. I like doughnuts.		
iv. She slept the whole day.		
v. They played basketball yesterday.		

### Question 3

Identify the following sentences into simple, compound and complex.

- i. Sonam and Lhazin ate crabs.
- ii. They spoke to him in Dzongkha, but he responded in English.
- iii. Tandin went to the gym to exercise before having breakfast.
- iv. Dechen waited for the school bus.
- v. They went to visit their aunt because she was not feeling well.

Ans:

- i. Simple sentence
- ii. Compound sentence
- iii. Complex sentence
- iv. Simple sentence
- v. Compound sentence

### Active and Passive Voice

Rewrite the following sentences according to the instructions given in the brackets.

- i. He teaches Dzongkha.

[End: .....by him.]

- ii. The kira was woven by my mother.

[Begin: My mother.....]

- iii. She bought a gold ring.

[End : .....by her.]

- iv. The boys played the game very well.

[End :.....by the boys.]

- v. The cow was fed by my neighbour.

[Begin : My neighbor.....]

- vi. Phuntsho tied the dog to a tree.

[Change to passive]

- vii. Young ladies were sent abroad by the Women Association to pursue further studies.

[Change to active]

Ans:

- i. Dzongkha is taught by him.
- ii. My mother wove the kira.
- iii. A gold ring was bought by her.

- iv. *The game was played very well by the boys.*
- v. *My neighbor had fed the cow.*
- vi. *The dog was tied to the tree by Phuntsho..*
- vii. *The Women Association sent young ladies to pursue further studies.*

## Articles

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### Question 1

Fill in the blanks with the appropriate words from the given brackets.

- i. The director studied in .....university in Europe. (a/an/the)
- ii. She always prepares .....omelet in the morning.(a/an/the)
- iii. We are having chicken for .....party. (a/an/the)
- iv. I left the key in .....office. (a/an/the)
- v. Can you please accompany me to .....grocery store? (a/an/the)

Ans:

- i. *a*
- ii. *an*
- iii. *the*
- iv. *the*
- v. *a*

### Question 2

Rewrite the following sentences correctly by inserting a, an or the.

- i. I liked book which you gave me yesterday.
- ii. Yangke cooked delicious meal on her birthday party.
- iii. He is principal of our school.
- iv. I requested my father to buy me iPad.
- v. December is coldest month of the year.

Ans:

- i. *the*
- ii. *a*
- iii. *the*
- iv. *an*
- v. *the*

### Question 3

Using the articles given in the table, write down THREE sentences each.

<b>a</b>	<b>an</b>	<b>the</b>
i.	i.	i.
ii.	ii.	ii.
iii.	iii.	iii.

## Preposition

Activity: Preposition walk (Direction to teacher).

- » *Instruct the students to carry a notebook and pen each and go out for a walk.*
- » *Once outside, instruct them to write down the names of things they see, as many as possible. They are to write down where each thing is seen in relation to another object.*

Example:

- i. I saw a cow across the river.*
- ii. A grasshopper under a rock.*
- » *Ask students to read out what they have written. If the list does not contain relevant preposition that the teacher wants, it can be supplemented by the teacher.*
- » *At the end, the class will have a list of preposition.*

(The timing for the activity should be managed by the teacher to fit the above activity)

## Direct and Indirect Speech

### Question 1

Complete the speech bubble.

Father said, "Listen to the teacher and study well."

Mother asked, "Did you complete your homework?"

Tobgay said, "Let's play"

My father told me  
.....

My mother asked  
.....

Tobgay  
.....

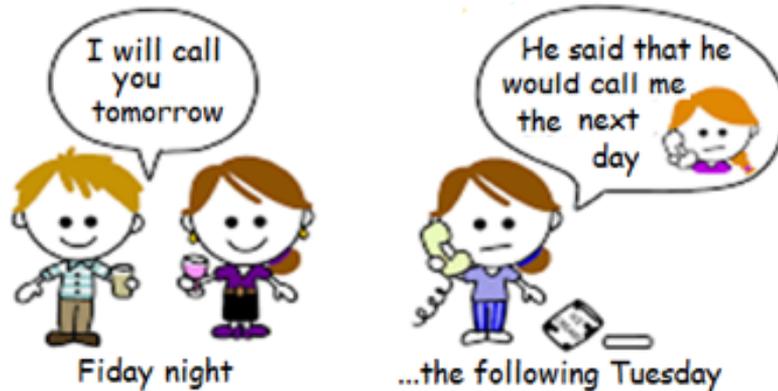
<https://www.google.bt/search?noj=1&tbm=isch&sa=1&q=bhutanese+two+boys>

### Question 2

- i. Quote any FIVE sentences that your teacher uses frequently (use the punctuation marks correctly).
- ii. Convert those FIVE sentences into reported speech.

### Group activity (Direction to the teacher)

Divide the students into two teams. Let one team make a sentence. Ask the other team to change the sentence into indirect speech. The team will be awarded a point for each correct sentence. The team that scores more points will be declared as the winner.



## Phrasal Verb

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### Question 1

Make sentences using following phrasal verbs.

- i. hand over:
- ii. pen down:
- iii. reach out:
- iv. put off:
- v. hang out:

### Question 2

Choose the correct phrasal verb from the choices given below.

- i. Will you \_\_\_\_\_ please, and stop making silly faces?
  - A. grow up
  - B. grow in
  - C. grow away
  - D. grow out
- ii. The captain asked everyone to \_\_\_\_\_ the lines for the morning assembly.
  - A. fall over
  - B. fall into
  - C. fall out
  - D. fall in

### Question 3

Choose the correct phrasal verb given in the bracket.

- i. The teacher wants you to \_\_\_\_\_ the project. (hand out /hand in)
- ii. The volunteers went to \_\_\_\_\_ the forest fire. (put out/put off)
- iii. I'm so tired of Deki\_\_\_\_\_ her new phone all the time. (showing off/  
showing up)
- iv. I thought I would \_\_\_\_\_ for a cup of coffee. Is that ok? (drop off/  
drop in)
- v. The roof was \_\_\_\_\_ by the wind. (blown up/blown over)
- vi. He \_\_\_\_\_ his hat to show me his new hair cut. (took off/took up)\_\_\_\_\_