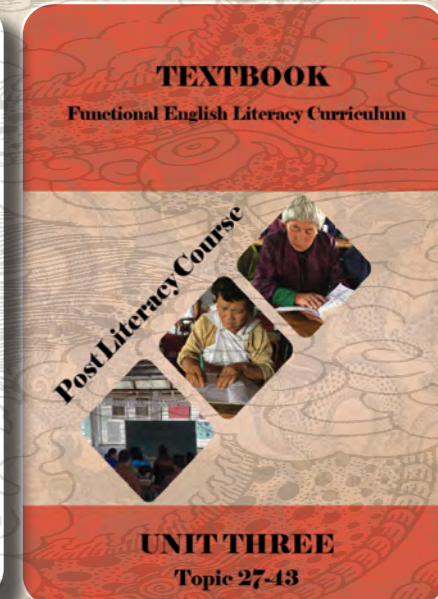
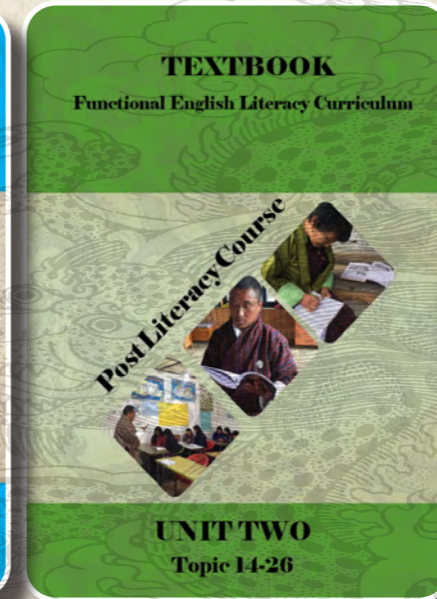
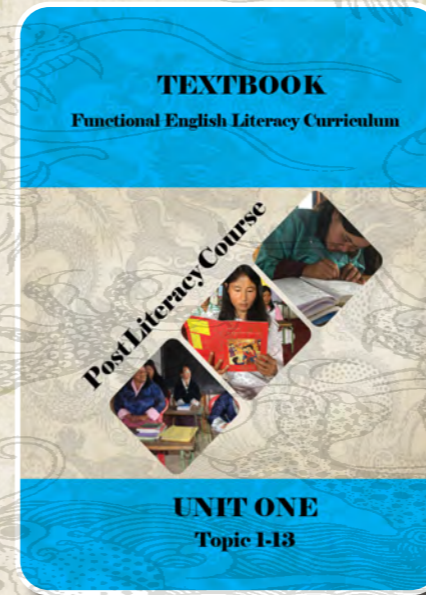


# Post Literacy Course Textbook

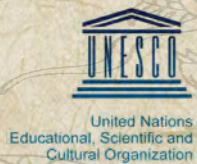
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VISION

“An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of *Tha Dam-Tsig Ley Gju-Drey.*”

TEXTBOOK



Functional English  
Literacy  
Curriculum for NFE  
Learners



Korean National Commission for UNESCO



Non-Formal and Continuing Education Division

# TextBook

Unit **One**, **Two** and **Three**

**Published by**  
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Royal Government of Bhutan  
Thimphu  
1-7 Wogmin Lam, Namgaychholing  
Email: chiefnfcged@moe.gov.bt

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***Design and Layout:***

Sonam Dorjit, ICT Teacher, Kuzhugchen MSS, Thimphu  
Karma Yangden, Sr. Adm. Assistant, Bhutan NatCom, MoE, Thimphu

***Cover Design:***

Pem Tshering, Chief Programme Officer, NFCED, DAHE, MoE, Thimphu

***Advisors:***

Mr Tashi Namgyal, Director, DAHE, MoE, Thimphu

Mr Pem Tshering, Chief Programme Officer, NFCED, DAHE, MoE, Thimphu

***Overall Coordinator and Compilation***

Ms. Pelden, Dy. Chief Programme Officer, NFCED, DAHE, MoE, Thimphu

***Content Developers and Core Team:***

1. Mr Rinchen Gyeltshen, Chief DEO, Tsirang
2. Mr Tshering Dorji, Dy. Chief DEO, Dagana
3. Mr Amber Rai, Curriculum Developer, DCPD, MoE
4. Mr Nima Dorji, Principal, Rinchengang PS, Wangdue Phodrang
5. Ms Kinley Dema T, Teacher, Damthang PS, Haa
6. Ms Tshering Tshomo, Teacher, Gaupel LSS, Paro
7. Mr Sonam Dorji, Teacher, Mendrelgang PS, Tsirang
8. Mr Lobzang Nima, Teacher, Dangchu PS, Wangdue Phodrang
9. Ms Pem Dechen, NFE instructor, Balleygang NFE centre, Dagana,
10. Ms Pema Yangzom, NFE instructor, Satshangma NFE centre, Tsirang.
11. Ms Monira A.Y Tsewang, Chief InfoCom and Media Development Division, MoIC
12. Ms. Leki Choden, Asst. Media Officer, MoIC, Thimphu.
13. Mr Tenzin Rabgyel, Program Analyst, NFCED, DAHE
14. Ms Pelden, Dy.Chief Programme Officer, NFCED, DAHE

***Compilation, Layout and Formatting:***

1. Ms. Pelden, Dy.Chief Programme Officer, NFCED, DAHE, MoE, Thimphu
2. Mr Lobzang Nima, Teacher, Dangchu PS, Wangdue Phodrang

***Proofread by:***

Ms Sangye Choden, Chief Program Officer, QAAD, DAHE





Secretary

དབལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།  
Royal Government of Bhutan  
Ministry of Education



Rethinking Education

### Foreword

The Non-Formal Education (NFE) programme has provided a platform for the children, youth and adults who missed the opportunity to pursue education in the formal system. It has been instrumental in enhancing literacy, numeracy and livelihood skills for the vulnerable groups. The NFE programme has been one of the successful programmes of the Ministry of Education. As recognition for its success, the programme earned international recognition in the year 2009 and 2012.

The Ministry has developed NFE Equivalency Framework to make the NFE programme attractive and credible. The framework shall facilitate equivalency and mobility among formal, non-formal and vocational education in terms of competencies and skills. This is also in line with the draft National Education Policy, which requires NFE programme to enhance access to literacy, numeracy, and vocational skills through equivalency programme considering learner's economic circumstances, gender and educational needs. As per the Equivalency Framework, Post Literacy Course shall be equivalent to Class VI of the formal education system. The Post Literacy English Curriculum encompasses three units; Unit I, II and III. Each unit has been designed to develop the ten core competencies and achieve terminal performance objectives for the critical skills viz. reading, writing, speaking, and numeracy. Appropriate assessment tools have been developed to continuously assess the performance of the learners.

As we implement the Equivalency Framework and revised curriculum, we hope and pray that it will enhance the quality and credibility of the programme, and unleash the full potential of learners which is critical in materialising the objectives of the framework.

I am confident that this reform will contribute to the achievement of Bhutan's commitment to education for all and its overarching goal of a knowledge-based society.

Tashi Delek !

(Karma Tshering)

## Acknowledgement

The Ministry of Education would like to extend the deepest gratitude and appreciation to the Korean National Commission for UNESCO (KNCU), Republic of Korea for the unwavering support in strengthening the Non-Formal Education programme in Bhutan through the ‘Bridge Bhutan Project’. Without the support of KNCU, review and printing of the Post Literacy Course Curriculum would not have been possible.

The NFCED office also like to express heartfelt appreciation to the Core Team and the content developers for their invaluable contribution and selfless commitment in the review exercise. Their knowledge, expertise and valuable contribution are deeply appreciated. We would also like to thank the Dzongkhag/Thromde Education Sectors, NFE and CLC Instructors for their valuable contributions. Furthermore, we would like to acknowledge Bhutan National Commission for UNESCO for closely working with the Division and the KNCU office in implementing the ‘Bridge Bhutan Project’.

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# Section I

- **Background**
- **Definition of NFE Qualification Level**
- **Ten Core Competencies & Terminal Performance Objectives**

## Background

Non-Formal Education was initiated in 1990 through the Royal Command during the 53rd National Assembly. Since then, the programme has gained widespread popularity and proven its effectiveness. The programme evolved considerably in addressing the demand of its learners. Further, the Post Literacy Course (PLC) Dzongkha, the Community Learning Centre (CLC) and the Continuing Education (CE) programme were introduced in 1997, 2002 and 2006 respectively. In 2014, the functional English curriculum was developed in Post Literacy Course to provide functional English and numeracy skills to the aspiring learners.

With the growing emphasis on the importance of education and skill development for personal growth and changing needs, the government has initiated to make NFE policies more relevant and responsive to the rapidly changing socio-economic patterns and national needs. The NFE programme is aimed to enhance access to literacy, numeracy, and vocational skills through equivalency programmes considering learners' economic circumstances, gender, disabilities, and/or educational needs. Though the curriculum contents are provided and the delivery strategies outlined, they are not meant to be prescriptive. The acquisition of competencies, knowledge and values by the learners should be at the heart of the curriculum implementation process. Therefore, appropriate assessment tools that fulfil the principles of assessment should be put in place to help the learners achieve the objectives at the respective levels.

Post Literacy Course Curriculum encompasses three levels of learning; Unit I, II and III. Each level has been designed in keeping with ten core competencies and terminal performance objectives for every skills viz. reading, writing, listening, speaking and numeracy. The contents of the text are developed under four broad themes with Instructor's Guide books and workbooks developed for each level except for unit III.

As per the Equivalency Framework, Post Literacy Course shall be equivalent to Class VI of the formal education system. It shall promote knowledge-based society through lifelong learning with recognition of NFE qualifications to maximize individual's potential to be socially useful and economically productive citizens.

## Definition of NFE Qualification Levels

### 1. NFE Level-I (Basic Literacy Course)

NFE level-I is the first qualification level for the NFE programme. The aim of the course is to provide functional literacy and numeracy in Dzongkha (National language) for learners who missed the opportunity to attend formal education or dropped out before completion of primary education. In addition to basic literacy skills in Dzongkha and numeracy, the programme provides learners with basic livelihood skills that are integrated in the curriculum

NFE Level-I is designed for a total duration of minimum 600 contact hours for one year with a minimum of 15 instructional hours per week. Upon successful completion of the course, certificate and statement of marks shall be awarded to graduates.

### 2. NFE Level-II (Post Literacy Course)

NFE level-II is the second qualification level for NFE programme. The content covers Dzongkha and Basic English. The aim of the course is to enhance competency in Dzongkha and English with numeracy embedded in the programme. It also provides life skills education that are integrated in the curriculum.

NFE Level-II is designed for a total duration of minimum 600 contact hours for one year with a minimum of 15 instructional hours per week. Upon successful completion of the course, certificate and statement of marks shall be awarded to the graduates.

### 3. NFE Level-III Advanced Learning Course (ALC).

NFE level-III (ALC) is the third qualification level for NFE programme which is built on the existing vocational courses currently offered in Community Learning Centre (CLC) with additional content on general subjects for a duration of one and half years

NFE Level-III is designed for a total duration of minimum 900 contact hours for one and half year with a minimum of 15 instructional hours per week for CLC course. Upon successful completion of the course, certificate and statement of marks shall be awarded to the graduates.

## Core Competencies and Terminal Performance Objectives

As per the Equivalency Framework, Post Literacy Course shall be equivalent to Class VI of the formal education system. The Post Literacy English Curriculum encompasses three units; Unit I, II and III. Each unit has been designed to develop the ten core competencies and achieve terminal performance objectives for the critical skills viz. reading, writing, speaking, and numeracy. The ten core competencies and terminal performance objectives are given below:

### NFE English Core Competencies

1. Listen with understanding.
2. Use appropriate words to express ideas, both oral and written.
3. Read words, phrases and sentences with comprehension.
4. Follow oral and written directions.
5. Prepare written communication.
6. Communicate ideas with spoken, written and other expressions.
7. Demonstrate skills in choosing information that answers one's needs and purposes.
8. Demonstrate skills in gathering, processing and utilization of information.
9. Develop and manifest an awareness and sense of nationhood and pride for national vision, cultural traditions and values, and human rights.
10. Apply appropriate knowledge and skills to analyze, investigate and solve problems using mathematical symbols and operations.

**Listening and Speaking**  
**Terminal Performance Objectives**

1. Initiate and respond to words of greetings and courtesy appropriately.
2. Say the sound of the alphabet and produce the consonants and vowel sounds
3. Speak in words, phrases and sentences.
4. Follow and give simple instructions.
5. Use appropriate words to talk about things in their home and surroundings.
6. Tell the time of the day, dates and weather conditions.
7. Use degrees of comparison in their day-to-day conversations.
8. Enjoy listening to and speaking in English.
9. Deliver short speeches on the topic of their choice.

## Enabling Objectives

Unit I	Unit II	Unit III
Initiate and respond to words of greetings and courtesy appropriately.	Use greetings and courtesy appropriately in various situations.	Respond and carry out conversations to express their ideas and opinions.
Say the sound of the alphabet and make the consonant and vowel sounds.	Say words using blends and segments.	Speak with correct pronunciation using the idea of sounds and blends.
Tell the time of the day, dates and weather conditions.	Use appropriate vocabulary to talk about history of the country, farm, parenting, food and nutrition, and common diseases.	Critically respond to news, announcements, talks and advice they have listen to.
Understand basic words of instructions.	Respond politely to direct questions on familiar subjects.	Speak on a given topic or topic of their choice.
Speak in very simple words and phrases.	Say the words using correct syllables.	Give instructions and follow directions.
Say the names of days, months and units of measurement.	Describes objects and pictures in terms of shape, size, position and color in simple words.	Use a range of vocabularies in conversation.
Use appropriate vocabulary to talk about relationships, home objects, food health and nutrition.	Use singular and plural forms, parts of speech and simple tenses correctly.	Use the English language persuasively in daily conversations pronouncing words clearly and correctly.
Use singular and plural forms and prepositions correctly.	Listen to, tell simple stories, and make connections to their lives.	Use singular and plural forms, parts of speech and simple tenses correctly.
Say the numerals from 1-1000.	Say numerals from 1000-5000	Frame dialogues and engage in longer conversation.  Relay correctly simple messages and short simple announcements heard.
	Interpret illustrations, maps, and graphs, signboard and traffic rules.	Do an in-depth talk about books they have read and relate the incidents to their lives.

## **Reading**

### **Terminal Performance Objectives**

1. Use appropriate reading strategies to make meaning of a wide range of texts.
2. Demonstrate an interest in books and continue to read for learning and enjoyment.
3. Exhibit the ability to excess information from all forms of media and make informed decisions.
4. Show appreciation for materials that promote unique national heritage, cultural values and fundamental rights.
5. Read and write numbers, and compute using the four operations such as addition, subtraction, multiplication and division.
6. Read and understand the place values of numbers.
7. Read, write and apply standard measurement units in their lives.
8. Enjoy reading as a learning activity.



## Enabling Objectives

Unit I	Unit II	Unit III
Read the letters of the alphabet.	Produce the sounds of letters of alphabets and blends.	Read with correct pronunciation using sounds and blends.
Read simple words using phonics (letter sounds)	Read the words correctly using syllables.	Build vocabulary and use pronunciation skills to pronounce words correctly.
Recognize and identify common sight words.	Interpret and pronounce words and phrases related to immediate needs.	Give one's own opinion on materials read.
Read and interpret simple words, phrases and sentences.	Interpret simple sentences whose contents are related to immediate needs.	Read a range of texts with fluency and correct intonation.  Point out positive values on materials read.
Read aloud common abbreviations.	Read and interpret common abbreviations.	Interpret common written abbreviations such as ads, notices in the community.  Read and interpret maps.
Read and understand simple words, phrases and sentences.	Read words, phrases and sentences with appropriate intonation for explicit meaning.	Read different forms of texts and make text to life connections  Use reading strategies to read a range of texts.
Read simple text and interpret in their own language.	Read simple personal alphabets to communicate their feelings.	Read information related to financial literacy and use it in their daily lives.
Do simple calculations of addition, subtraction and multiplications.	Do simple calculations for 2-3 digit numbers with the use of 4 mathematical operations.	Read and solve word problems related to 4 4 mathematical operations.
Read and write numbers up to 1-1000.	Read numbers up to 5000	Read numbers up to -100,000
Recognize the place value of 1-2 digit numbers.	Recognize the place value of 2 -3 digit numbers.	Recognize the place value of 4-5 digit numbers.

## **Writing**

### **Terminal Performance Objectives**

1. Write simple and correct English in a wide range of forms.
2. Use writing as a way of expressing thoughts and opinions.
3. Continue using writing skills in their daily lives.
4. Understand accurately, provide information in documents, and fill out forms.
5. Write numbers in figures and words correctly.
6. Read and write numbers, and compute using the four operations such as addition, subtraction, multiplication and division.
7. Write and apply standard measurement units in their daily lives.

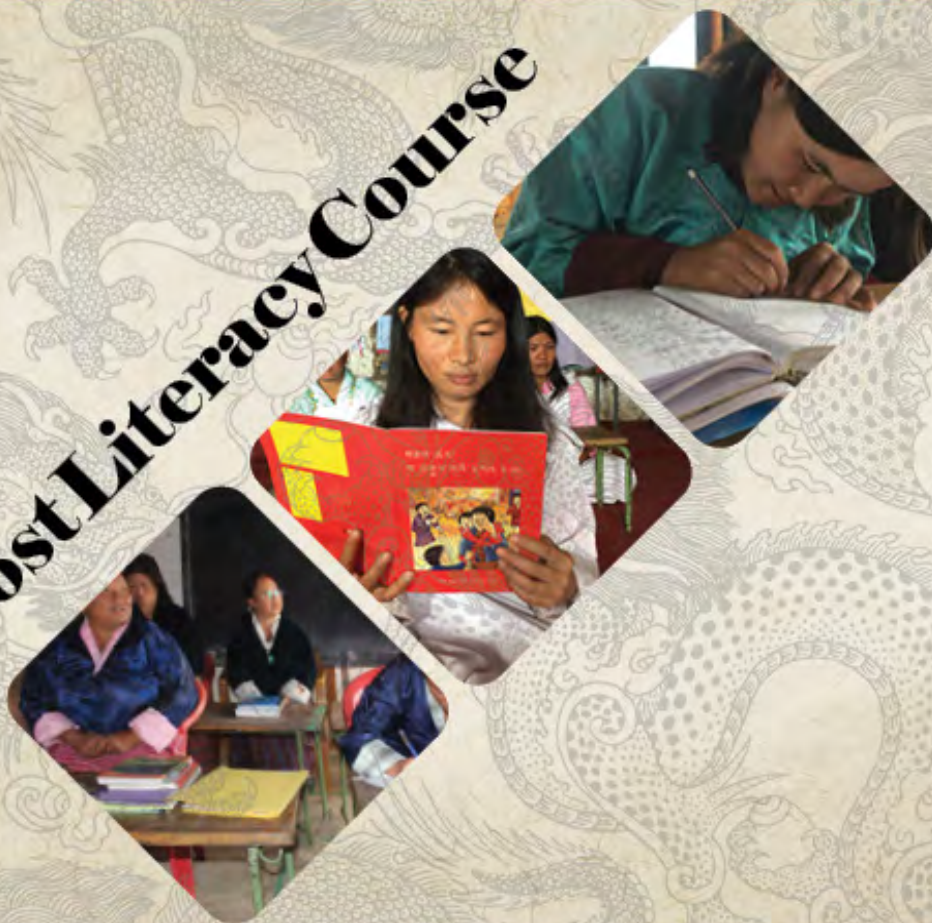
## Enabling Objectives

Unit I	Unit II	Unit III
Shape the alphabets with correct formation.	Use the knowledge of sounds to write short sentences correctly.	Use punctuation marks correctly in writing.
Write the letters and numbers accurately.	Write upper and lower case alphabets appropriately.	Write simple, clear and comprehensible paragraphs.
Use knowledge of sounds to begin to write words independently.	Use knowledge of sounds to write words independently.	Write short and simple paragraphs on common topics.
Write their names correctly.	Write simple phrases and sentences.	Write text messages, personal letters, leave applications and simple short stories.
Use full stop, capital letter and question mark correctly.	Write personal thank you notes and leave application.	Fill out forms accurately like bio-data, election ballots, and registration forms
Write the names of the objects in their homes and surroundings.	Write addresses correctly and neatly.	Organize one's ideas in a simple outline.
Write complete simple sentences.	Take notes, make plans and maintain diaries.	Continue writing as a creative activity.
Write numbers up to One Thousand-1000.	Write numbers up to Ten thousand 10,000 and do simple Calculations	Write numbers up to Ten-Hundred Thousand -100,000.
Use two mathematical operational symbols (Addition and subtraction).	Use different units of measurement (length, weight, volume and distance).	Use the knowledge of standard measurement units and mathematical operational symbols wherever required.

# **TEXTBOOK**

## **Functional English Literacy Curriculum**

### **Post Literacy Course**



## **UNIT ONE**

### **Topic 1-13**



# Unit I

## **Theme 1: My Home and Community**

- 1. Greetings and Courtesies**
- 2. Introduction to Alphabets and Sounds**
- 3. Personal Introduction**
- 4. My Family**
- 5. My Body**

## **Theme 2: My Farm and Environment**

- 6. Days of the Week**
- 7. Comparisons**
- 8. Action Words**
- 9. Preposition**
- 10. Units of Measurement**

## **Theme 3: Health, Hygiene and Nutrition**

- 11. Safe Drinking Water**
- 12. Immunization**
- 13. Safe Home and First Aid**

## Theme 1 My Home and My Community

Our families make up our community. In this theme, you will learn and talk about yourself as a member of your community. At the same time, you will develop basic listening, speaking, reading and writing skills. In particular, you will be introduced to basic letter sounds and communication skills related to your personal information, greetings and courtesies, and body parts. Family relationships and values are also introduced in this theme. Furthermore, you will be introduced to basic calculation skills of addition.

### General Objectives:

By the end of the theme, you will be able to:

1. appropriately respond to words of greetings and courtesies.
2. articulate the sounds of the consonants and short vowels.
3. write all the letters with correct formation.
4. use appropriate words to talk about family, parenting, safe home and body parts.
5. use correct punctuation marks in writing.
6. read and write short sentences.
7. read and write numbers 0 to 40.
8. add one digit and two digit numbers.

### Topics included:

1. Greetings and Courtesies
2. Introduction to Alphabets and Sounds
3. Personal Introduction
4. My Family
5. My Body

## Topic 1: Greetings and Courtesies



### Learning Objectives:

By the end of the lesson, you will be able to

1. Use appropriate words of greetings and courtesies.



### Activity 1: Listening and Speaking

#### Greetings and Courtesies

Say greeting and courtesy words

Hello	You are welcome.	May I come in?
Good morning	Pardon me	May I go out?
Good afternoon	Thank you	May I help you?
Good evening	It is my pleasure, please.	



### Activity 2: Listening and Speaking

#### Dialogue on greetings and courtesies

Choose a partner and practice greetings and courtesies.





# Unit One





## Activity 3. Writing

Trace the dotted line in the *workbook* page number 1 to 3.

# Unit One

## Topic 2: Introduction to Alphabet Sounds



### Learning Objectives:

By the end of the lesson, you will be able to

1. articulate consonant and short vowel sounds.
2. read and write words using the sounds learned.



### Activity 1: Listening, Speaking and Reading

#### Letter sounds-s,a,t,p,i,n




Read and Practice Sounds (s, a, t, p, i, n)
















<i>s</i> nake	<i>s</i> un	<i>s</i> andal	<i>a</i> pple	<i>a</i> xe	<i>a</i> nt
<i>t</i> iger	<i>t</i> ree	<i>t</i> able	<i>p</i> apaya	<i>p</i> ot	<i>p</i> en
<i>i</i> njection	<i>i</i> ndustry	<i>i</i> nkpot	<i>n</i> ecklace	<i>n</i> ail	<i>n</i> est



### Activity 2: Reading

Read and practice the words given below.

		
sun	snake	sandal

		
apple	axe	ant
		
tomato	tiger	tree
		
papaya	pot	pen
		
injection	igloo	inkpot
		
nest	necklace	nail

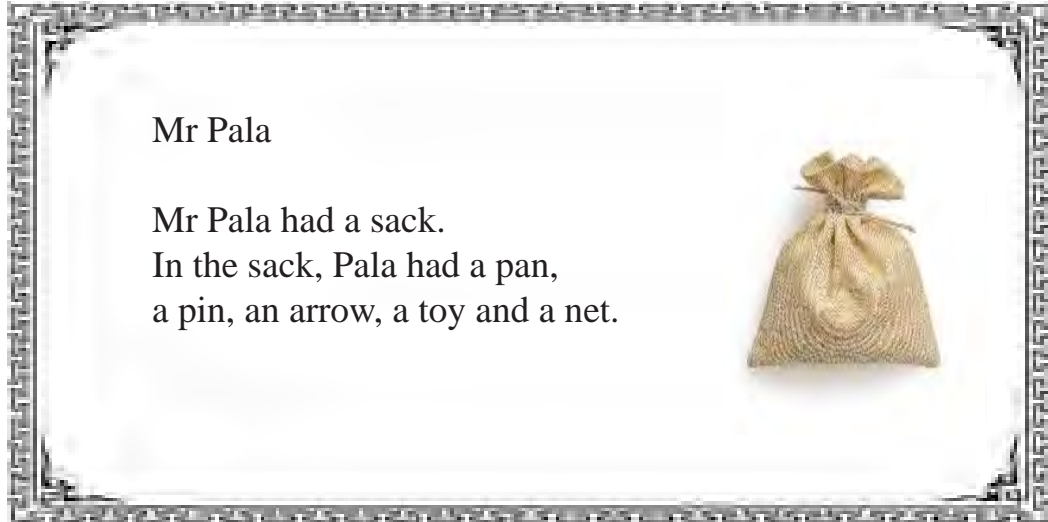
# Unit One



## Activity 3: Reading

### Story on Mr Pala

Read the story 1 about Mr Pala given below and practice the sounds(s,a,t,p,i,n)



## Activity 4. Writing

### Alphabets

Trace and write letters (s, a, t, p, i, n) in the *workbook page number 4 to 9.*



## Activity 5: Reading

### Alphabet Sounds



















Learn and practice the sounds (c, d, e, m, r, h)

cane	coin	cow	drum	doll	door
elephant	earth	rack	moth	rat	radio
hamlet	envelope	house	monkey	horn	mango



## Activity 6: Reading

Read and practice the words given below.

		
cane	cow	coin
		
earth	elk	exit
		
drum	doll	door
		
monkey	mango	moth
		
rat	radio	rack
		
helmet	house	horn

# Unit One



## Activity 7: Reading

### Story on 'Red Bag'

Read the story 2 about the red bag and practice the sounds (c, d, m, e, r, h).

#### Red Bag

Dad has a red bag.

In his bag he has an egg, cake and a mug.



## Activity 8. Writing

### Alphabet

Trace and write letters (c, d, e, m, r, h) in the *workbook page number 10 to 15*



## Activity 9: Listening, Speaking and Reading

### Alphabet Sounds

Read and practice the sounds (u, o, b, f, g, l)

u <b>mb</b> rella	u <b>nder</b> pants	u <b>dder</b>	o <b>ctopus</b>	o <b>wl</b>	o <b>il</b>
b <b>ow</b>	b <b>oy</b>	b <b>aby</b>	f <b>ish</b>	f <b>rog</b>	f <b>ire</b>
g <b>un</b>	g <b>ate</b>	g <b>irl</b>	l <b>ung</b>	l <b>ock</b>	l <b>ion</b>





## Activity 10: Reading

Read and practice the words given below.

		
umbrella	underpants	udder

# Unit One

		
octopus	owl	oil
		
bow	boy	baby
		
fish	frog	fire
		
gun	gate	girl
		
lungs	lock	lion



# Unit One



## Activity 11: Reading

### Story on 'Happy Goat'

Read the story 3 about 'Happy Goat' and practice the sounds (b, g, l, f).

#### Happy Goat

It is a goat.

It is a big goat.

It is a big fat goat.

The big fat goat eats green grass from the ground.



## Activity 12. Writing

### Alphabets

Trace and write letters (u, o, b, f, g, l) in the *workbook on page number 16 to 21*.



## Activity 13: Reading

### Alphabet sounds


Read and practice the sounds (x, k, w, j, z, y, q, v).

box	x-ray	axe	kite	key	kettle
window	watch	wall	jam	juice	jar
zebra	zip	zoo	yarn	yolk	yak
queen	quilt	quiver	vest	van	vulture












## Activity 14: Reading

Read and practice the words given below.

		
box	x-ray	axe
		
kite	key	kettle
		
window	watch	wall
		
jam	juice	jar
		
zebra	zip	zoo

# Unit One

		
yarn	yolk	yak
		
queen	quilt	quiver
		
vest	van	vulture



## Activity 15: Reading

### Story on 'A Duck in the Van'

Read the story 4 about 'A Duck in the Van' and practice the sounds (d, j, y, k, v, q).

#### A Duck in the Van

Duck is in a van  
Duck likes jelly, jam and yogurt  
Duck sees kites flying in the sky.

It celebrate X-mas.  
It says "Quack! Quack! Wind is blowing  
and a bees are buzzing".



 **Activity 16. Writing**

## Alphabets











Trace and write letters (x, k, w, j, z, y, q, v) in the *workbook page number 22 to 29*.

 **Activity 17: Listening, Speaking and Reading**
















## Alphabet Sounds

















Look at the pictures and say the sounds.

**Look at the picture and say the sounds.**











Sounds	How to say?	Words	Pictures
/a/		ant	
/b/		bat	
/c/		cat	
/d/		dog	
/e/		egg	

# Unit One

/f/		fan	
/g/		gun	
/h/		hat	
/i/		ink	
/j/		jug	
/k/		kid	
/l/		lip	
/m/		mug	

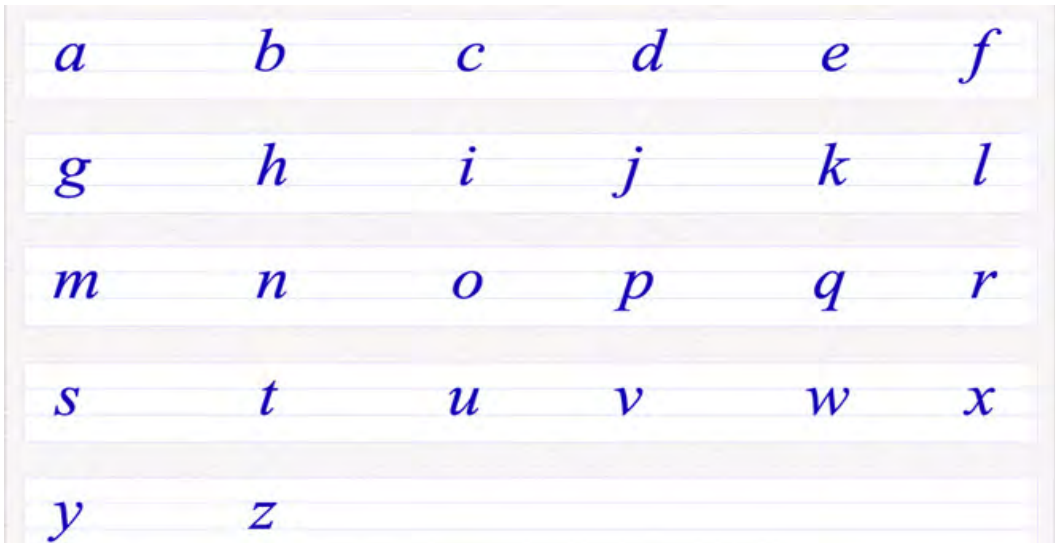
/n/		net	
/o/		ox	
/p/		pen	
/q/		quack	
/r/		run	
/z/		sit	
/t/		tap	
/u/		up	

# Unit One

/v/		van	
/w/		web	
/x/		box	
/y/		yes	
/z/		zip	

**Activity 18. Writing****Alphabets**

a) Copy alphabets with correct letter formation in the notebook.

**Capital Letters****Small Letters**



# Unit One



## Activity 19. Writing

### Alphabet Sounds

Complete the matching activity on sounds given in the *workbook page number 30*.



## Activity 20. Writing

### Alphabet Sounds

Match the letter sounds with the pictures given in the *workbook page number 31*.

## Topic 3: Personal Introduction



### Learning Objectives:

By the end of the lesson, you will be able to

1. use correct language to introduce yourself.
2. write your name correctly.
3. produce the sounds of the letters: a, b, c, d, e, f, g and h.
4. read and write the letters: a, b, c, d, e, f, g and h.
5. use question mark and full stop correctly.
6. read and write numbers: 1 to 10.
7. add one digit numbers.



### Activity 1: Listening and Speaking

#### Self-Introduction

Demonstrate the activity by inviting volunteers.

Name	old	age	place	village	years
------	-----	-----	-------	---------	-------



What is your name?

My name is....



How old are you?

I am .....



# Unit One



Where are you from?

I am from ....



Choose a partner and take turns to practice asking and providing personal information (name, age, and village/place)



## Activity 2: Reading


### Alphabet Sounds

Read the name of the pictures that has alphabet sounds.




#### Aa

		
arrow	aeroplane	apple




#### Bb

		
banana	bag	ball




#### Cc

		
cat	carrot	car



## Dd

		
donkey	deer	dog




## Ee

		
egg	elephant	envelope

## Ff



		
flower	fan	flag

## Gg

		
grapes	goat	grasshopper

# Unit One

## Hh

		
horse	hat	hen



### Activity 3. Writing

#### Alphabet Sounds

Look at the picture carefully and circle the correct alphabet sounds in *workbook page number 32*.



### Activity 4. Writing

#### Alphabet

Write the alphabets **Aa, Bb, Cc, Dd, Ee, Ff, Gg and Hh** in the *workbook page number 33*.



### Activity 5. Writing

Write your name in the notebook.



### Activity 6: Listening, Speaking and Reading

#### Punctuation marks-Question mark and Full stop

1. Question mark

**Question mark (?)** is used at the end of a question.

Example: What is your name?

How old are you?

Where are you from?

## 2. Full Stop

**Full stop (.)** is used at the end of a sentence.

Example: My name is Karma.

I am 26 years old.











I am from Dagana.



## Activity 7: Reading

### Numbers

Let us count

 <p>one dog</p>	 <p>two cups</p>	 <p>three fish</p>
 <p>four flowers</p>	 <p>five spoons</p>	 <p>six balloons</p>
 <p>seven dolls</p>	 <p>eight apples</p>	 <p>nine trees</p>
 <p>ten hats</p>		

# Unit One



## Activity 8. Writing

### Numbers

Write the numbers from 1-10 in the *workbook page number 34*.



## Activity 9. Writing

### Addition

$$2 + 1 = \begin{array}{|c|} \hline 3 \\ \hline \end{array}$$

$$3 + 4 = \begin{array}{|c|} \hline 7 \\ \hline \end{array}$$

Solve the addition questions given in the *workbook page number 34*.

### Topic 4: My Family



#### Learning Objectives:

By the end of the lesson, you will be able to

1. read and comprehend a family tree.
2. tell the names of your immediate family members by relationship
3. draw your own family tree.
4. produce the sounds of i, j, k, l.
5. read and write the letters: i, j, k, l.
6. read short sentences beginning with “This is ...” and “That is ...”;
7. differentiate the usage of “This” and “That”.
8. read and write numbers from 11 to 20.
9. Add one and two digit numbers.



#### Activity 1: Listening and Speaking

##### Family

family	husband	wife	children	parent	community	school
help	village	sick	happy	care		

##### Family

Family is a group of people living together, usually consisting of a father, mother and their children. Some families are large and some are small. Large family may have grandparents as well. A small family may have only a father, mother and children.

Generally, family means a group of people related by blood or ancestry.

*Ancestry: The origin or background or ones ethnic descent.*



# Unit One



Mother

Daughter

Son

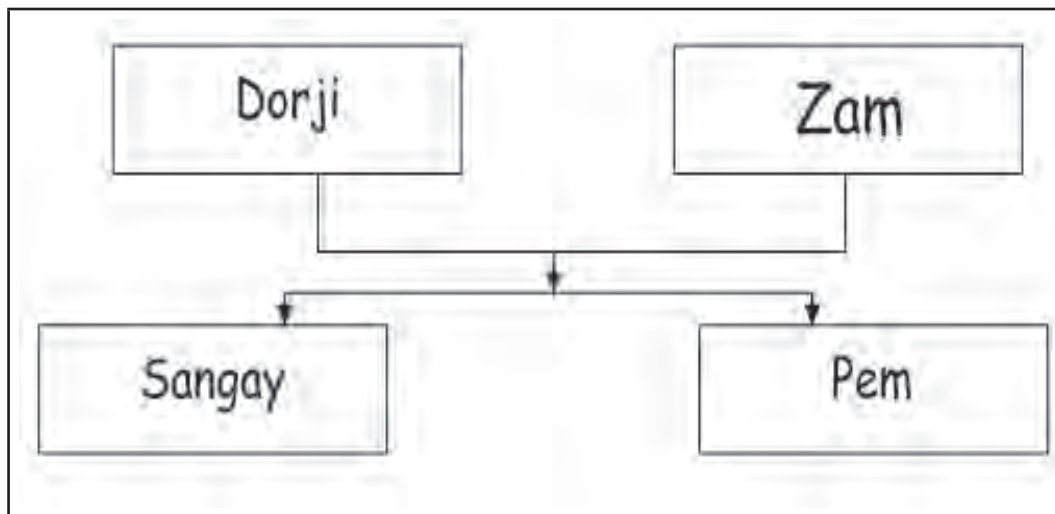
Father

Happy Family



## Activity 2: Reading

### Family Tree



Let us read the following text.

This is Dorji's family tree.  
Dorji is Zam's husband.  
Zam is Dorji's wife.  
They have a son and a daughter.  
Son's name is Sangay and daughter's name is Pem.  
Sangay is the elder brother of Pem.  
Pem is Sangay's younger sister.



## Activity 3: Listening and Speaking

**Discuss the following questions.**

1. Who is the father of Sangay and Pem ?

Ans: .....

2. What is the name of Sangay and Pem's mother?

Ans: .....



## Activity 4. Writing

### Family Tree

Draw your family tree in the workbook on page number 35.



## Activity 5. Writing

### Matching

Do the matching activity given in the *workbook page number 36*.



## Activity 6: Reading & Writing

Read and re-write the words in the given blank spaces in *workbook on page 36*.

# Unit One






## Activity 7: Reading




### Picture name and alphabet sounds

Read the name of the pictures that has alphabet sounds.

#### Ii

		
<b>ink pot</b>	<b>incense stick</b>	<b>insect</b>




#### Jj

		
<b>jug</b>	<b>jack fruit</b>	<b>jacket</b>

#### K k

		
<b>knife</b>	<b>kitten</b>	<b>kitchen</b>

#### Ll

		
<b>ladder</b>	<b>ladle</b>	<b>leaf</b>



## Activity 8: Writing

### Alphabet sounds- i,j,k,l

Look at the pictures and write the initial alphabet sound in the work book on page number 37.



## Activity 9: Writing

### Capital and small letters

Write the letters Ii, Jj, Kk, Ll in your workbook on page number 37.



## Activity 10: Reading




### Demonstrative Pronouns- 'This' and 'That'

'This' and 'That' are Demonstrative Pronouns.






'This' is used to talk about things that are near in distance or time.

'That' is used to talk about things that are far in distance or time.

Read the sentences that begin with "This" and "That".

<p>This is a jacket.</p>	
<p>That is a gho.</p>	
<p>This is a jack fruit.</p>	

# Unit One

That is an apple.	 
This is a leaf	
That is a flower.	 



## Activity 11: Reading

Let us read the numbers and number names.

11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty



## Activity 12: Writing

Write the numbers from 11 to 20 in the *workbook on page number 38*.



## Activity 13: Writing

### Numbers

Write the number names in the *workbook on page number 38*.



## Activity 14: Writing

### Numbers

Write the missing numbers in the *workbook on page number 39*.

**Activity 15: Writing****Addition**

Let us add 2 digits-one digit numbers.

1	2
+	6
1	8

1	1
+	5
1	6

Add 2 digit to 1 digit numbers given in the *workbook page no.39*.

## Topic 5: My Body



### Learning Objectives:

By the end of the lesson, you will be able to

1. name body parts.
2. produce the sounds of the letters: m, n, o and p.
3. read and write the alphabets: m, n, o, and p.
4. read short sentences beginning with 'This' is... and "These are..."
5. differentiate the usage of "This" and "These".
6. read and write numbers from 21 to 40.



### Activity 1: Listening and Speaking

#### Rhyme

Let us sing the rhyme.



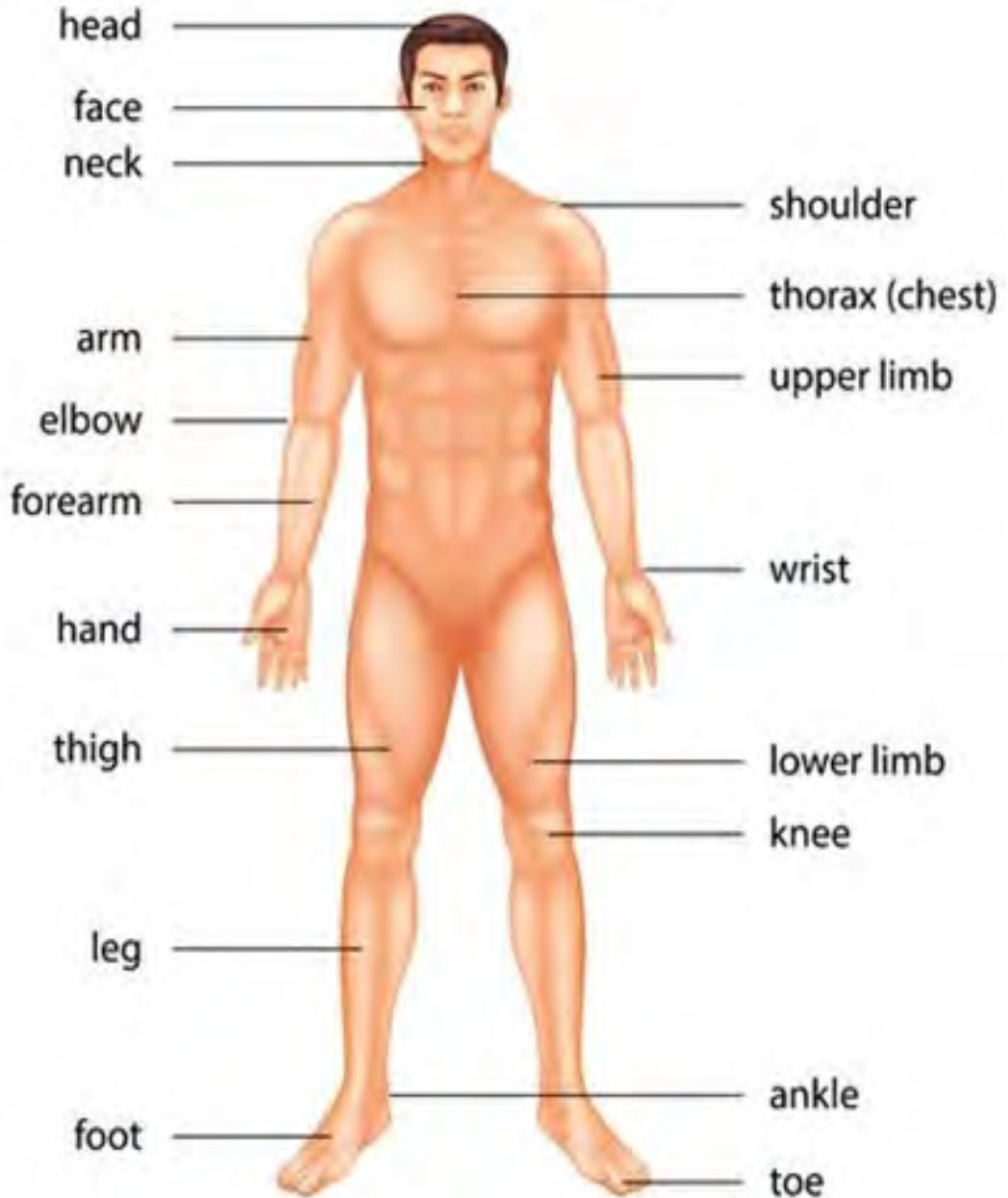
Head and Shoulder, Head and Shoulder  
Knees and Toes, Knees and Toes.  
Eyes and Ears and Nose and Mouth.  
Knees and Toes, Knees and Toes.



## Activity 2: Reading

### Body parts

Let us learn the body parts.





# Unit One



## Activity 3: Writing

### Body parts

Write the body parts in the *workbook on page number 40*



## Activity 4: Writing

### Alphabet sounds

Say the letter sounds and draw the picture of an object that matches with its sound in the *workbook on page number 41*


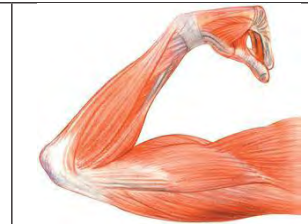



## Activity 5: Writing

### Alphabet sounds

Let us read the words.




#### Mm

		
<b>mouth</b>	<b>muscle</b>	<b>maize</b>




#### Nn

		
<b>nose</b>	<b>neck</b>	<b>nun</b>

#### Oo

		
<b>orange</b>	<b>ox</b>	<b>onion</b>

## Pp

		
<b>pumpkin</b>	<b>potato</b>	<b>pea</b>



### Activity 6: Writing

#### Alphabet

Write the alphabets m, n, o, p in the *workbook on page number 42*



### Activity 7: Reading

#### Demonstrative pronouns

Read the following sentences.

‘**This**’ is used with singular nouns and ‘**These**’ with plural nouns.



This is an ear.



These are ears.



This is a finger.

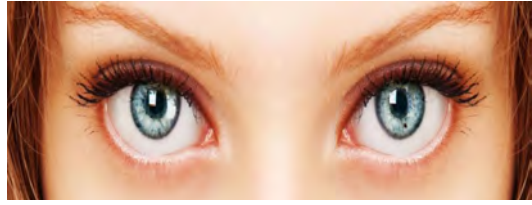


These are fingers.

# Unit One



This is an eye.



These are eyes.



## Activity 8: Reading & Writing

### Number and number names

Read the number and number names.

21 twenty one	22 twenty two	23 twenty three	24 twenty four	25 twenty five	26 twenty six	27 twenty seven	28 twenty eight	29 twenty nine	30 thirty
31 thirty one	32 thirty two	33 thirty three	34 thirty four	35 thirty five	36 thirty six	37 thirty seven	38 thirty eight	39 thirty nine	40 forty

Write the missing numbers in the *workbook on page number 42*.



## Activity 9: Writing

### Number Names

Write the number names in the *workbook on page number 42*.

## Theme 2 Our Farm and Environment

In this theme, you will learn about farm and environment. We live very closely with our environment and farming has always been a way of life for most of the people in Bhutan. In Bhutan, mixed farming is practiced. Farmers keep animals, grow crops and make use of forest products. Farmers depend on farm products and cash crops for income.

At the same time, you will learn about weather conditions, days of the week, demonstrative pronouns, comparative and superlative, action words and prepositions. With regard to numeracy skills, you will learn to add and subtract small digit numbers, and basic units of measurement.

### General Objectives:

By the end of the theme, you will be able to:

1. use appropriate vocabulary to talk about things in the surroundings.
2. talk and write about weathers using weather words.
3. name days of the week and months of the year.
4. tell about farm and environment in their own words.
5. produce the sounds of the letters from q to z.
6. read and write letters from q to z.
7. use adjectives, prepositions, verbs and demonstrative pronouns in their day to day use and conversations.
8. read and write the numbers from 41 to 250.
9. add two digit numbers.
10. subtract one digit, two digit and three digit numbers.
11. say and use different units of measurement.

### Topics included:

6. Days of the week
7. Comparisons
8. Action Words
9. Prepositions
10. Units of Measurement

## Topic 6: Days of the Week



### Learning Objectives:

By the end of the lesson, you will be able to

1. produce the sounds of the letters: q, r, s, t.
2. read and write the alphabets: q, r, s, t.
3. name the days of the week.
4. tell about farm and environment
5. describe weather and its impact on farms and environment
6. read sentences beginning with “These are…….” and “Those are…….”.
7. read and write the numbers from 41 to 70.
8. add two digit to two digit numbers.









### Activity 1: Listening, Speaking and Reading

Read and practice letter sounds for (q, r, s, t)

queen, quilt, quiver. rake, radish, rabbit, sack, soil, soil, socket, tap, table, tree

		
queen	quilt	quiver
		
rake	radish	rabbit

		
sack	soil	socket
		
tap	table	tree

Read the text on 'My Queen's Farm'.

### My Queen's Farm

We have a beautiful queen.

Our beautiful queen has a farm.

A farm that grows vegetables, fruits and cereals.

The queen gives away fruits and vegetables to her people in the country.

The people are thankful to the queen for blessing them with fruits and vegetables that keep them healthy.

The people are blessed to have a kind and beautiful queen.

Discuss the following questions with your friends:

1. Discuss about the crops that are grown in their village.
2. How important is weather to have beautiful farm and environment?



### Activity 2 : Writing

#### Alphabet sounds

Circle the words that match the alphabet sounds given in the *workbook page number 43*

# Unit One



## Activity 3: Reading and Writing

Read the numbers from 41-70.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Write the missing numbers (41-70) in the table in the *work book on page 43*.



## Activity 4: Reading

### Days of the week

Read and practice days of the week.

Monday Tuesday Wednesday Thursday Friday Saturday  
Sunday



## Activity 5: Writing

### Read and Match

Complete the matching activity given in *workbook page number 44*.



## Activity 6: Writing

### Days of the week

Complete the days of week by writing in your notebook.

Monday Tuesday Wednesday Thursday Friday Saturday  
Sunday

Tu.....

Su.....

We.....

Mo.....

Fr.....

Th.....

Sa.....










## Activity 7: Reading

### Weather words

hot      cold      wet      cloudy      windy      rainy      sunny

Read and practice the weather words.

		
sunny	cloudy	windy
		
hot	rainy	cold
		
wet		



## Activity 8: Reading

### Demonstrative pronouns



# Unit One

‘**These**’ and ‘**those**’ are demonstrative pronouns used with plural nouns.

‘These’ are used to talk about things that are near in distance and ‘those’ are used to talk about things that are in far distance or time.

Demonstrate reading in relation to “These are,” and “Those are.....”

These are books.



Those are books.



## Activity 9: Writing

Complete the activity on use of ‘these’ and ‘those’ given in *workbook page number 44*.



## Activity 10: Reading

### Weather words

Read the words given in the box and use in describing the weather.

today yesterday tomorrow hot cold wet is was  
going to be

Today is Monday. It is sunny. It is hot.





Yesterday was Sunday. It was raining. I got wet.

Tomorrow is Tuesday. It is going to be cloudy.



## Activity 11: Writing

Complete the sentences using the words (today, yesterday, tomorrow, hot, cold, wet) given in *workbook page number 45*.



## Activity 12: Writing

Addition of two to two digit numbers.

$$\begin{array}{r} 2 \quad 4 \\ + 4 \quad 5 \\ \hline 6 \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 2 \\ + 4 \quad 9 \\ \hline 9 \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 3 \\ + 1 \quad 2 \\ \hline 5 \quad 5 \\ \hline \end{array}$$

# Unit One

$$\begin{array}{r} 5 \quad 8 \\ + 4 \quad 9 \\ \hline 1 \quad 0 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 9 \\ + 6 \quad 9 \\ \hline 1 \quad 4 \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 6 \\ + 8 \quad 7 \\ \hline 1 \quad 5 \quad 3 \\ \hline \end{array}$$



## Activity 13: Writing

Add two-digit numbers in the *workbook on page 45*.

### Topic 7: Comparison



#### Learning Objectives:

By the end of the lesson, you will be able to

1. describe things and people.
2. produce sounds of the letters from u to z.
3. read and write the letters of alphabet: u, v, w, x, y, and z.
4. use comparative and superlative adjectives.
5. differentiate eight different colors.
6. read and write the numbers from 71-100.
7. add three to three digit numbers.



## Activity 1: Reading

### Alphabet sounds

Practice the sounds (u, v, w, x, y, z)

umbrella underpants udder vest van vulture window watch  
wall xylophone x-ray machine xylograph yak yarn yoke  
zebra zip zoo

U	umbrella underpants udder
V	vest van vulture
W	window watch wall

X	xylophone	xerox machine	xylograph
Y	yak	yarn	yoke
Z	zebra	zip	zoo



## Activity 2: Writing

Read and underline the words in the brackets against the letter sounds in the *workbook on page number 46*.



## Activity 3: Reading and Writing

### Numbers

Read numbers from 71 to 100.

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Write numbers in the table given in the *workbook on page number 46*.



## Activity 4: Reading

Comparative and superlative Adjective

Demonstrate and practice sight words given below.

# Unit One

big	bigger	biggest
small	smaller	smallest
tall	taller	tallest
short	shorter	shortest
long	longer	longest
fat	fatter	fattest
thin	thinner	thinnest

**Comparative Adjective:** A comparative is a word that compares two things. It usually ends with 'er' to make it comparative.

Example: big-bigger, small-smaller, fat-fatter

**Superlative Adjective:** Superlative is a word that compares two or more things. It usually ends with 'est' to make it comparative. But sometimes we use 'more' and 'most' to compare two or more things.




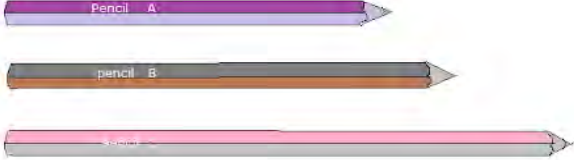

Example: big-bigger- biggest ,small- smaller-smallest fat-fatter-fattest  
Beautiful- more beautiful- most beautiful.

Read the comparative and superlative words using the pictures below.



biggest    smallest    tallest    thin    longest    shortest    fattest  
high    low    more    less    expensive    cheap

tall  
taller  
tallest



<p><b>big</b> <b>bigger</b> <b>biggest</b></p>	 <p><b>big</b>    <b>bigger</b>    <b>biggest</b></p>
<p><b>fat</b> <b>fatter</b> <b>fattest</b></p>	 <p><b>fat</b>    <b>fatter</b>    <b>fattest</b></p>
<p><b>small</b> <b>smaller</b> <b>smallest</b></p>	 <p><b>small</b>    <b>smaller</b>    <b>the smallest</b></p>
<p><b>long</b> <b>longer</b> <b>longest</b></p>	
<p><b>high</b> <b>higher</b> <b>highest</b></p>	

# Unit One

<p><b>expensive</b> <b>more expensive</b> <b>most expensive</b></p>	
<p><b>good</b> <b>better</b> <b>best</b></p>	



## Activity 5: Writing

Write the missing comparative and superlative words given in the *workbook* on page number 47 and 48.






## Activity 6: Reading

Read the description of the pictures on the right-side of the column.

An elephant is big. The dog is small.  
An elephant is bigger than the dog.  
The dog is smaller than the elephant.



<p>Kado is tall. Denka is short. Kado is taller than Denka. Denka is shorter than Kado.</p>	
<p>The stick is long. The pencil is short. The stick is longer than a pencil. The pencil is shorter than a stick.</p>	
<p>Dema is fat. Nado is thin. Dema is fatter than Nado. Nado is thinner than Dema.</p>	



## Activity 7: Reading

Read the sentence and circle the correct picture given in the *workbook on page number 49 and 50*.



## Activity 8: Reading








### Color names

Read and practice saying the name of eight different colors.

red blue green black white yellow brown orange



# Unit One

Red		red apple
Blue		blue cap
Green		green leaves
Black		black bag
White		white horse
Brown		brown cup
Orange		orange shirt

Yellow		yellow umbrella
--------	---	-----------------

## Activity 9: Writing

Colour the pictures given in the *workbook on page number 51*.

## Activity 10: Writing

Addition of three to three digit numbers.

$\begin{array}{r} 4 \quad 6 \quad 1 \\ + 1 \quad 2 \quad 3 \\ \hline 5 \quad 8 \quad 4 \\ \hline 5 \quad 6 \quad 7 \\ + 6 \quad 7 \quad 7 \\ \hline 1 \quad 2 \quad 4 \quad 4 \\ \hline \hline \end{array}$	$\begin{array}{r} 1 \quad 4 \quad 3 \\ + 4 \quad 2 \quad 4 \\ \hline 5 \quad 6 \quad 7 \\ \hline 6 \quad 6 \quad 8 \\ + 2 \quad 5 \quad 9 \\ \hline 9 \quad 2 \quad 7 \\ \hline \hline \end{array}$	$\begin{array}{r} 2 \quad 5 \quad 5 \\ + 3 \quad 3 \quad 8 \\ \hline 5 \quad 9 \quad 3 \\ \hline \hline \end{array}$
---	---	--

## Activity 11: Writing

Add three-digit numbers given in the *workbook on page number 52*.

## Topic 8 : Action Words



### Learning Objectives:

By the end of the lesson, you will be able to

1. identify action words.
2. identify the words ending with “ing”.
3. read and identify numbers 101 to 150.
4. introduce one to one digit subtraction.



### Activity 1: Reading and Speaking

Action words: Action words are words that describe/show action.

brush drink eat wash dig cook cut sweep sing  
dance carry talk pick throw run

		
cook	run	wash
		
dig	sweep	eat



## Activity 2: Reading

### Aum Kezang's Day

Kezang gets up at six o' clock. She brushes her teeth and washes her face. She cooks breakfast for her family. Then the family eats breakfast together. After that, she sweeps the floor and cleans the house. She goes to work in the garden. She cuts grass and feeds her cows. This is how Kezang spends her day.



## Activity 3: Listening and Speaking

In your group, share what you do every day.



## Activity 4: Writing

Complete the sentences in the *workbook on page number 52*.



## Activity 5: Reading and writing

Read the sentences with action words ending with 'ing' given below.



Jamyang likes to read.  
She is reading a storybook.

Tashi likes to write.  
He is writing a letter to his friend.



# Unit One



Tenzin likes to listen to news.  
He is listening to news on the radio.

- Add 'ing' and write the words in the *workbook on page number 52*.



## Activity 6: Reading and writing

### Numbers

Count numbers from 101 to 150.

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

- Fill in the missing numbers in the *workbook on page number 53*.



## Activity 7: Writing

Write the number names given in the workbook on page number 53.



## Activity 8: Writing

Subtract one-digit numbers given in the *workbook on page number 53*.

$5 - 2 = 3$	$7 - 3 = 4$
-------------	-------------

## Topic 9 : Preposition



### Learning Objectives:

By the end of the lesson, you will be able to

1. identify prepositions of place and location.
2. use prepositions appropriately in simple sentences.
3. read and identify numbers 151 to 200.
4. subtract one digit from two digits numbers.



### Activity 1: Reading and Speaking

#### Sight words

in   on   under   behind   in front of   beside

#### Preposition:

A preposition is a word that shows position or location. Some of the prepositions are in, under, on, beside, in front of, behind etc.

# Unit One

Read the sentences given below and demonstrate.



The pencils are **in** the tin.



The bag is **on** the table.



The cat is **under** the table.



The tree is **behind** the house.



The dog is **in front of** house.



The boy is **beside** the TV.



## Activity 2: Listening and Speaking

Look at the picture and describe it using prepositions.

## Activity 3: Writing

Complete the sentences in the *workbook on page number 54*.

## Activity 4: Reading and Writing

### Numbers

Read and practice

151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

- Fill in the missing numbers given in the *workbook on page number 55*.

## Activity 5: Writing

Write number names in *workbook on page number 55*.

## Activity 6: Writing

Solve the questions in the *work book on page number 56*.



## Topic 10: Units of Measurement



### Learning Objectives:

By the end of the lesson, you will be able to

1. recognize and use different units of measurement.
2. read and write numbers from 201-250.
3. subtract two to two digit numbers.



### Activity 1: Listening and Speaking

#### Measurement

kilogram metre litre grams centimetre millilitre kilometre



### Activity 2: Reading

Read the following text.

#### Units of Measurement

We use measurements every day. We measure rice, flour, vegetables and fruits in grams and kilograms. 1000 gram makes 1 kilogram.

Water, milk, oil and honey are measured in litres and millilitres. Clothes are measured in metres and roads are measured in kilometres and metres.



### Activity 3: Writing

#### Measurement

Match the things with correct units of measurement in the *workbook on page number 56*.



## Activity 4: Reading

### Dialogue

Read the following information and the dialogue between the shopkeeper and the customer.

Zam is a shopkeeper. Her shop is about two kilometers away from the Gewog office. She sells sugar, vegetables and grains. She also sells clothes and packaged food. People from her village buy things from her shop.



# Unit One





# Unit One



## Activity 5: Listening and Speaking

### Dialogue

Get in pairs and practice the dialogue between Zam and Kado given above.



## Activity 6: Reading

### Measurement

Read the relationship for the units of measurement.

weight- kilograms (kg) and grams (g)	-rice and vegetables
volume- litre (l) and millilitre (ml)	-milk and oil
length- metre (m) and centimetre (cm)	-clothes, lengths and heights of things
distance- kilometre (km)	-road



## Activity 7: Reading and writing

### Number

Read the numbers given in the box.

201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250

Write the missing numbers in the *workbook on page number 57*.



## Activity 8: Writing

### Numbers

Write the number names in the *workbook on page number 57*.



## Activity 9: Writing

### Subtraction

$\begin{array}{r} 34 \\ - 22 \\ \hline 12 \\ \hline \end{array}$	$\begin{array}{r} 46 \\ - 34 \\ \hline 12 \\ \hline \end{array}$
--	--

Solve subtraction activity in the *workbook on page number 57 and 58*.

## Theme 3 Health, Hygiene and Nutrition

We must take care of our body well. Drinking clean and boiled water is a healthy habit, which prevents us from getting diseases. The activities under this theme is aimed at acquiring content and language skills. Content in this theme will help you acquire knowledge about safe drinking water, immunization and first aid. In addition, you will learn about the rules of using capital letters. Besides learning the content and acquiring language skills, you will learn some calculation skills of subtraction.

### General Objectives:

By the end of the theme, you will be able to:

1. talk about health and hygiene.
2. talk about safe drinking water, immunization, safe home and first aid.
3. use vocabulary related to safe home and first aid.
4. read and write numbers from 251-1000 correctly.
5. recognize and understand the correct use of capital letters.
6. subtract three-digit numbers.

### Topics included:

11. Safe Drinking Water
12. Immunization
13. Safe Home and First Aid

## Topic 11: Safe Drinking Water



### Learning Objectives:

By the end of the lesson, you will be able to

1. use appropriate vocabulary to talk about the importance of safe drinking water.
2. read and write simple sentences.
3. read and write numbers from 250 to 350.
4. subtract three digit numbers.



### Activity 1: Reading

#### Sight Words

water drink clean dirty disease boil filter healthy  
tap contaminated stream river lake ocean spring  
polio dysentery typhoid hepatitis home plastic  
workshop factory industry



### Activity 2: Reading and Speaking

Read the text on water pollution.

Water pollution occurs when harmful substances contaminate water. Water gets contaminated when we throw wastes such as glasses, metals, plastics, chemicals and other wastes from home, schools, shops, workshops, factories and industries.

Contaminated water causes diarrhea, cholera, dysentery, typhoid, hepatitis 'A' and polio. Therefore, drinking water directly from the tap, stream, river, spring, lake and ocean is not safe for health.



# Unit One



## Activity 3: Writing

### Fill in the blanks

Copy and complete the sentences in the note book.

- 1) Water gets contaminated by wastes such as.....
- 2) Sources of wastes are.....
- 3) Diseases caused due to contamination of water are:.....



## Activity 4: Reading

### Process of making water safe for drinking

Read and learn three processes of making water safe for drinking.

**Sl**      **Process**

**Picture**

1      Boiling



Home water filter

Boiling

2      Filtration

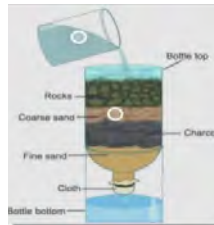


Home water filter

UV water filter

Sky Hydrant Filter

3      Sedimentation



Homemade water filter



## Activity 5: Speaking and Writing

Draw a picture in the notebook to show how you can make water safe for drinking.



## Activity 6: Reading

Read the text on water.

### **WATER**

All living things need water. It is important for life. Water is used for drinking, cooking, bathing and washing. It is used for agriculture activities like growing vegetables and paddy plantation. It is also used for transportation, electricity and livestock related activities for income.

Drinking water must be clean and safe. We get diseases like diarrhea, typhoid and cholera if we drink unsafe and dirty water. To live a healthy life, we must drink clean water.



## Activity 7: Writing

Make a sentence using the following words.

- Water
- Safe
- Disease
- Filter
- Drinking
- Important



## Activity 8: Reading and Writing

### **Numbers**

Read the following chart carefully.

251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350

Write the missing numbers from 251 to 350 given in the table in the *workbook on page number 58*.

# Unit One



## Activity 9: Listening and Speaking

Subtraction of three digit numbers.

$$\begin{array}{r} 469 \\ - 234 \\ \hline 235 \end{array}$$

$$\begin{array}{r} 439 \\ - 234 \\ \hline 205 \end{array}$$

$$\begin{array}{r} 849 \\ - 433 \\ \hline 416 \end{array}$$

$$\begin{array}{r} 847 \\ - 439 \\ \hline 408 \end{array}$$

$$\begin{array}{r} 175 \\ - 053 \\ \hline 122 \end{array}$$

$$\begin{array}{r} 175 \\ - 076 \\ \hline 099 \end{array}$$



## Activity 10: Writing

Subtract three-digit numbers in the *workbook page number 59*.

## Topic 12: Immunization



### Learning Objectives:

By the end of the lesson, you will be able to

1. use appropriate vocabulary to talk about the importance of immunization;
2. recognize, read and write numbers from 351 to 450.



### Activity 1: Reading

#### Diseases and Immunization

Read the following chart carefully.

immunization, vaccination, diphtheria, whooping, cough, polio, measles, rubella, prevent, disease

Disease	What is it?	Symptoms
Diphtheria	Bacterial Infection	<ul style="list-style-type: none"> <li>• sore throat,</li> <li>• headache,</li> <li>• swollen glands in your neck,</li> <li>• difficulty in breathing and swallowing.</li> </ul>
Whooping Cough	Respiratory tract infection	<ul style="list-style-type: none"> <li>• Runny nose.</li> <li>• Nasal congestion.</li> <li>• Red, watery eyes.</li> <li>• Fever.</li> <li>• Cough.</li> </ul>
Polio	Viral infection	<ul style="list-style-type: none"> <li>• Vomiting.</li> <li>• Fatigue.</li> <li>• Back pain or stiffness.</li> <li>• Neck pain or stiffness.</li> <li>• Pain or stiffness in the arms or legs.</li> </ul>

# Unit One

Measles	Viral infection	<ul style="list-style-type: none"><li>• watery eyes.</li><li>• swollen eyelids.</li><li>• sore, red eyes that may be sensitive to light.</li><li>• a high temperature (fever), small greyish-white spots in the mouth.</li><li>• aches and pains.</li></ul>
Rubella	Viral infection	<ul style="list-style-type: none"><li>• headache.</li><li>• mild pink eye</li><li>• swollen and enlarged lymph nodes.</li><li>• cough.</li><li>• runny nose.</li></ul>



## Activity 2: Listening and Speaking

### Diseases

1. Name the diseases that can be prevented by immunization.
2. Discuss why immunization is important.



## Activity 3: Writing

### Immunization

Read the sentences properly and fill the blanks in the *work book page 59*.



### Activity 4: Reading and writing

#### Numbers

Count numbers from 351 to 450.

351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370
371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400
401	402	403	404	405	406	407	408	409	410
411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430
431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	450

Fill in the missing numbers in the *workbook on page number 60*.



### Activity 5: Writing

#### Numbers

Write number names in the *workbook on page number 60*.

## Topic 13: Safe Home & First Aid



### Learning Objectives:

By the end of the lesson, you will be able to

1. speak about a safe home and first aid.
2. write simple sentences and use capital letters correctly.
3. read and write numbers from 451 to 1000.



### Activity 1: Listening and Speaking

#### Sight Words

home	accident	carelessness	prevent	medicine	sharp
pills	harmful	liquids	frequently	floor	wet
detergent	dry	electrical	wiring		



### Activity 2: Listening and Speaking

#### Safe Home

##### Safe Home

Accidents can cause serious problems to people. Keeping our home safe is the duty of all members of the family, especially the older ones. Many accidents take place at home due to carelessness and lack of proper attention.

Let us remember the following to prevent accidents at home:

- a) Keep sharp objects away from children.
- b) Keep pills and other medicines away from children.
- c) Keep household detergents and harmful liquids in closed boxes.
- d) Make sure that the floors and steps are dry.
- e) Use safe electrical objects.
- f) Check your electrical wirings frequently.



## Activity 3: Reading and Writing

Read the sentences and mention TRUE/FALSE given in the *workbook on page number 61*.



## Activity 4: Listening and Speaking

### What is First Aid?

1. It is the immediate assistance or treatment given to someone who is suddenly ill or injured, before the arrival of trained personnel.
2. The main intention for providing the First Aid is to preserve life or prevent the condition from worsening.
3. The role of the First Aider is to provide immediate lifesaving medical care before the arrival of further medical help.

First Aid is necessary for


1. Burns
2. Choking
3. Cuts
4. Drowning
5. Electrical related injuries
6. Fracture
7. Fainting
8. Heart attacks
9. Insect / Animal Bites
10. Sprains injuries

#### NOTE

In any case of emergencies, the first and foremost thing that a first aider (anyone who is at the scene) must




- Survey the patient.
- Provide Cardiopulmonary resuscitation (CPR)
- Control bleeding
- Care of wounds and fractures
- Calling for medical and expertise assistance at 112.

Learn how to provide First Aid in different situations.

Situation	Dos	Don'ts
Cuts & Bleeding 	<ol style="list-style-type: none"> <li>1. Stop the flow of blood</li> <li>2. Cover the wound</li> <li>3. Apply pressure</li> <li>4. If a body part has been amputated, put it on ice</li> </ol>	<ol style="list-style-type: none"> <li>1. Don't panic</li> <li>2. Do not let blood to bleed</li> <li>3. Do not apply any ointment till the reach of health experts</li> </ol>



# Unit One

<p>Burns</p> 	<ol style="list-style-type: none"> <li>1. Cool the burn portion with cool or luke warm water</li> <li>2. Call for advice and assistance</li> </ol>	<ol style="list-style-type: none"> <li>1. Never use ice or iced water</li> <li>2. Never apply cream or greasy substance</li> </ol>
<p>Choking</p> 	<ol style="list-style-type: none"> <li>1. Ask a person to speak or cough</li> <li>2. Deliver 5 back blows</li> <li>3. Perform abdominal thrusts</li> <li>4. Repeat sequence of back blows and abdominal thrusts</li> <li>5. Finger sweep</li> <li>6. Perform CPR if not breathing</li> <li>7. Call 112</li> </ol>	<ol style="list-style-type: none"> <li>1. Don't put finger or insert any objects without skills</li> <li>2. Don't let them drink or eat</li> </ol>
<p>Fainting</p> 	<ol style="list-style-type: none"> <li>1. Lay the person flat on their back.</li> <li>2. Elevate the person's legs to restore blood flow to the brain.</li> <li>3. Loosen tight clothing.</li> <li>4. Call for help and assistance</li> </ol>	<ol style="list-style-type: none"> <li>1. Don't put anything in the mouth</li> <li>2. Don't give CPR</li> <li>3. Don't give them water till they gain conscious</li> </ol>

For further concept on First Aid, watch the short videos on first aid using the links <https://www.youtube.com/watch?v=ErxKDbH-iiI>

After watching the video discuss on the following problems.

1. How would you provide first aid, if someone
  - a) has a cut?
  - b) someone gets electric shock and faints?
  - c) chokes?



## Activity 5: Listening and Speaking

### First Aid

Attend the session by a Guest Speaker on First Aid.



## Activity 6: Reading

### Capital Letters

CAPITAL Letters are used in the following:

1. First word in a sentence.

eg. **T**his is a house.

2. Proper nouns, including people, cities, holidays, organizations, and places.

eg. **P**ema **Y**angzom; **T**sirang; **L**osar; **K**ikhorthang **P**rimary **S**chool; **T**himphu

3. The pronoun “**I**”.

e.g **I** am a mother.

e.g Sonam and **I** went to Thimphu.

4. Days and months of the year

e.g **M**onday, **J**uly, **W**ednesday, **A**ugust



## Activity 7: Writing

Do the writing activity on capitalization in the *workbook on page number 61*.



## Activity 8: Reading and Writing

Read the following numbers.

# Unit One

451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470
471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490
491	492	493	494	495	496	497	498	499	500
501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528	529	530
531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550
551	552	553	554	555	556	557	558	559	560
561	562	563	564	565	566	567	568	569	570
571	572	573	574	575	576	577	578	579	580
581	582	583	584	585	586	587	588	589	590
591	592	593	594	595	596	597	598	599	600
601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700
701	702	703	704	705	706	707	708	709	710
711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730
731	732	733	734	735	736	737	738	739	740
741	742	743	744	745	746	747	748	749	750
751	752	753	754	755	756	757	758	759	760
761	762	763	764	765	766	767	768	769	770
771	772	773	774	775	776	777	778	779	780
781	782	783	784	785	786	787	788	789	790
791	792	793	794	795	796	797	798	799	800
801	802	803	804	805	806	807	808	809	810
811	812	813	814	815	816	817	818	819	820

821	822	823	824	825	826	827	828	829	830
831	832	833	834	835	836	837	838	839	840
841	842	843	844	845	846	847	848	849	850
851	852	853	854	855	856	857	858	859	860
861	862	863	864	865	866	867	868	869	870
871	872	873	874	875	876	877	878	879	880
881	882	883	884	885	886	887	888	889	890
891	892	893	894	895	896	897	898	899	900
901	902	903	904	905	906	907	908	909	910
911	912	913	914	915	916	917	918	919	920
921	922	923	924	925	926	927	928	929	930
931	932	933	934	935	936	937	938	939	940
941	942	943	944	945	946	947	948	949	950
951	952	953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968	969	970
971	972	973	974	975	976	977	978	979	980
981	982	983	984	985	986	987	988	989	990
991	992	993	994	995	996	997	998	999	1000

Write the missing number names in the *work book on page number 62*.



### Activity 9: Writing

Write the number names in the *work book on page number 63*.



# TEXTBOOK

## Functional English Literacy Curriculum

### Post Literacy Course



## UNIT TWO

### Topic 14-26



# Unit II

## Theme 1: My Home and Community

14. Introduction to Blends and Segments
15. Parenting
16. Weather and its impact
17. Ornaments and Dresses

## Theme 2: My Farm and Environment

18. Our Farm
19. Human-Wildlife Conflict
20. Aum Taumo's Maize Field
- 21.. Seasons and Twelve months

## Theme 3: Health, Hygiene and Nutrition

22. Common Diseases
23. Mensturation and Teenage Pregnancy
24. Food and Nutrition

## Theme 4: My Country

25. History of my country
26. Geography



## Theme 1 My Home and My Community

In this theme, you will learn about basic blends and segments of syllables, the diverse ways in which we shoulder the responsibilities as parents, different weather conditions and its impact on the home and community, ornaments and dresses. Further, the theme will foster the development of basic listening, speaking, reading and writing skills. In addition, you will learn basic 2 to 3 digit divisions.

### General Objectives

By the end of the theme, you will be able to:

1. say and use 'blends' to read the words, phrases and sentences correctly.
2. use appropriate words to talk about parenting, weather and its impact, ornaments and dresses.
3. identify and use the knowledge of syllables to read multi syllabic words.
4. use punctuation marks (full stop, question mark, exclamation mark, comma and colon) correctly.
5. read and write numbers from 1000-1300;
6. solve division and multiplication problems.

### Topics included:

14. Introduction to Blends and Segments
15. Parenting
16. Weather and its Impact
17. Ornaments and Dresses

## Topic 14: Introduction to Blends and Segments



### Learning Objectives

By the end of the lesson, you will be able to

1. blend and articulate 's/h,' 'c/h', 'e/e', 'o/o', 't/h' sounds.
2. pronounce words containing 'sh', 'th', 'ch', 'ee', 'oo' while reading short passages.
3. use repeated addition to multiply.
4. multiply two digit to two digit numbers and three digit to three digit numbers.



### Activity 1: Reading and Speaking

#### Blends

Read the words in the box to practice the 'sh' and 'ch' sounds

wash shake shoot shock dash wish short shirt crush  
bush check chalk inch latch batch chair chase watch  
change



### Activity 2: Reading

#### Tongue Twister

Read the following text to practice 'sh' sound.

I have been shown a lot of sheep, but not a single ship; a lot of fresh fish, but not a single shark. Now, I have a shop in a shed, but often have to shut it down and rush to get cash.

# Unit Two



## Activity 3: Reading

### Blends

Read the words in the box to practice “ee” and “oo” sounds.

greet sleep meet deep seed feed speech tree three knee  
teeth boot foot hook cook book moon broom pool wood foot  
tooth.



## Activity 4: Reading

### My Sweet Friend

Read the text in the box. Make sure to read all the words correctly.

I wanted to meet my sweet friend and greet her on a moonless night. So, I went to deep sleep early. But the cook left the room with the book, broom and the boot. That left me with a deep pain in my left foot and the knee.



## Activity 5: Writing

### Multiplication

Look at the addition sentence below.

$$2 + 2 + 2 + 2 + 2 = 10$$

We notice that 2 is repeatedly added 5 times, and the sum is 10.

We can describe such a repeated addition, using multiplication, as:  $5 \times 2 = 10$

We say, or read, this multiplication sentence as: **5 times 2 equals 10**

**Example:**

$$3 + 3 + 3 + 3 = 12$$

$4 \times 3 = 12$  means 3 is repeatedly added 4 times, so the addition sentence for this is multiplication

**Example:**

To find answer for  $5 \times 3$ , we can use idea of repeated addition.

$$5 \times 3 = 3 + 3 + 3 + 3 + 3 = 15$$

$$5 \times 3 = 15$$

Solve the questions given in the *workbook page number 67* using repeated addition.

**Activity 6: Writing****Multiplication**

Multiplication is the process of repeated addition. Multiplication skills are used in day-to-day business and life related calculations. We can use Calculators for easy calculations. We multiply when we buy more of same things of same price.

*Example 1*

$$50+50+50 = 150$$

**Repeated Addition**

1 kilogram of potatoes costs Nu. 50. If you buy 3 kilogram of potatoes.

Now you multiply Nu.  $50 \times 3 \text{ Kg} = \text{Nu.}150/-$

*Example 2*

$$205+205+205 = 615 \text{ workers}$$

**Repeated Addition**

There are 205 Gewogs. Each gewogs, has 3 workers. How many workers are there intotal? Now multiply 205 gewogs  $\times 3$  workers = 615 workers.

- Use calculator and find the product in the *workbook page number 67*.

Use calculator and find the product;

1. The cost of 1 litre milk is Nu. 60. If you sell 8 litres, what is the total amount you will receive?
2. If Dorji sells 500 kilograms of chillies at Nu. 150 per kilogram, what amount will he get?
3. If you spend Nu. 150 for juice and chips in a day, how much will you spend in 30 days?

## Topic 15: Parenting



### Learning Objectives

By the end of the lesson, you will be able to

1. listen and express ideas on the importance of parenting.
2. tell number of syllables in words.
3. identify and use the knowledge of contractions
4. recognise, read and write numbers 1000 to 1100.
5. multiply two digit to two digit numbers and three digit to three digits numbers.
6. divide two digit numbers.



### Activity 1: Reading

#### Syllables

Let us read the sight words. Clap your hands for every syllable.

For example, for the word 'baker', say 'ba' with a clap, and say 'ker' with another clap. We clapped two times when we said the word 'baker', So it has two syllabus.

A syllable is a part of a word that contains a vowel sound and that is pronounced as a single unit. Syllables join consonants and vowels to form words.

For example:

'Lane' has one syllable.

'Growing' has two syllables- grow/ing

'Terrible' has three syllable- ter/ri/ble

parenting	rule	develop	depression	alcohol	drug
attentively	promise	honest	anxiety	involved	
mentally	physically	child	sharing	careful	homework
together	society				



## Activity 2: Reading

### Parenting

Let us read the text

#### Parenting

Parenting is an act or a process of raising a child with support, care and love. In this article, we will read about good parenting. What are some advantages of good parenting? Good parenting helps in protecting children from developing anxiety, depression, eating disorders, anti-social behavior, alcohol and drug abuse.

Some tips of good parenting are given below:

1. Listen to your child attentively. You could do that by not judging his/her feelings and needs then sharing your honest feedback. At the end, say what you and your child have agreed on.
2. Your child looks up at you. He/she learns from what you do. As a parent, you have to be careful about the way you behave since you are the role model to your child.
3. Be involved in your child's life and work. Being involved in your child's life doesn't mean doing his/her homework, rather, be there mentally and physically. For example, spend time with them, play with them, and learn about their likes, dislikes, and their circle of friends.
4. Consider how age is affecting your child and adapt your parenting to fit it. What can be expected from a toddler can't be expected from a teenager. At times, educate your child about puberty, good touch and bad touch, and how the society functions.
5. Children need clear rules, boundaries and routine, therefore, as a parent, establish and set rules and ensure you are consistent and firm about them. For example, have meals together, set early bedtime and reading time.
6. Encourage your child's independence. This would help him/ her develop a sense of self-direction and be successful in life. Don't try to solve every problem for your child, make him/her sort it out for himself/herself.
7. Avoid harsh disciplining like spanking or hitting. Rather, discipline him/her by including a time work out or look for methods that would work better without involving aggression. Treat your child with respect.



## Activity 3: Reading and Speaking

### Ap Tenzin

role	listen	understand	wrong	teacher	talk
ask	important	busy single	help	village	

Let us read the passage given below and answer the questions that follow:

#### Ap Tenzin

Parents play an important role in keeping their family happy. One way of keeping a family happy is by taking care of each other. Here is a short story that you may like to read and think about.

Ap Tenzin is a farmer and a single parent. His son, Penjor, is seventeen years old. Lately, his son has started coming home late from school. He also remains quiet and likes to stay alone. Ap Tenzin is worried and wants to know what is wrong with his son. So he asks for help from Seldon, the village school teacher

- Let us discuss and answer the questions given below:
  1. Why do you think Penjor comes home late?
  2. What can Ap Tenzin and the teacher do to help Penjor?
  3. What can happen to Penjor if he is not helped?
  4. Why do you think it is important to listen and talk to your children?
  5. Do a role play to show how Penjor may be helped.



Good morning, Ma'am.  
Penjor often comes home late. How is he in the class?

Good morning. Penjor is very silent in the class. I'm not sure why, but he wasn't like this before.





Really, I didn't know that.

It's very important to listen and talk to him to know his problem. I'll also talk to him.



*...but I'm always busy on the farm...*



Have you talked to him?

No, I haven't. I think I must.



Umm... I'll, Madam

Good





# Unit Two



## Activity 4: Writing

### Fill in the blanks

Fill in the blanks given in the *workbook page number 68*.



## Activity 5: Reading

### Numbers

Read numbers from 1001 to 1100.

1001	1002	1003	1004	1005	1006	1007	1008	1009	1010
1011	1012	1013	1014	1015	1016	1017	1018	1019	1020
1021	1022	1023	1024	1025	1026	1027	1028	1029	1030
1031	1032	1033	1034	1035	1036	1037	1038	1039	1040
1041	1042	1043	1044	1045	1046	1047	1048	1049	1050
1051	1052	1053	1054	1055	1056	1057	1058	1059	1060
1061	1062	1063	1064	1065	1066	1067	1068	1069	1070
1071	1072	1073	1074	1075	1076	1077	1078	1079	1080
1081	1082	1083	1084	1085	1086	1087	1088	1089	1090
1091	1092	1093	1094	1095	1096	1097	1098	1099	1100

Fill in the blanks using the words given in the box in the *workbook page number 68*.



## Activity 6: Writing

### Division

Division is a method of distributing a group of things into equal parts. It is one of the four basic operations of arithmetic, which gives a fair result of sharing.

Show each sharing situation with diagrams.

First one is done for you.

1.  $10 \div 2 = 5$



2.  $20 \div 2 =$

3.  $20 \div 10 =$

4.  $18 \div 9 =$

5.  $21 \div 7 =$



### Activity 7: Writing

#### Division

Use repeated subtraction to calculate the following.

First one is done for you

1.  $15 \div 5 = 3$  .....  $(15 - 5) = 10, (10 - 5) = 5, (5 - 5) = 0$  Subtracting 3 times.

2.  $8 \div 2 =$

3.  $9 \div 3 =$

4.  $10 \div 5 =$

5.  $12 \div 3 =$

## Topic 16: Weather and its impact



### Learning Objectives

By the end of the lesson, you will be able to

1. use appropriate words to describe different weather conditions.
2. share information about different weather conditions and climate change.
3. use punctuation marks (full stop, question mark, exclamation mark, comma and colon) correctly.
4. identify and use the knowledge of contractions.
5. read and write numbers from 1101 to 1200.
6. divide three digit to two digit numbers



### Activity 1: Reading

#### Weather

weather	day	cloudy	sunny	stormy	snowy
rainy	windy	temperature	condition	atmospheric	droplets

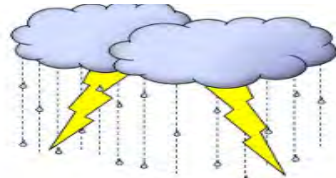
Look at the picture and say.



Sunny



Cloudy



Stormy



Snowy



Rainy



Windy

Above pictures are examples of weather conditions.

Weather is the day to day atmospheric condition of a place. It is not same in all the places. It keeps on changing every time. Cloud, sunshine, rain and wind change the weather.

## Types of weather

There are different types of weather. Sunny, cloudy, rainy, windy and snowy are types of weather.

### A. Sunny

On a sunny day, the sky is clear. There are no clouds in the sky, and the sunlight falls directly on the surface of the earth. The day is bright and places become warm and hot.



### B. Cloudy

On a cloudy day, the sun rays cannot reach the surface of the earth. Clouds block the sun rays. Thus, the weather is cool on a cloudy day.

### C. Rainy

The clouds in the sky cool and form water droplets. These water droplets fall from the sky in the form of rain. The weather is said to be rainy.



### D. Windy

The moving air is called wind. Wind affects the weather of a place. The weather is said to be windy when wind blows in a place.

### E. Snowy

The decrease in temperature makes the clouds to condense and form pieces of ice crystals. These pieces of ice crystals on the surface of the earth as snow. This weather condition is known as snowy. It is very cold on a snowy day.





## Activity 2: Writing

### Weather Words

Write the names of weather conditions given in the *workbook on page number 69*.



## Activity 3: Listening and Speaking

### Weather Condition

What is your favourite weather? Why? Share your answer to the person sitting next to you.



## Activity 4: Reading

### Punctuation

Read the text below about punctuation marks.

Have you seen symbols like these..... .., ‘ ? !. ? They are called punctuation marks. They make a difference in the meaning of your writing. There are rules to use them as given in the table below:

Marks	Names	When do we use them?	Examples
,	Comma	Tells the reader when to pause in a sentence. Separates ideas or events. Lists items.	The dog ran, and then he bit a boy. Sugar, salt, tea and butter.
.	Full stop	It is placed at the end of statements thought to be complete. It is placed after many abbreviations.	Thinley is back. Co. (Company) M.P. (Member Parliament)

'	Apostrophe	It is used to indicate the omission of a letter or letters from a word. It is used in the possessive case.	Let us – let's I will – I'll Dorji's car/ Tshering's ring
?	Question mark	It is used at the end of questions.	What is the weather like?
!	Exclamation mark	It adds strong feelings like joy or fear to a sentence. It is used show excitement.	It's beautiful! Wow!



## Activity 5: Writing

### Punctuation and Contraction

- Do the matching exercise on punctuation marks in the *work book*, page number 69.
- Read and use punctuation in the sentences given in the *work book*, page number 70.
- Write the full form of the contraction give in the *work book* page number 70.



## Activity 6: Reading

### Poem: Weather Wisdom

wisdom	won't	east	west	north	south	rainbow	shower
--------	-------	------	------	-------	-------	---------	--------

Ask yourself a question 'How did people predict weather in olden days?'  
Read the poem below about the weather. Play with your voice using punctuation marks.

## **Weather Wisdom** *-by Anonymous*

A sunshiny shower  
Won't last half an hour.  
Rain before seven,  
Fair by eleven.

The South wind brings wet weather,  
The North wind wet and cold together;  
The West wind always brings us rain,  
The East wind blows it back again.

March winds and April showers  
Bring forth May flowers.  
Wonderful!

Evening red and morning gray  
Set the travelers on his way,  
But evening gray and morning red,  
Bring the rain upon his head.

Rainbow at night  
Is the sailor's delight;  
Rainbow at morning,  
Sailors, take warning.  
Aah!



## **Activity 7: Writing**

### **Rainfall**

Answer the given question

What would happen if there was a heavy rainfall for a week in your place? Write a paragraph in your note book. (Use punctuation marks correctly.)



## **Activity 8: Reading and Writing**

Read the text below about climate change and its impact.

Climate change refers to long term periodic variation in the weather patterns that are observed over centuries. Ever since the Earth was created, it is going through many changes and this leads to climate change. Earth today is much warmer than it was two million years ago. It has transformed from complete ice-age to much warmer weather conditions as experienced today.



Climate change is caused by nature, as well as human activities. Volcanic eruptions, ocean currents, and variation in solar radiation are the natural causes of climate change.



Volcano eruption



Glacial lake outburst



Damage caused by windstorm



Flood



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The climate changes caused by human activities are: large scale use of fossil fuel, deforestation, and increase in release of greenhouse gases. Climate change leads to extreme weather conditions, heatstroke, loss of biodiversity, and health problems.



Smoke from industries



Deforestation



Air pollution caused by vehicles

Some ways to prevent climate change are: planting trees, reducing the emission of greenhouse gases, creating awareness, and making wise use of energy.

Answer the following questions:

1. List down five human activities that lead to climate change.
2. How could you reduce the impact of climate change? Mention three common ways.
3. How does climate change affect farmers?
4. What could happen to earth after 50 years because of climate change? Explain in a paragraph.



### Activity 9: Reading and Writing

#### Numbers

Read numbers from 1101 to 1200.

1101	1102	1103	1104	1105	1106	1107	1108	1109	1110
1111	1112	1113	1114	1115	1116	1117	1118	1119	1120
1121	1122	1123	1124	1125	1126	1127	1128	1129	1130
1131	1132	1133	1134	1135	1136	1137	1138	1139	1140
1141	1142	1143	1144	1145	1146	1147	1148	1149	1150

1151	1152	1153	1154	1155	1156	1157	1158	1159	1160
1161	1162	1163	1164	1165	1166	1167	1168	1169	1170
1171	1172	1173	1174	1175	1171	1172	1173	1174	1175
1181	1182	1183	1184	1185	1186	1187	1188	1189	1190
1191	1192	1193	1194	1195	1196	1197	1198	1199	1200

- Complete the table given in the *workbook page number 68*.



### Activity 10: Writing

#### Divisions

Solve the following division questions using calculator in the *work book page number 71*.

1.  $38 \div 2 = 19$

2.  $300 \div 10 =$

3.  $500 \div 20 =$

4.  $1200 \div 12 =$

5.  $1440 \div 24 =$

## Topic 17: Ornaments and Dresses



### Learning Objectives

By the end of the lesson, you will be able to

1. tell the importance of national dress and ornaments.
2. read the text and share your understanding of the topic with others.
3. write simple sentences using new vocabulary.
4. read and write numbers from 1201-1300.
5. solve word problems using division method.



### Activity 1: Reading

#### Sight Words

national dress Buddhist saint identity alive cultural  
values floor-length Piece waist wrapped scarf leather  
traditional boot parliament secretarial introduced famous



### Activity 2: Reading

#### National Dress

Sit in pairs and read the text.

The national dress of Bhutan is *gho* for men and *kira* for women. One way of keeping our culture and identity alive is by wearing the national dress. *Gho* is worn slightly above the knee and held in place with a *ker*a tied around the waist.

*Kira* is a rectangular piece of cloth wrapped around the body over a *wonju*. *Kira* is held from the shoulders by hooks called *koma*. It is tied at the waist with a *ker*a. The dress is complete with a *tego*.





*Kabney* is a scarf worn by man from left shoulder to the opposite hip. The colour of *kabney* and *rachu* tells the position of a person. Yellow *kabney* is for the King and the Je Khenpo and orange is for the ministers. Members of Parliament wear blue *kabney* while *drangpons* wear the green. Red *kabney* is conferred by the King.

Dzongdas wear red *kabney* with a white stripe in the middle while *gups* wear white *kabney* with red stripes. Ordinary citizens wear plain white *kabneys*.

*Rachu* is worn by Bhutanese women with *kira*, national dress for women. It is usually worn on the left shoulder. The general colour of the *rachu* is red, with intricate weave on them. Some women do wear embroidered *rachus*, with beautiful floral and fauna motif embroidered on them,

*Rachus* are very symbolic, they are used as a way of showing respect while visiting temples, attending official meetings, meeting high officials, and celebrating festivals.

Women in higher positions wear *rachus* similar to that of men. For example, a female Dzongdag wears the same colour without fringes. It is the same with other positions like Gups, MPs, government secretaries, Drangpons, Lyonpos etc...

*Tsholham* is a traditional boot worn by both men and women. It is made from brocade, leather and cloth.



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Hand-woven *gho* and *kira* are more expensive than the *gho* and *kira* made from clothes manufactured in factories. The unique patterns and colours add beauty to the woven *gho* and *kira*. A few samples of a woven *kira* and *gho* are shown below:



Women wear ornaments such as *koma*, earring, ring, bracelet, bangle, necklace, chain, and brooch. These ornaments are made up of different materials such as gold, silver, aluminum, bronze, brass, and diamond.

Our national dress is different from the dresses worn by the people of other countries. Many tourists find our dress attractive. We are proud of our national dress



### Activity 3: Listening and Speaking

#### Your Favourite Dresses and Ornaments

Work in pairs. Talk about your favourite dress and ornaments. Give reasons why you like them.



### Activity 4: Writing

#### Names of Dresses and Ornaments

Do the activity given in the *work book page number 72*.



### Activity 5: Writing

#### Sentences

Read the text again and write any five new words. Write simple sentences using these words in the notebook.



### Activity 6: Writing

#### Matching

Do the matching activity given in the *workbook page number 72*.



### Activity 7: Reading

#### Synonyms and Antonyms

**Synonyms:** A synonym is a word that has the same meaning as another word.

Example: see: look, expensive: costly

**Antonyms:** An antonym is a words that has the opposite meaning.

Example:in: out, cold :hot, beautiful:ugly

Find out the synonyms of the following words from the text and write in your notebook.

The first one is done for you.

1. Put on- wear
2. Significant -
3. Unlike-
4. Beautiful-



### Activity 8: Writing

#### Antonyms

Write the antonyms in table given in the *work book page number 73*.



## Activity 9: Reading and Writing

### Numbers

Read numbers from 1201-1300.

1201	1202	1203	1204	1205	1206	1207	1208	1209	1210
1211	1212	1213	1214	1215	1216	1217	1218	1219	1220
1221	1222	1223	1224	1225	1226	1227	1228	1229	1230
1231	1232	1233	1234	1235	1236	1237	1238	1239	1240
1241	1242	1243	1244	1245	1246	1247	1248	1249	1250
1251	1252	1253	1254	1255	1256	1257	1258	1259	1260
1261	1262	1263	1264	1265	1266	1267	1268	1269	1270
1271	1272	1273	1274	1275	1276	1277	1278	1279	1280
1281	1282	1283	1284	1285	1286	1287	1288	1289	1290
1291	1292	1293	1294	1295	1296	1297	1298	1299	1300

Complete the table given in the *workbook page number 73*.



## Activity 10: Reading and Writing

### Division

Solve the following questions in the notebook.

1. Model with counters, how 28 apples could be shared by 4 friends. Sketch pictures of it. How many apples does each friend get?
2. Dema bought a 990 metre brocade. She wants to stitch tego from that brocade. One tego requires 1.5meter of brocade. How many tegos will she get from 990 metres? (Use calculator)
3. Aum Yangden bought a pair of bangles for her daughter for Nu.5600/-. What is the cost of each bangle? (Use calculator)

## Theme 2 Our Farm and Environment

In this theme, you will learn about farm and environment. We live very closely with our environment and farming has always been a way of life for most of the people in Bhutan. In Bhutan, mixed farming is practiced. Farmers keep animals, grow crops and make use of forest products. Farmers depend on farm products and cash crops for income.

At the same time, you will learn about weather conditions, days of a week, demonstrative pronouns, comparative and superlative, action words and prepositions. With regard to numeracy skills, you will learn to add and subtract small digit numbers, and basic unit of measurements.

### General Objectives

By the end of the theme, you will be able to:

1. use appropriate words to explain and write about farms and the environment.
2. read and understand simple words, phrases and sentences.
3. discuss the benefits of organic farming .
4. discuss about human wildlife conflict.
5. use the concept of singular, plural and simple tenses.
6. read, write numbers from 1301-2100.

### Topics included:

18. Our Farm

19. Human-Wildlife Conflict

20. Aum Taumo's Maize Field

21. Seasons and Twelve Months



## Topic 18: Our Farm

### Learning Objectives

By the end of the lesson, you will be able to

1. read the sight words in the box and the text.
2. tell about the importance of farming and organic farming.
3. differentiate singular and plural words.
4. read and write numerals from 1301 to 1400.



### Activity 1: Reading

farm	land	grow	crops	animal	domestic
vegetable	garden	tool	field	forest	organic
people	seeds	milk	food	spade	shovel
hoe	sickle	crowbar	knife	pickaxe	

Let us read the text below

### Our Farm



A farm is a piece of land on which people grow crops like rice, maize, millet, and other crops. Vegetables such as potatoes, chili, radish, cabbage, and tomatoes are also grown. People who work on a farm are called farmers. Farmers rear animals like cows, bulls, hens and horses which are called domestic animals.

The dung of the animal is used as organic manure for plants, vegetables and crops.

The farmers grow vegetables for their family and excess vegetables are sold in the market. The farm animals graze within the farm and are sometimes sent for grazing in the forest. The growing of crops, fruits and vegetables using locally available manure like animal dung and compost is called organic farming.



The Agriculture office supports in providing seeds, tools and training to the farmers. The tools are spade, shovel, crowbar, sickle, knife, pickaxe, and hoe.



### Activity 2: Listening and Speaking

#### Farming

Read and discuss farming in pairs.

*Points for discussion*

1. Farming and organic farming
2. Farm animals
3. Crops
4. Manure



## Activity 3: Reading

### Vegetables

Let us read.



This is a potato.



This is a bean.



This is a cabbage.



This is a tomato.



This is a radish.



This is a chilli



This is a carrot.



## Activity 4: Writing

### Matching

Read and do the matching in the *workbook on page number 71*.









## Activity 5: Reading and Writing

### Singular and plural

Singular: Refers to one person or thing.

Plural: Refers to more than one person or thing.

*Examples:*

 <p>Chilli</p>	 <p>Chillies</p>
 <p>Cabbage</p>	 <p>Cabbages</p>
 <p>Pumpkin</p>	 <p>Pumkins</p>



## Activity 6: Writing







### Plural

Write the plural of vegetables in the *workbook on page number 75*.



## Activity 7: Reading

### Farming Tools

 <p>Spade</p>	<p>This is a spade. It is used to dig the garden.</p>
 <p>Shovel</p>	<p>This is a shovel. It is used to dig and move soil and dirt.</p>
 <p>Crowbar</p>	<p>This is a crowbar. It is used to dig holes in the ground.</p>
 <p>Sickle</p>	<p>This is a sickle. It is used to cut grass.</p>
 <p>Knife</p>	<p>This is a knife. It is used to cut vegetables.</p>
 <p>Pickaxe</p>	<p>This is a pickaxe. It is used to dig the garden.</p>
 <p>Hoe</p>	<p>This is a hoe. It is used to weed the garden.</p>



### Activity 8: Writing

#### Name of Farming Tools

Read and circle the name of tools in the *workbook page number 76 and 77*.



### Activity 9: Reading and Writing

#### Numbers

Read the numbers in the chart.

1301	1302	1303	1304	1305	1306	1307	1308	1309	1310
1311	1312	1313	1314	1315	1316	1317	1318	1319	1320
1321	1322	1323	1324	1325	1326	1327	1328	1329	1330
1331	1332	1333	1334	1335	1336	1337	1338	1339	1340
1341	1342	1343	1344	1345	1346	1347	1348	1349	1350
1351	1352	1353	1354	1355	1356	1357	1358	1359	1360
1361	1362	1363	1364	1365	1366	1367	1368	1369	1370
1371	1372	1373	1374	1375	1376	1377	1378	1379	1380
1381	1382	1383	1384	1385	1386	1387	1388	1389	1390
1391	1392	1393	1394	1395	1396	1397	1398	1399	4000

Fill in with missing numbers in the chart in the *workbook page number 77*.

## Topic 19: Human-Wildlife Conflict



### Learning Objectives

By the end of the lesson, you will be able to

1. read and write about wild animals.
2. tell and write about human wildlife conflict and its causes.
3. identify ways to solve problems at the local level.
4. read and write numbers from 1401 to 1500



### Activity 1: Reading

#### Wildlife

Wild	animals	wildlife	human	fight	forest	tusk
bile	destroy	harmful	birds	conflict	homeless	

Let us read the text below.

### Our Forest



Animals living in the forest are called wild animals. Monkeys, deer, bears, tigers, lions, and elephants are wild animals. Crows, sparrows, pigeons, vultures, and eagles are called birds and they are also wild animals.



Human-wildlife conflict is a contest between human beings and wild animals over food and habitats. Human wildlife conflict usually happens when people living in the area disturbs wild animals living in the forest. People kill bears for bile (thrib), musk deer for musk pod (la-tsi), tiger for skin, an elephant for tusk and wild boar for meat.



People destroy the forest and make it homeless for animals. The animals destroy crops and sometimes even the house. When animals come to the field people get scared thinking that animals might attack them. So the contest takes place between people and the wild animals.



## Activity 2: Writing

### Fill in the blanks

Read and fill in the blanks given in the *workbook page number 78*.



## Activity 3: Writing

### Matching

Match column A and Column B in the *workbook page number 78*

Column A	Column B
1. Conflict	a. La-tsi
2. Tusk	b. Thrib
3. Bile	c. No home
4. Musk pod	d. Fight
5. Homeless	e. Elephant's teeth





### Activity 4: Reading and Writing

#### Human wild life Conflict

Read the text and answer the questions in the workbook.

##### **Man survives severe bear mauling**

Ap Jochu, a 58 year old man from Goensakha, Paro is mauled by a Himalayan black bear on 10<sup>th</sup> August, 2011 at Dawakha, Paro. He is being treated at the Thimphu Referral Hospital for severe injuries on the face, hands and thighs.

He was returning from Dawakha BHU after a health checkup when he encountered a black bear in a patch of forest. The shocked bear attacked Ap Jochu who fell on the ground but managed to hit the bear three times using his dagger. Bear bit his hand and lost the dagger.

When he screamed for help, the cow herders and other villagers rescued him and carried to Dawakha BHU then further referred to Thimphu Hospital. He was relieved from the hospital after recovery.

Read the text and answer the following questions in the *workbook page number 75 and 76*.



### Activity 5: Listening, Speaking and Writing

#### Human wild life Conflict

Discuss in pairs and write a similar story of human and wildlife conflict you have heard or experienced.

**Activity 6: Reading and Writing.****Numbers**

1401	1402	1403	1404	1405	1406	1407	1408	1409	1410
1411	1412	1413	1414	1415	1416	1417	1418	1419	1420
1421	1422	1423	1424	1425	1426	1427	1428	1429	1430
1431	1432	1433	1434	1435	1436	1437	1438	1439	1440
1441	1442	1443	1444	1445	1446	1447	1448	1449	1450
1451	1452	1453	1454	1455	1456	1457	1458	1459	1460
1461	1462	1463	1464	1465	1466	1467	1468	1469	1470
1471	1472	1473	1474	1475	1476	1477	1478	1479	1480
1481	1482	1483	1484	1485	1486	1487	1488	1489	1490
1491	1492	1493	1494	1495	1496	1497	1498	1499	1500

Read the numbers in the chart.

- Fill in the missing numbers in the *work book page number 79*.

## Topic 20: Aum Taumo's Maize Field



### Learning Objectives

By the end of the lesson, you will be able to

1. role play using correct intonation and pronunciation.
2. tell and share about strategies to protect crops from wild animals.
3. differentiate and use present tense and the past tense correctly.
4. read and write numbers from 1501 to 1600.



### Activity 1: Listening, Speaking and Reading.

#### Aum Taumo's Maize Field

Read and Role play

guarding	lost	inform	earlier	attacking	protecting
allowed	Permit	natural	habitat	penalty	



Taumo goes to the Forest Officer to report. The Forest Officer visits the maize field.



Sir, I am tired of guarding my field every night from bears.

What have you lost?





No. It happened with Ap Naku, Kuchu and Aum Bokum's field as well.



Why didn't you tell me earlier?

We didn't see any reason to tell you. More so we have been taking turns to guard each other's field every night. Last week we killed a bear.



We thought that was the only way to end this problem. But now we have more bears attacking us.

Call your village people. I need to talk to them.



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I have called you here to tell you about National Laws protecting animals.

Oh! Is there a law protecting animals?



Yes! No one is allowed to kill any wild animal. Hunting is not allowed without a permit. You cannot burn forest because this disturbs their natural habitat.

Oh! We never knew this?



This is the reason why they come to villages. If you are caught breaking these rules you will be fined.

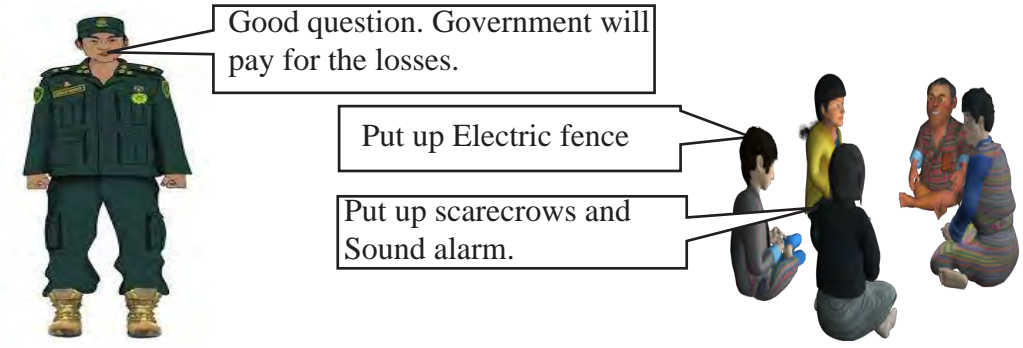
Oh! This started last year after I burnt that one acre of land. I did it to make it into a field.



You all did it since you didn't know.

If animals destroy our fields again, how can we solve the problem?





**Activity 2: Writing**

### Aum Taumo's Maize Field

Read and write answer to the questions given in the *work book page number 77*.

**Activity 3: Writing**

### Sentences

Write sentences using the sight words in the *workbook page number 77*.

burned caught reason disturb hunting protect attack guard

**Activity 4: Reading**

### Tenses

Read and practice present tense and past tense.

**Present tense** is used for describing things or actions happening right now.  
 Example: Play, eat, dance, drink ....

**Past tense** is used to describe things or actions that have already happened.  
 Example: played, ate, danced, drank.....

Present Tense	Past Tense
Say	said
Eat	ate
See	saw
Take	took
Think	thought
Buy	bought
Catch	caught

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Hear	heard
Make	made
Sleep	slept
Sweep	swept
Buy	bought
Bite	bit
Shake	shook
Pay	paid
Pray	prayed
Has	had
Have	had
Build	built
Learn	learnt
Is	was
Are	were
Go	Went
Carry	Carried
Dance	Danced
Feel	Felt
Climb	Climbed
Drink	Drank
Fight	Fought
Fill	Filled
Jump	Jumped
Cry	Cried
Cook	Cooked
Share	shared



### Activity 5: Writing

#### Past tense and Present tense

Read and match the present tense and the past tense in the *workbook page number 81*.



### Activity 6: Writing.

#### Fill in the Blanks

Fill in the blanks with the correct word given in the *work book page number 78*.



### Activity 7: Reading and Writing

#### Numbers

Read numbers from 1501 to 1600

1501	1502	1503	1504	1505	1506	1507	1508	1509	1510
1511	1512	1513	1514	1515	1516	1517	1518	1519	1520
1521	1522	1523	1524	1525	1526	1527	1528	1529	1530
1531	1532	1533	1534	1535	1536	1537	1538	1539	1540
1541	1542	1543	1544	1545	1546	1547	1548	1549	1550
1551	1552	1553	1554	1555	1556	1557	1558	1559	1560
1561	1562	1563	1564	1565	1566	1567	1568	1569	1570
1571	1572	1573	1574	1575	1576	1577	1578	1579	1580
1581	1582	1583	1584	1585	1586	1587	1588	1589	1590
1591	1592	1593	1594	1595	1596	1597	1598	1599	1600

Write the missing numbers from 1501 to 1600 in the *workbook page number 82*.



## Topic 21: Seasons and Twelve Months



### Learning Objectives

By the end of the lesson, you will be able to

1. name four seasons.
2. name twelve months of the year.
3. relate seasons and months.
4. read using appropriate syllables.
5. read and write numbers from 1601 to 1700.



### Activity 1: Listening, Speaking and Reading

#### Seasons

Read the text given below.

season spring summer autumn winter rain snow fruits  
cold

#### Seasons

Different countries have different seasons. Some countries have wet and dry seasons while others have hot and cold seasons. Our country Bhutan has four seasons called spring, summer, autumn and winter.



Spring season falls in the months of March, April and May. During this season, flowers bloom, new leaves are seen on the trees and the weather is cool.

Summer is favorable for paddy transplantation as it is the rainy season. Days are longer than nights. June, July and August are identified as the summer season.





During Autumn trees shed leaves, farmers harvest paddy and the weather is dry. September, October and November are autumn season.

December, January and February are described as the Winter season where weather is cold with snow is seen on the mountain tops. We need to wear warm clothes and sit near the fire.



## Activity 2: Writing

### Months and Seasons

Write months and weather conditions in the *workbook* on page number 83.

## Activity 3: Reading and Writing

### Syllables

What is a syllable?

A unit of pronunciation having one vowel sound, with or without surrounding consonants forming the whole or a part of a word are called syllable.

Example: One syllable - car

Two syllables – water (wa-ter)

Three syllables –tomato (to-ma-to)

Four syllables- watermelon (wa-ter-me-lon)

Five syllables-conjunctivitis (con-junc-ti-vi-tis)

Read and circle the correct syllable(s) in the *workbook* page number 84.



## Activity 4: Reading and Writing.

### Numbers

Read numbers from 1601 to 1700.

1601	1602	1603	1604	1605	1606	1607	1608	1609	1610
1611	1612	1613	1614	1615	1616	1617	1618	1619	1620
1621	1622	1623	1624	1625	1626	1627	1628	1629	1630
1631	1632	1633	1634	1635	1636	1637	1638	1639	1640
1641	1642	1643	1644	1645	1646	1647	1648	1649	1650
1651	1652	1653	1654	1655	1656	1657	1658	1659	1660
1661	1662	1663	1664	1665	1666	1667	1668	1669	1670
1671	1672	1673	1674	1675	1676	1677	1678	1679	1680
1681	1682	1683	1684	1685	1686	1687	1688	1689	1690
1691	1692	1693	1694	1695	1696	1697	1698	1699	1700

Write the missing numbers in between 1601 to 1700 in the *workbook page number 84*.

## Theme 3 Health, Hygiene and Nutrition

The focus of this theme is on health, hygiene and nutrition. It is important for you to know about healthy habits to keep away from common diseases. You will learn about the cause, symptoms, treatment and preventative measures of the common diseases. The lesson also discusses on menstruation, teenage pregnancy, abortion, numbers from 1701 – 1800 and simple word problems on multiplication.

### General Objectives:

By the end of the lesson, you will be able to:

1. talk about common diseases, teenage pregnancy and abortion
2. talk and share the values of healthy food and learn the concept of a balanced diet.
3. identify and write problems related to early pregnancy and risk of abortion.
4. write about organic fruits and vegetables.
5. write simple leave applications.
6. read and write numbers from 1701-2000.
7. solve simple word problems on multiplication.

### Topics included:

22. Common Diseases
23. Menstruation and Teenage Pregnancy
24. Food and Nutrition

## Topic 22. Common Diseases



### Learning Objectives

By the end of the lesson, you will be able to

1. read words and phrases to talk about common diseases.
2. name common diseases and their signs and symptoms.
3. write leave application using a simple format.
4. read and write numbers from 1701 to 1800.



### Activity 1: Listening and Speaking.

#### Health and Hygiene

responsibility    diseases    prevent    virus    avoid  
gargle    bacteria    parasites    giddiness    junk food    balanced  
diet    scratch    hygiene    infected    regularly    itchy  
discharge    nutritious



### Activity 2: Reading.





#### Common Diseases



##### Health and Hygiene

Health is important for everyone. Each one of us should keep ourselves and our family members healthy. We must also keep our community safe and clean. There are different ways to keep our surroundings clean. The health and hygiene of the community decide the health of families living in the community. If we do not keep our community clean, we will suffer from diseases.

Some of the common diseases are discussed below. We will read about these diseases, their causes, symptoms, treatment and how to keep ourselves away from these diseases.

## Read

Common diseases	Symptoms	Causes	Treatment	Preventive measures
 <p><b>1. Common cold</b></p> 	<ul style="list-style-type: none"> <li>• Runny nose,</li> <li>• nose block,</li> <li>• sneezing,</li> <li>• sore throat,</li> <li>• mild fever,</li> <li>• watery eyes,</li> <li>• body ache.</li> </ul>	<p><b>Virus</b></p>	<ul style="list-style-type: none"> <li>• Avoid cold/freeze water and food.</li> <li>• Wash your hands properly with soap.</li> <li>• Drink a lot of water.</li> <li>• Take plenty of rest.</li> <li>• Gargle with warm salt water.</li> <li>• Visit the nearest health centers</li> </ul>	<ul style="list-style-type: none"> <li>• Do not stay in the cold.</li> <li>• Avoid touching eyes and nose with hands.</li> <li>• Avoid being with people who have cold.</li> <li>• Wash hands properly.</li> </ul>
 <p><b>2. Diarrhea</b></p> 	<ul style="list-style-type: none"> <li>• Watery stool,</li> <li>• body pain,</li> <li>• fever,</li> <li>• weakness,</li> <li>• giddiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Virus</li> <li>• Bacteria</li> <li>• Parasites</li> </ul>	<ul style="list-style-type: none"> <li>• Visit nearest health centers.</li> <li>• Drink homemade ORS.</li> <li>• Eat lots of clean fruits and vegetables.</li> <li>• Drink plenty of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands.</li> <li>• Use clean toilet.</li> <li>• Avoid taking raw food.</li> <li>• Eat clean food.</li> <li>• Avoid taking stale food.</li> <li>• Avoid taking junk food.</li> <li>• Cover leftover food.</li> <li>• Eat a balanced diet.</li> </ul>

<p><b>3. Scabies</b></p> 	<ul style="list-style-type: none"> <li>• Itchy skin,</li> <li>• rashes in between fingers and toes.</li> </ul>	<ul style="list-style-type: none"> <li>• Mite</li> </ul>	<ul style="list-style-type: none"> <li>• Visit nearest health center.</li> <li>• Apply benzyl benzoate lotion, sulfur-based lotion, lacto calamine.</li> <li>• Do not scratch.</li> <li>• Drink plenty of water.</li> <li>• Wash regularly with warm water.</li> <li>• Keep the area dry and clean</li> </ul>	<ul style="list-style-type: none"> <li>• Do not have contact with infected person.</li> <li>• Do not share clothes.</li> <li>• Do not share bed.</li> </ul>
<p><b>4. Red eyes (Conjunctivitis)</b></p> 	<ul style="list-style-type: none"> <li>• Red and itchy eyes.</li> <li>• Watery eyes.</li> <li>• Sticky discharge from eyes.</li> <li>• Swelling of eye bag.</li> </ul>	<p>Bacteria</p>	<ul style="list-style-type: none"> <li>• Go to seek health advice.</li> <li>• Keep eyes clean.</li> <li>• Never use your fingers.</li> <li>• Wash with clean water.</li> <li>• Use sunglasses.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid crowded place.</li> <li>• Do not rub your eyes with fingers.</li> <li>• Use sunglasses.</li> <li>• Eat lots of vitamins.</li> </ul>

<p><b>5. H1N1</b></p>	<ul style="list-style-type: none"> <li>• Cough, sneeze, high body temperature (above 38 degree Celsius), runny nose.</li> </ul>	<p>Virus</p>	<ul style="list-style-type: none"> <li>• Rest and sleep enough.</li> <li>• Take plenty of water.</li> <li>• Eat nutritious food.</li> <li>• Seek medical help/ advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not spit in public places.</li> <li>• Do not shake hands or hug a person with flulike symptoms.</li> <li>• Wash your hands with soap.</li> <li>• Avoid crowded places.</li> <li>• Cover your mouth with clean handkerchief.</li> <li>• Stay home and rest.</li> <li>• Drink plenty of water.</li> <li>• Take nutritious food.</li> <li>• Use nose mask</li> </ul>
<p><b>6. COVID-19</b></p>	<ul style="list-style-type: none"> <li>• fever</li> <li>• cough</li> <li>• tiredness</li> <li>• loss of taste or smell</li> </ul>	<p>Virus</p>	<ul style="list-style-type: none"> <li>• Seek immediate medical help</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a safe distance from others</li> <li>• Always wear a mask</li> <li>• Wash hands often using soap and water, or an alcohol-based hand rub.</li> <li>• Get vaccinated when it's your turn.</li> <li>• Follow local guidance about vaccination.</li> <li>• Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze.</li> <li>• Stay home if you feel unwell.</li> </ul>





### Activity 3: Listening and Speaking

#### Comparison of Texts

Discuss and Share.

What difference can you see between this form of text and other texts? Why do you think this text is written in a chart/tabular form?



### Activity 4: Writing

#### Sentences

Write down five simple sentences on how to keep your home clean and safe from diseases in the notebook.



### Activity 5: Writing

#### Formal Letter

In case you are sick with one of these diseases, how do you inform your instructor? Discuss and write a simple leave application.

Date: 05/10/2021

The Instructor,  
Drugyel NFE Centre  
Paro Dzongkhag.

Subject: Leave Application

Madam,

Today, I am not able to attend my class as I am suffering from cold and cough.  
So, please grant me leave for a day.

Thanking You.

Sincerely,

Signature  
(Galem)



## Activity 6. Writing

### Common Diseases and Symptoms

Match the common diseases and its symptoms given in the *work book page number 82*.



## Activity 7. Reading and Writing.

### Numbers

Read the numbers.

1701	1702	1703	1704	1705	1706	1707	1708	1709	1710
1711	1712	1713	1714	1715	1716	1717	1718	1719	1720
1721	1722	1723	1724	1725	1726	1727	1728	1729	1730
1731	1732	1733	1734	1735	1736	1737	1738	1739	1740

## Unit Two

1741	1742	1743	1744	1745	1746	1747	1748	1749	1750
1751	1752	1753	1754	1755	1756	1757	1758	1759	1760
1761	1762	1763	1764	1765	1766	1767	1768	1769	1770
1771	1772	1773	1774	1775	1776	1777	1778	1779	1780
1781	1782	1783	1784	1785	1786	1787	1788	1789	1790
1791	1792	1793	1794	1795	1796	1797	1798	1799	1800

Let us write the missing numbers, in your *work book on page number 85*.



### Activity 8. Writing

#### Number names

Write the number names in your *work book on page number 86*.



### Activity 9. Writing

#### Fill in the blanks

Fill in the blanks with appropriate words given in the box below.

Complete the activity given in the *workbook on page number 86*.

drink	avoid	healthy	clean	rest	wash	use
-------	-------	---------	-------	------	------	-----

1. Karma is \_\_\_\_\_ because he eats a balanced diet.
2. We must not \_\_\_\_ cold water when we are having cough.
3. If you are sick, take a good \_\_\_\_\_.
4. Please \_\_\_\_ taking alcohol when you are eating medicines.
5. Let us \_\_\_\_\_ our hands before and after eating.
6. Aum Wangmo has a very \_\_\_\_ house with a beautiful flower garden.
7. You must \_\_\_\_\_ clean handkerchief to clean your eyes.

## Topic 23: Menstruation and Teenage Pregnancy



### Learning Objectives

By the end of the lesson, you will be able to

1. explain the concept of menstruation, teenage pregnancy and abortion.
2. discuss the importance of staying clean during menstruation.
3. write down disadvantages of teenage pregnancy.
4. read and write numbers from 1801 – 1900.
5. solve problem involving multiplication.



### Activity 1. Listening and Speaking

#### Pronunciation

means menstrual period reproductive cycle reproductive tract  
infection parenthood dangerous cervical ovarian cancer genital  
natural, menstruation, female, reproductive cycle,  
uterus, genital, pads, regularly, contraceptives, safe sex,  
unwanted, regain, worrying.



What is teenage pregnancy?

It is a young girl getting pregnant between the age of 13 to 19 years





Why is it not good to get pregnancy at this age?

Because the teenage mother could not give good care to the unborn baby. Besides it also give many health problems to the mother - be it physical, mental or emotional



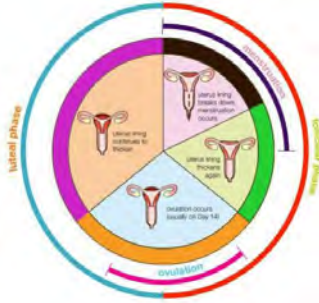
### Activity 2. Listening, Speaking, Reading and Writing

#### Menstruation

Read the following text and discuss with your friend.

#### Menstruation

Menstruation is a woman's monthly period. People also call it 'menses', 'menstrual period' or 'period. It is part of female reproductive cycle. It starts when girls reach 11 or 12 years of age. It lasts for 3 to 7 days. It normally happens every 28 days or more. This is a natural body function of woman. The blood that flows out of vagina is just as clean as rest of the blood. Woman usually stops menstruating at the age of 45 to 55 years.



1-5 uterine lining breaks down, menstruation occurs.

6-10 uterine lining starts thickening again.

11-15 ovulation occurs (usually on day 14).

16-28 uterine lining continues to thicken.

A woman should keep herself clean during this time to avoid Reproductive Tract Infection.

### Remember:

1. Bath daily and keep your genital area clean.
2. Wear clean cotton undergarments.
3. Dry underwear in the sunlight.
4. Change pads regularly.
5. Stay warm.
6. Drink plenty of water



During menstruation if a woman bleeds for longer than eight days, she should see a doctor. Once a girl begins her menstrual periods she can become pregnant but not all are ready to become mothers. Thus, we must know how to avoid getting pregnant.

### RED DOT

To raise awareness on the challenges faced by women and girls worldwide due to menstruation. Bhutan started observing the Menstrual Hygiene Day since 2015.

Red Dot is a project under the Ministry of Education in collaboration with UNICEF & SNV to raise awareness on the menstrual challenges faced by women and girls, as well as seeking solutions to address the challenges. Ministry of Health, Save the Children (SCF), UNFPA work in close partnership with the ministry.

Under the Royal Patronage of Her Royal Highness Ashi Eeuphelma Choden Wangchuck, Red Dot Bhutan endeavors to make menstrual health and hygiene a priority in the country.

Source :<https://www.dailybhutan.com/article/renew-and-ministry-of-education-collaborate-to-improve-menstrual-health-management>

1. What are the functions of Red-dot- Bhutan Project?
2. List down three ways to keep yourself clean during menstruation



### Activity 3: Listening, Speaking and Reading

#### Teenage Pregnancy and Abortion

**Bhutanese Marriage Act says that marriage below the age of 18 years is a crime.**

Motherhood is a big responsibility and girls are not ready, physically and mentally. So teenage pregnancy should be avoided.

#### **Abortion is dangerous because:**

- the mother may die
- woman may not get pregnant again
- it increases health problems
- it increases the chances of miscarriages in future
- it increases the chances of getting breast, cervical and ovarian cancers.



**The penal code of Bhutan states that a person shall be guilty of illegal abortion if the person aborts or prevents a child from being born alive. Since teenage pregnancies and abortion are dangerous to health, we must practice safe sex.**

What is your view about the news? Read and share your thoughts with your friends.

### Breaking News!

Abortion & Death.

2nd July, 2011. A 15-year old girl died on her way back to Thimphu after an abortion in Jaigaon, India. She was studying in class 9 and was 6 months pregnant. Her boyfriend refused to accept the fact that she was carrying his baby. She was the eldest child in a family of six. From January to July this year, a hospital in Jaigaon recorded 44 such cases and 5 deaths resulting from unsafe abortions.

According to health officials, abortion can permanently damage the womb. "Sometimes, a woman never gets pregnant again after an abortion," they said.

*By Ugyen*



### Activity 4: Reading and Speaking.

#### Teenage pregnancy

Read the following situation and discuss what Seli Dema should do? Why?

Seli Dema is a 14 year old student of class VIII. She is pregnant and her boyfriend has left her. She cannot study and she could not tell her problems to her parents.



### Activity 5: Writing

In pairs discuss and write ways to avoid unwanted pregnancies in the note book.



### Activity 6: Writing

#### True or False

State TRUE (T) or FALSE (F) in the *work book page number 86*.



# Unit Two



## Activity 7: Reading, Speaking and Writing

### Word meaning

Pick the words from the box and discuss its meaning with your friends and write it in the notebook.

safe sex unwanted miscarriage dangerous cancer regularly



## Activity 8: Reading

### Numbers

Read and Learn

1801	1802	1803	1804	1805	1806	1807	1808	1809	1810
1811	1812	1813	1814	1815	1816	1817	1818	1819	1820
1821	1822	1823	1824	1825	1826	1827	1828	1829	1830
1831	1832	1833	1834	1835	1836	1837	1838	1839	1840
1841	1842	1843	1844	1845	1846	1847	1848	1849	1850
1851	1852	1853	1854	1855	1856	1857	1858	1859	1860
1861	1862	1863	1864	1865	1866	1867	1868	1869	1870
1871	1872	1873	1874	1875	1876	1877	1878	1879	1880
1881	1882	1883	1884	1885	1886	1887	1888	1889	1890
1891	1892	1893	1894	1895	1896	1897	1898	1899	1900



## Activity 9: Writing

### Multiplication

Every month Tshering uses 2 packets of sanitary pads. Each packet costs Nu.90. How much does she spend on pads in a year?

## Topic 24: Food and Nutrition



### Learning Objectives

By the end of the lesson, you will be able to

1. talk about the disadvantages of unhealthy (junk) food.
2. construct simple sentences using new words.
3. write a short paragraph on the importance of healthy food.
4. explain the basic nutritional value of food and talk about a balanced diet.
5. identify four to five words in the text to match their opposites.
6. solve the multiplication and division word problems.
7. find past tense from the text and make sentences.
8. read numbers from 1901-2100.



### Activity 1. Listening and Speaking

#### Balanced Diet

nutrition	nutrients	balanced-diet	calories	vitamins
protein	carbohydrates	Minerals	germs	digest
omega	junk-food	energy	diary-products	irons



### Activity 2: Listening, Speaking and Reading

#### Balanced Diet

Let us read

#### Balanced diet

All living things need food. We need it to grow and keep our bodies healthy. We need to eat a balanced diet. A balanced diet is the food which includes right amount of all the nutrients which the body needs. Children require a large amount of nutrients and calories because of their rapid growth. Many common health problems can be prevented with a healthy and a balanced diet. It helps our body fight against diseases and infections. There are three major food nutrients: proteins, carbohydrates and fats. We also need vitamins, minerals and water.

## Unit Two

Our country is rich in green leafy vegetables and fruits. We eat them raw as well as cooked. Raw food and vegetables help us digest food. It also provides us with natural vitamins and minerals. Some foods need to be cooked. Cooking kills harmful germs that could otherwise harm our body. Fruits and vegetables grown in our own farm in an organic way are very healthy and safe. Food that we import usually contain a large amount of chemicals which can be harmful to our health.



Dairy products like milk, cheese, butter and curd, are very healthy. These foods keep our body strong and healthy. We get energy and vitamins from these foods.

Meat like beef, fish, chicken, mutton, and pork are equally good for health. Fish contains omega which is very good for our brain development. Eating eggs provides protein to our body. Red meat has lots of nutritional value like iron, protein and vitamins. Among all the red meat, beef has the most nutrition. But eating too much of red meat can also have bad side effects.



Now we know that every food is important for us. We should make sure that we eat them at regular intervals in right amount.



Nowadays our people like to eat fast food and junk food like chips, Wai Wai, Koka, Maggie, potato crackers and Kokas. These foods do not have much nutritional value like fruits and vegetables. As parents, we should discourage our children from such eating habits since it affects the overall growth of our children.

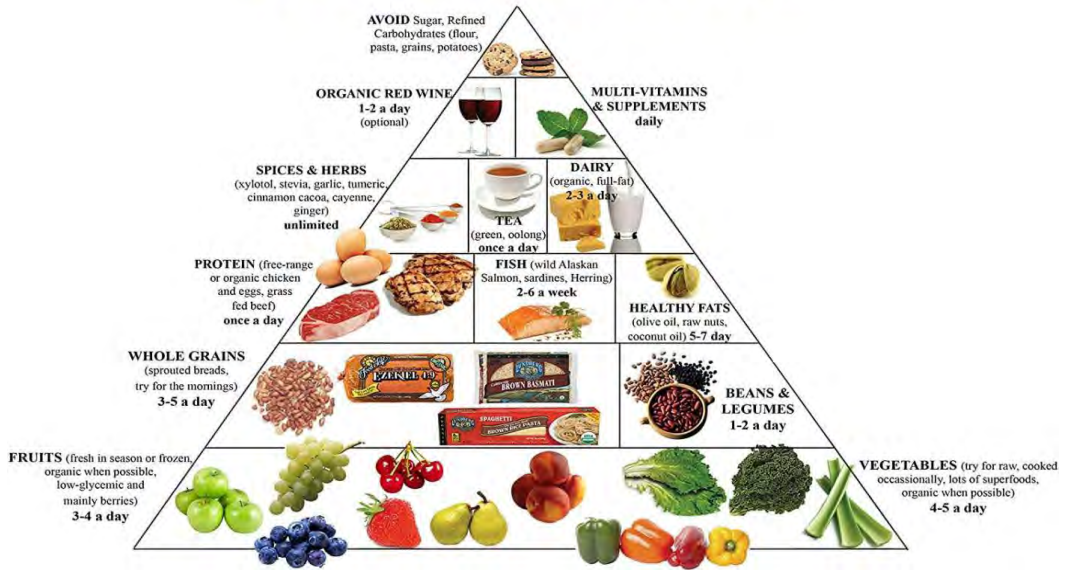


## Activity 3: Reading and Speaking

### Food pyramid

Look at the diagram below and discuss.

# THE FOOD PYRAMID



## Activity 4: Writing

### Antonyms

Find the opposite of the following words from the text (Balance Diet) and write in your note book.

1. unhealthy      X \_\_\_\_\_
2. difficult      X \_\_\_\_\_
3. weak      X \_\_\_\_\_
4. helpful      X \_\_\_\_\_
5. bad      X \_\_\_\_\_



## Activity 5. Speaking

### Healthy Eating Habits

Choose your partner and take turns to ask the following questions and share it to the class.

1. What are some of the disadvantages of junk food?
2. What is a balanced diet?
3. Why is water important?
4. What do you mean by organic vegetable?
5. What do you understand by healthy eating habit?



## Activity 6: Writing

### Importance of Vegetables and Fruits

Write a short paragraph on the importance of green leafy vegetables and fruits. Share your writing with your friends.



## Activity 7: Writing

### Sentences

A. Write simple sentences using these words in your notebook.

**safe      curd      energy      harmful      chemical**

B. Write two differences between fruits that are imported and fruits that are grown in your garden.

*Fruits grown in my garden*

*Fruits that are imported*

a. ....  
.....

a. ....  
.....

b. ....  
.....

b. ....  
.....



Activity 8. Writing

Past Tense

Write the past tense of the following words and make sentences in your own words in the notebook.

First one is done for you.

Word	Past tense	Sentences
1. Go	went	I went to the school yesterday.
2. Cook	.....	.....
3. Eat	.....	.....
4. Wash	.....	.....
5. Work	.....	.....
6. Clean	.....	.....
7. Come	.....	.....
8. buy	.....	.....
9. cut	.....	.....
10. dig	.....	.....



## Activity 9: Reading and Writing

### Numbers

Read and Learn

1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1911	1912	1913	1914	1915	1916	1917	1918	1919	1920
1921	1922	1923	1924	1925	1926	1927	1928	1929	1930
1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
1941	1942	1943	1944	1945	1946	1947	1948	1949	1950
1951	1952	1953	1954	1955	1956	1957	1958	1959	1960
1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
2041	2042	2043	2044	2045	2046	2047	2048	2049	2050
2051	2052	2053	2054	2055	2056	2057	2058	2059	2060
2061	2062	2063	2064	2065	2066	2067	2068	2069	2070
2071	2072	2073	2074	2075	2076	2077	2078	2079	2080
2081	2082	2083	2084	2085	2086	2087	2088	2089	2090
2091	2092	2093	2094	2095	2096	2097	2098	2099	2100



## Activity 10: Writing

### Multiplication

Read these word problems and solve using calculator in the notebook.

1. Dawa bought 100 cartoons of eggs for her shop. She paid Nu. 36000 in total. How much did she pay for 1 cartoon of eggs?
2. Ap Penjor drinks 500 millilitres of milk every day. How many millilitres of milk will he drink in a year?

## Theme 4 My Country

Bhutan is our country and has an area of about 38,394 square kilometres. Bhutan is also known as 'Drukyul' or The Land of Thunder Dragon. Citizens of Bhutan are called Bhutanese or Drukpas. In this theme you will learn some history and geography of our country while numbers from 2101-5000 will also be introduced.

### General Objectives

By the end of the theme, you will be able to:

1. read and write short phrases and sentences.
2. use appropriate vocabulary to talk about history and geography of Bhutan,
3. read with correct intonation and stress.
4. read numbers from 2101-5000.

### Topics included:

25. History of my Country
26. Geography



## Topic 25: History of My Country



### Learning Objectives

By the end of the lesson, you will be able to

1. tell a brief history of Bhutan.
2. talk about the five kings of Bhutan.
3. use repeated addition to multiply.
4. read numbers from 2101-3500.



### Activity 1: Reading

#### Sight words

government	Druk	Desi	penlop	throne	national
leader	ascended	Bhutan	abdicate	His Majesty	
Druk Gyalpo		Constitution			



### Activity 2: Reading

#### Zhubdrung Ngawang Namgyel

Read the passage given below.

#### Zhabdrung

This is Zhabdrung.  
He came to Bhutan in the year 1616.  
He united Bhutan as one country.  
He built many dzongs.  
He appointed Druk Desis and Penlops.  
They helped Zhabdrung to rule the country.





## Activity 3. Reading and Speaking

### Zhabdrung Ngawang Namgyel

What did you learn about Zhabdrung? Talk with your partner.



## Activity 4. Reading and Speaking

### Kings of Bhutan

Read the passages given below.



#### The First King of Bhutan

This is Gongsu Ugyen Wangchuck, His Majesty the First Druk Gyalpo of Bhutan.

He was born in 1862 at Wangduecholing Palace in Bumthang.

His father was Jigme Namgyel who united people of Bhutan and ended civil wars.

He ascended to throne as the first king of Bhutan on 17<sup>th</sup> December, 1907.

He formed strong government and national identity. He passed away in 1926.



#### The Second King of Bhutan

This is His Majesty Jigme Wangchuck, the Second Druk Gyalpo of Bhutan.

He was born in 1905 at Lame Goenpa Palace in Bumthang.

He ascended to the throne as the second king of Bhutan on March 14, 1927.

He created a fair and just society by reducing or abolishing taxes amongst the people.

He passed away in 1952.



### **The Third King of Bhutan**

This is His Majesty Jigme Dorji Wangchuck, the Third Druk Gyalpo of Bhutan.

He was born on May 2, 1928 in Thruelang palace in Trongsa.

He ascended to throne in 1952 as the third king of Bhutan.

His Majesty abolished slavery and serfdom in the country.

He established the national assembly and reformed land system, legal system and district administration. He passed away in July 21, 1972.

### **The Fourth King of Bhutan**

This is His Majesty Jigme Singye Wangchuck, the Fourth Druk Gyalpo of Bhutan.

He was born on November 11, 1955.

He ascended to throne as the fourth king of Bhutan on June 2, 1974.

He coined the philosophy of Gross National Happiness.

His Majesty brought reforms and strengthened national policies and systems.

He commanded the drafting of the Constitution of the Kingdom of Bhutan.

He abdicated his throne on December 15, 2006 to pave way for the accession of King Jigme Khesar Namgyel Wangchuck and introduction of parliamentary democracy.



## The Fifth King of Bhutan



This is His Majesty Jigme Khesar Namgyel Wangchuck, the fifth DrukGyalpo of Bhutan.

He was born on February 21, 1980.

His Majesty ascended the throne on December 15, 2006, although formal coronation was held on November 1, 2008.

His Majesty received Honorary Doctorates from University of New Brunswick, Canada, Rangsit University, Thailand, Calcutta University, India, and Keio University, Japan.

His Majesty ensures the safety and security of his people at all times. People of Bhutan highly revere His Majesty for his selfless deeds. He hikes across mountains, visits remote villages to ensure the people are always happy.

### Activity 5: Writing

#### Fill in blanks

Using information from the above passage, complete the sentences given below in your notebook.

1. Bhutan enthroned its first king in the year \_\_\_\_\_.
2. In the year 1955, \_\_\_\_\_ was born.
3. His Majesty Jigme Wangchuck was born in \_\_\_\_\_.
4. His Majesty Jigme Singye Wangchuck drafted \_\_\_\_\_.
5. His Majesty the Fifth King received honorary doctorate from \_\_\_\_\_ and \_\_\_\_\_.

### Activity 6: Writing

#### Kings of Bhutan

Complete the task given in the *workbook on page number 87*.

### Activity 7: Writing

#### Numbers

Write numbers from 2101-3500 in your notebook.

## Topic 26: Geography



### Learning Objectives

By the end of the lesson, you will be able to:

1. locate Bhutan on the map of Asia.
2. locate and name the major river systems of Bhutan.
3. read and locate the twenty dzongkhags on an outline map of Bhutan.
4. identify the national symbols.
5. differentiate and explain different climatic conditions in Bhutan.
6. discuss the impact of climate on people and environment
7. read and write numbers 3501-5000.
8. multiply two to two digit and three to three digit numbers.



### Activity 1: Listening and Reading

#### Geography of Bhutan

Located between Map capital mountainous Country population Flag emblem Climatic regions seasons Spring autumn Summer monsoon Winter hydropower globe population statistics

Bhutan is located in the southern part of Asia. It has China to the north and India to the south. As per the Population and Housing Census of Bhutan (PHCB) 2017, it has an area of 38,394 square kilometres with a population of 735, 553. There are 20 dzongkhags, 15 drungkhags, 4 thromdes, 205 gewogs and 1440 chiwogs.

Thimphu is the capital of Bhutan.





## Activity 2: Reading

### Twenty Dzongkhags

Learn the location of 20 Dzongkhags.



## Activity 3: Writing

### Map work

Locate all the 20 Dzongkhags on the map of Bhutan in the *workbook on page number 85*.



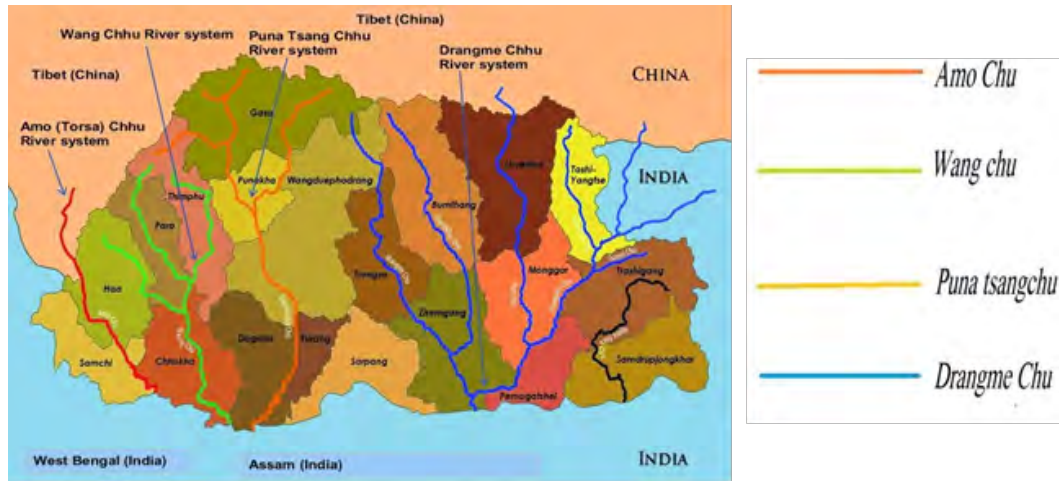
## Activity 4: Reading

### River System

Learn the major river systems of our country.

Bhutan has four major river systems: the Dangme chhu; the Punatsang chhu, the Wang chhu; and the Amo chhu. We have hydropower projects built on the Wang chhu, Mangde chhu and Punatshangchhu.

## Unit Two



### Activity 5: Writing

#### Activity 5: Writing

Map Work

Locate the four major rivers of Bhutan on the outline map in the *workbook* on page number 88.








### Activity 6: Reading

#### National Symbols





Read the national symbols

A **national symbol** is a **symbol** of any entity considering and manifesting itself to the world as a **national** community.

National Identity	Symbols	Name
Flag		Gyaldhar
Emblem		The Royal Crest
Bird		Raven
Animal		Takin
Tree		Cypress



## Unit Two

Flower		Blue Poppy
Sport		Archery
Dress		Gho and Kira
Language		Dzongkha



### Activity 7: Writing

#### Numbers

Fill in the information in the *workbook on page number 90.*



## Activity 8: Writing

### Climate

Read the following text.

Climate is the state/collection of weather over a long period of time.

Bhutan has four climatic zones:

1. sub-tropical,
2. temperate
3. sub-alpine
4. alpine

Some Places under Samdrup Jongkhar, Sarpang, Chukha and Samtse fall in the Sub-Tropical zone.

Parts of Monggar, Bumthang, Wangdue Phodrang and Paro lie in the temperate zone. Parts of Gasa, Haa, Thimphu and Tashigang lie in the Sub-Alpine zone.

Jumolhari, Gangkar Puensum and Jiwuchu Drakey fall in the Alpine zone.

Climatic Zones	Places	Temperature	Rainfall
Sub -tropical	Samtse and Samdrupjongkhar	15° C in winter and 30° C in summer	2000 mm
The temperate	Paro and Haa	5° C to 15° C in winter and 15° C to 30° C in summer	1500 mm to 2000 mm
Sub-Alpine	Laya and Ura	Annual mean temperature 8° C	1000 mm to 1500 mm
The Alpine	Jumo lhari and Gangkar Puensum	Annual mean temperature 5.5° C	650 mm



## Activity 9: Listening and Speaking

### Climatic Condition

Discuss in the class.

1. Why is it hot in Sarpang, Samtse and Samdrup Jongkhar?
2. Gasa and Lingzhi receive heavy snowfall during winter. Why?



## Activity 10: Reading and Writing

### Climate change

Revise previous Topic no 16, Activity 8 of Theme-1 on the Topic Climate Change and discuss the text below.

Climate change is the increase in average atmospheric temperature.

#### Causes of Climate Change

Climate change is caused by nature, as well as human activities. Volcanic eruptions, ocean currents, and variation in solar radiation are the natural causes of climate change. The climate changes caused by human activities are: large scale use of fossil fuel, deforestation, and increase in release of greenhouse gases.

#### Effects of Climate change

Climate change leads to extreme weather conditions, heatstroke, loss of biodiversity, and health problems. Glacial Lake Outburst Flood (GLOF

#### Ways to prevent climate change

Some ways to prevent climate change are: planting trees, reducing the emission of greenhouse gases, creating awareness, and making wise use of energy.

Answer following questions

1. State two common ways of reducing the impact of climate change.
2. How does climate change affect farmers?
3. How does climate change affect the life style of people?
4. In groups, prepare presentation on how you would advocate people in your community on climate change that we all experience now.



## Activity 11: Reading

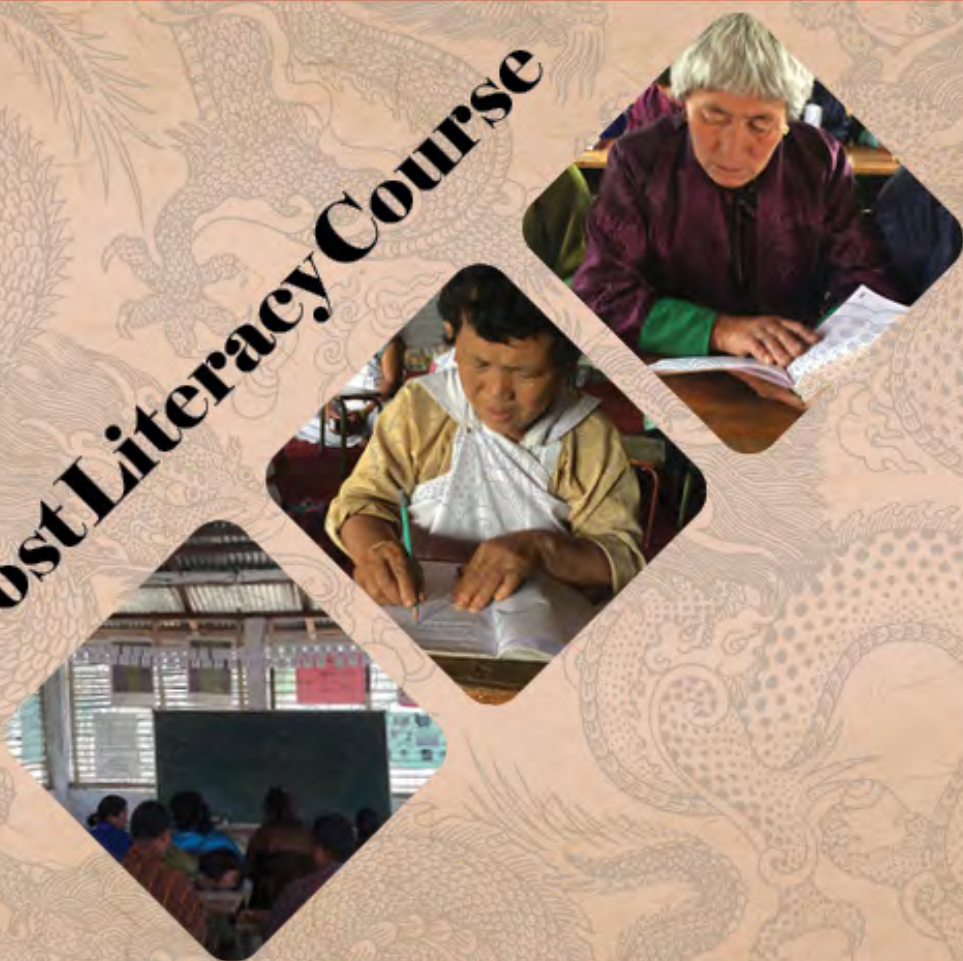
### Numbers

Read and Write numbers from 3501-5000 in your notebook.

# TEXTBOOK

## Functional English Literacy Curriculum

### Post Literacy Course



## UNIT THREE

Topic 27-43



# UNIT III

## **Theme 1: My Home and My Community**

- 27. Family Celebrations
- 28. My Memorable Diwali
- 29. Home Celebration

## **Theme 2: Our Farm and Environment**

- 30. Farming
- 31. Transportation
- 32. Travel
- 33. Waste Management

## **Theme 3: Health, Hygiene and Nutrition**

- 34. Maternal Health Care
- 35. Lifestyle Diseases

## **Theme 4: My Country**

- 36. Democracy
- 37. Citizenship Voting
- 38. The Rights of the Child
- 39. Filling up Forms

## **Theme 5: Financial Literacy**

- 40. Financial Literacy and Digital Payments
- 41. Productive Debt and Debt Management

## **Theme 6: Media, Communication and Social Issues**

- 42. Information and Media Literacy
- 43. Trafficking in Person

# Unit Three

## Theme 1 My Home and My Community

Festival is a time when all the family members come together to enjoy an event. It is the happiest moment for most families.

Festivals contribute immensely to social attachment and cohesion.

Many local festivals focus on cultural or ethnic topics and seek to inform community members about their age-old traditions. Its essence of conservation is to maintain unity and social harmony. In this theme, you will not only read and learn about some local festivals like Tshechu and Diwali but also learn to do some simple budgeting during your home celebration events.

### General Objectives:

By the end of the lesson, you will be able to:

1. read and understand the concept of local festivals and their importance.
2. read and respond to various forms of language, oral and written.
3. review, analyse, and share the ideas contained in a text.
4. practice decision-making skill through estimation and calculation.
5. plan home celebrations.

### Topics included:

27. Family Celebrations
28. My Memorable Diwali
29. Home Celebrations

## Topic 27: Family Celebrations



### Learning Objectives

By the end of the lesson, you will be able to:

1. explain tshechu, using simple and appropriate vocabulary.
2. use the idea of paragraphs to identify the main idea.
3. write five sentences to describe tshechu.
4. solve word problems involving addition and subtraction.



### Activity 1. Listening and Speaking

#### Sight words

celebration festival mask community perform religious  
teacher participate monk clown honour gathers laugh  
people bless



### Activity 2. Reading

Let us read the text

#### Tshechu

Tshechu is a community festival. It is a religious celebration in honour of Guru Rinpoche, the great teacher. Every year around the tenth day of a Bhutanese month, people gather to enjoy the tshechu. During the tshechu, people go to the Dzong in their best ghos and kiras. Throughout the day, monks perform mask dances and bless people.





## Unit Three



Atsaras or the clowns with their funny big noses make people laugh. People enjoy the mask dances as well as the jokes of the atsaras. Community people also participate by performing local dances.

It is believed that everyone must attend a Tshechu and witness the mask dances at least once a year in order to receive blessings and wash away their sins.

Every mask dance performed during a Tshechu has a special significance or a story behind it and many are based on stories and incidents as old as the 8<sup>th</sup> century, during the life of Guru Padmasambhava. In monasteries, the mask dances are performed by monks and in remote villages, they are performed jointly by monks and villagers /laymen.

Two of the most popular Tshechus in the country are the Paro and Thimphu Tshechus in terms of participation and audience. Besides the locals, many tourists from across the world are attracted to these unique, colorful and exciting displays of traditional culture. Tshechu brings families and friends together.



### Activity 3: Listening and Speaking

Answer the following questions.

1. What is the text about?
2. What is the main idea in the second paragraph?
3. Why do you think people celebrate tshechu?
4. After a celebration, such as the tshechu, you usually notice that the area is littered with paper, plastic, bottles, food remains, etc. As a responsible person, what can you do to keep our environment clean?



## Activity 4: Writing

Copy the questions and write the answers in your notebook.

1. Write five things you like about tshechu.
2. Can you think of some other celebrations? List them.
3. Read the text again and make a list of ten verbs.
4. Use five of the verbs listed to make sentences of your own. Share with your friends.



## Activity 5: Reading and Writing

### Syllables

Read the text and find the words with the following syllables.

Sl.no.	2-syllabic words	3-syllabic words	4-syllabic words
1			
2			
3			



## Activity 6: Writing

### Addition & Subtraction

Solve the following word problems in the notebook.

1. During Paro tshechu, there were 2537 men, 3213 women and 1429 children. How many people were there altogether?
2. There were 1659 people in the tshechu. Of this number, 455 were Bhutanese. How many were non-Bhutanese?

## Unit Three



### Activity 7: Reading and Writing

#### Past Tense

Copy the following text in your notebook and fill in the blanks using the word given in the box.

drank	took	ate	watched	packed	sat
-------	------	-----	---------	--------	-----

Tshechu is an interesting celebration held every year. Last year was an interesting celebration.

My family had a good time last year. We 1. \_\_\_\_\_ bath early in the morning and put on our best clothes. When the food was ready, our mother 2. \_\_\_\_\_ it in a bangchung, along with a flask of suja. My brother and I 3. \_\_\_\_\_ three mask dances and we 4. \_\_\_\_\_ down to eat our lunch together. 5. We \_\_\_\_\_ rice, pork and beef. We also 6. \_\_\_\_\_ suja. We had a enjoyable moment together.

## Topic 28-My Memorable Diwali



### Learning Objectives

By the end of the lesson, you will be able to

1. use appropriate vocabulary to talk about Diwali.
2. tell the word meanings in context.
3. identify the main idea.
4. use commas, full stops and exclamation marks to read text with correct intonation.



### Activity 1. Listening and Speaking

#### Sight words

preparation	share	exciting	relatives	lamps	festival
special	decorated	garland	wishes	gift	moment



### Activity 2: Reading

Let us read

#### My Memorable Diwali

Diwali is the festival of lights that the Hindus celebrate with joy every year. My name is Chandra. I always look forward to celebrating Diwali. It is a time when all my family members, relatives and friends come together.

By October, preparation for the festival began. I cleaned the house so that Laxmi, the Goddess of wealth, would visit my house. Then I started decorating my house. Garlands of marigold were hung on every door and window giving my house a special look. Tiny lamps, called Diya, were lit and placed all around the house. Oh, how beautiful my house looked! I could not wait to welcome my guests.



# Unit Three

Diwali is the festival of lights that the Hindus celebrate with joy every year. My name is Chandra. I always look forward to celebrating Diwali. It is a time when all my family members, relatives and friends come together.

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The celebrations began. Everyone looked great in their new dresses. Together we said our special prayers to the Goddess Laxmi. The next moment was even more exciting. Gifts, wishes and sweets were shared. Outside, the noise of the fire crackers and music filled the air. The young and the old joined in the songs and dances that followed.

The best thing I liked about this celebration was the coming together of all my family members, relatives and friends. I cannot wait for the next Diwali.



## Activity3: Writing

### Matching

Match the words on the left side with it's meanings on the right.

Column A	Column B
tiny	things that you give to other people
decorate	a string of flowers
garland	make things look more beautiful
gift	people who come to our house
guest	small



### Activity 4. Listening and Speaking

#### Discuss in pair and share

1. Who celebrates Diwali festival in Bhutan? Why?
2. Each paragraph talks about a different idea. In groups, pick a paragraph, read it again and identify the main idea in it. Share it with others.
3. What other celebrations do you have in your community? Share it with your group.



### Activity 5: Writing

Think of any celebration and write a paragraph on it.



### Activity 6: Writing

#### Division and Multiplication

Solve the following word problems in your notebook.

1. Chandra prepared 250 shelrotis for 50 children in her village. How many shelrotis did each child get?
2. A garland has 15 flowers. If Mon Maya is to make six garlands, how many flowers would she need?



### Activity 7: Reading

Read the paragraph below with correct intonation.

Last year my father gave me a new bag, a mobile phone and a pair of shoes. Of the three things, I liked the mobile phone the most. I was so happy that I jumped and said, “Wow, a mobile phone!” Just then my sister, who was six years old, asked me to give it to her. “Why would you need a mobile phone?” I asked.



### Activity 8: Writing

#### Punctuation

Copy the following sentences in your notebook with correct punctuation marks.

1. diwali is the festival celebrated by hindus.
2. When is the Diwali festival celebrated
3. diwali nyilo tshechus and losars are the festivals celebrated in bhutan
4. Wow the house is beautifully decorated
5. Chandras mother prepared the shelroti

## Topic 29-Home Celebrations



### Learning Objectives

By the end of the lesson, you will be able to

1. sort out different home celebrations.
2. respond to an invitation in both oral and written form.
3. plan for the conduct of any home celebration.
4. plan the expenditure according to Budget.
5. write program list, shopping list and invitation card.



### Activity 1. Listening and Speaking

#### Sight Words

request company ceremony consecration birthday marriage  
cordially invitation plan organizes expenditure estimate budget  
conduct



### Activity 2. Reading



#### HOME CELEBRATIONS

A home celebration is a special event that people organize to celebrate and enjoy with their family and friends. Some of the occasions are as follows:

- Lochoey/Rimdro
- New House Consecration –*Drup*;
- Birthday celebration;
- Wedding;
- Promotion;
- *Losar* -New year celebration

Celebrations may vary depending on the individual living standard. If the planning and budgeting are not done well during those family celebrations, there will be waste of resources. Therefore, before the conduct of any family celebrations, proper planning and budgeting is important.



## Activity 3: Writing

### Planning and Budgeting

#### What is Budgeting?

Budgeting is the process of creating a plan to spend your money. This spending plan is called budget. Creating this spending plan allows you to determine in advance whether you will have enough money to do the things you need to do or would like to do. Budgeting is simply balancing your expenses with your income.

If you are planning to conduct your annual Lochoey, how do you plan and budget?

- Prepare the list of guest to be invited/ to be present during your lochey and count the heads.

Sl.no	Name of the guest	Total heads
1	Asha Sonam Dorji	Guests.....10 heads
2	Aku Nima Dorji	Family member .....7
3	Ani Gyemo	Total -----17 heads

- What menu are you planning to serve? Prepare the menu.

Breakfast	Lunch	Dinner	Tea	Drinks
White Rice + Shakam Datshi	Rice + Sikam PA + Fish Curry+ Mushroom Datshi + AluDam+ Dahl	Rice + Beef PA +Puri +Paneer Vege Mix + Lom Bjaju	Surja items Milk Te Items	Ice tea Juice
<b>No of heads=10</b>	<b>No of heads = 17</b>	<b>No.of heads=12</b>		

- Preparing- Shopping list (referring the menu and head counts)

sln	Items	Qty. required	Rate	Amount	Total amount
1	White Rice	1bag of 25 kg	1250/-	1250/	
2	Shakam	2kg	1400/-	2800/-	



# Unit Three

Complete the following questions.

- You are having a Rimdro at home. Given below is a bill for the expenses made. The total amount for each item has not been calculated. Use a calculator to complete the bill and calculate the total expenditure.

CASE MEMO Mobile No. 17811342  
17218027

**RINCHEN JUNGDEN GENERAL SHOP**

No. **106** Norling Gangkha,  
Thimphu: Bhutan Date 25/09/11

Name Ugyen Pen  
Address Changlam

Sl. No.	Particulars	Qty.	Rate	Amount	
				Nu.	Ch.
01.	Rice 25 kg	1	630		
02.	Butter	2 ptl	150		
03.	Tea leave	2 ptl	200		
04.	Taza	1 can	500		
05.	Jaril	3 no	40		
06.	Juro	6 bl.	70		
07.	Biscuit	5 ptl	35		
<b>Total</b>					

- Out of 20 guests, 15 bought milk powder. What percentage of the guests bought milk powder?
- You have a limited budget of Nu. 5000. Given below is the display of items that are available in the shop. Choose the most important items you would buy for your family. List them and calculate how much you may have to spend.



4. Preparing the program List: preparing program list guides the smooth flow of the event.

Sample Program list:

### Program List for Lochay

Date: 07/10/2021

4:00AM-----rising of the cooks  
 6:30AM-----start of Ritual(lhabsang)  
 7:00AM-----serving of Thukpa  
 8:30AM-----Breakfast  
 12:30PM-----LUNCH  
 3:30PM-----EVENING TEA  
 5:00PM-----DINNER for Choeps  
 5:30PM----- Arrival of invited guests & Drinks-entertainment  
 8:30PM----- Dinner  
 9:00PM-----Call off the day

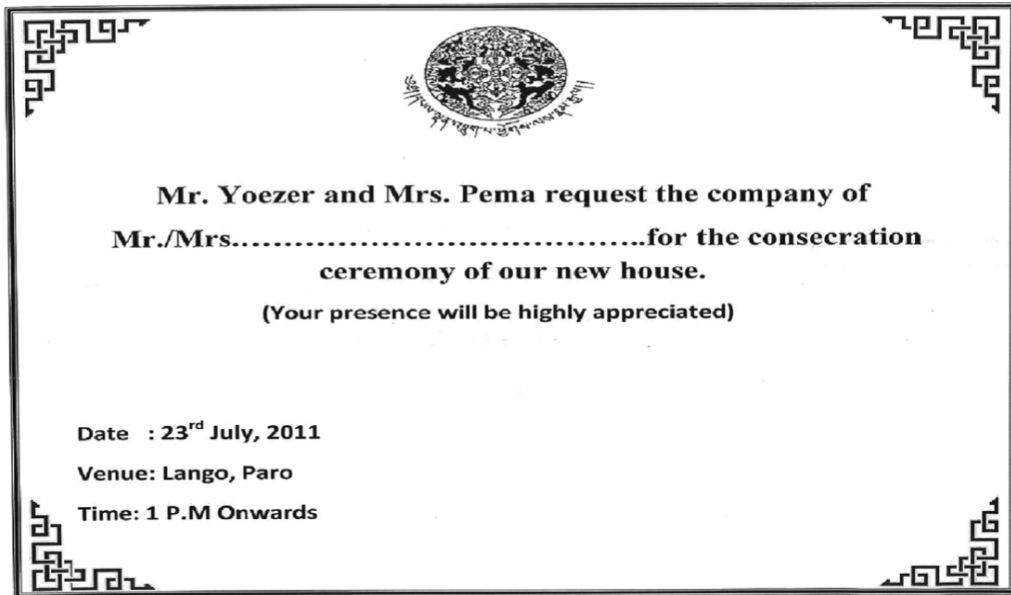


## Activity 4. Reading and Writing

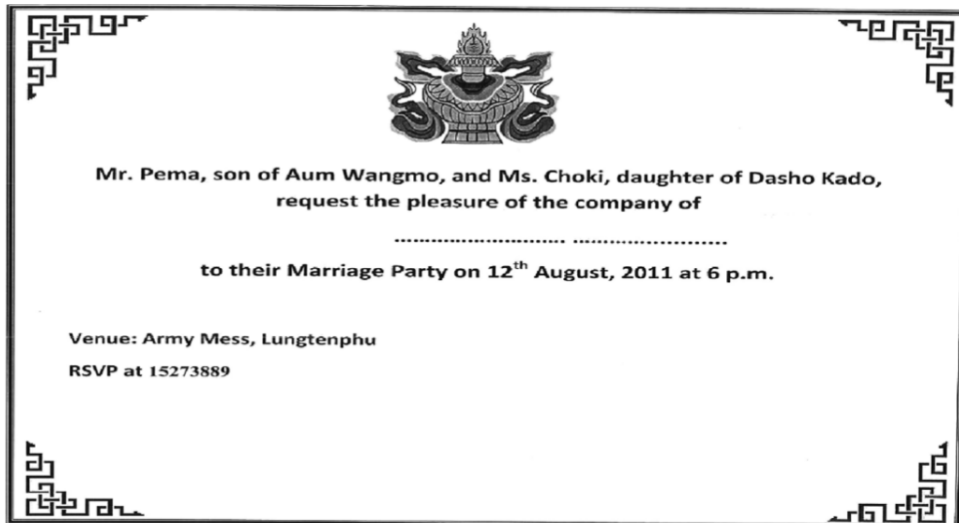
### Invitation Card

Read the two kinds of invitation cards below.

#### Sample card 1



#### Sample Card 2

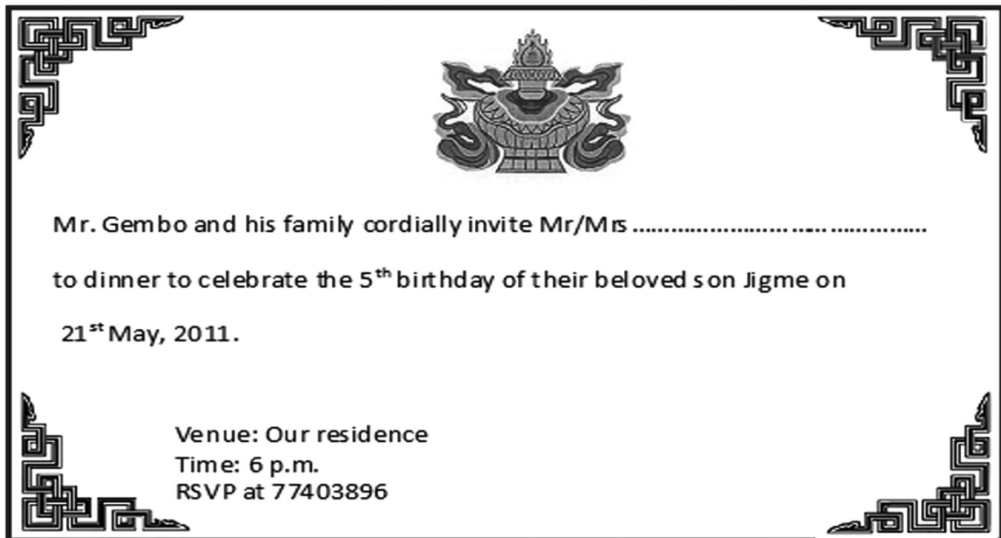


Read each invitation card and write the following information.

Questions	Sample Card 1	Sample Card 2
Who sent the invitation?		
What is the occasion?		
When is the occasion?		
Where is the venue?		

## Activity 5: Writing

Here is an invitation card for you. Read it and do the activities.



Do the following activity in your notebook.

1. Would you go to the party?
2. How would you respond to Gembo?
3. Write a simple letter in response to the invitation.
4. Discuss with your friends:
  - Do you usually respond to an invitation? Why?
  - Do you like to invite people to your house? Why?

# Unit Three

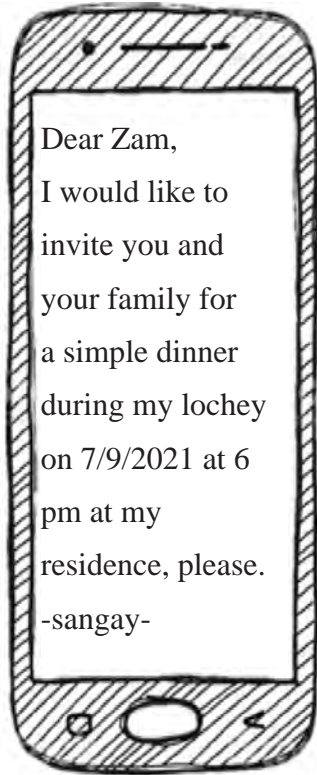


## Activity 6: Writing

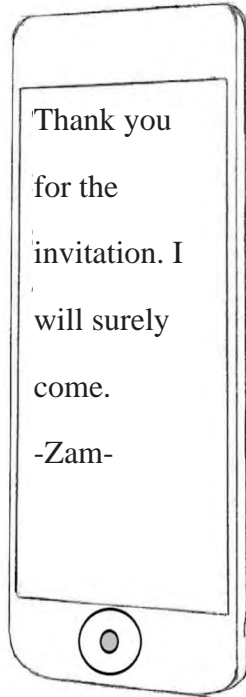
Invitation using mobile phones

1. In pairs, practice inviting friends and responding to an invitation using your cell phone.

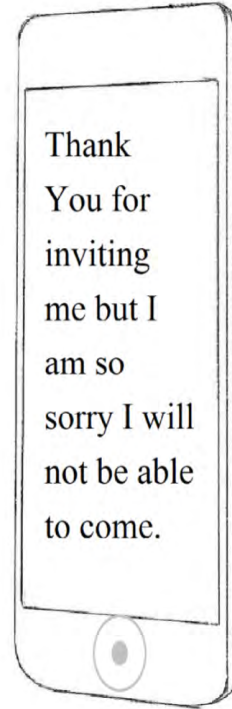
Example:



Invitation



positive response



Negative response

## Theme 2 Our Farm and Environment

In this theme, you will learn about the importance of farming, food crops, cash crops, Organic farming, transportations, and waste management. The topics are built up based on your previous knowledge that focus on source of the problems and how to manage them.

There are some interesting comic strips. It is added to enhance your reading skills and make lessons more interesting. It will also reinforce your numeracy and reading skills.

### General Objectives

By the end of the lesson, you will be able to:

1. learn about the organic farming, cash crop and food crops.
2. learn and tell the kind of transportation used for different purposes.
3. learn about the waste management.

### Topics included:

30. Farming
31. Transportation
32. Travel
33. Waste Management

## Topic 30: Farming



### Learning Objectives

By the end of the lesson, you will be able to

1. read and talk about the importance of farming.
2. list down the food crops and cash crops grown in your community
3. explain the benefits of organic farming.
4. apply the concept of place value of numbers.
5. apply the concept of addition, subtraction and division to solve word-problems



### Activity 1: Reading

#### Farming

Sit in pairs and read the following words giving importance to the vowel sounds. Then read the text on farming with correct pronunciation.

crops people on farm seeds tools milk cheese  
food cash ill-effects good

#### Farming in Bhutan

Farming is growing crops, fruits and rearing animals. Since most of the people in our country depend on farm for their livelihood, the Ministry of Agriculture encourages and helps our farmers in many ways.

The lives of farmers have improved a lot with the use of new farming tools and improved variety of seeds. Our farmers do mixed farming. That is, they rear animals and grow crops and fruit trees. They rear animals mainly for milk, from which they make butter and cheese. Animals are also kept for meat and manure. Our farmers grow food crops, cash crops and fruits for themselves and for sell.



## Organic Farming

Organic farming is growing crops, fruits and vegetables, using locally available manure like animal dung and compost. In this type of farming, chemical fertilizers and pesticides are not used. Organic farming is becoming very popular around the world as people have started to know the ill-effects of eating food that is grown using chemical fertilizers and pesticides. The Ministry of Agriculture and Forests helps farmers to grow organic crops and vegetables by giving them trainings, tools and seeds.



## Activity 2: Listening and Speaking

### Farming Methods

Discuss how farming can be made easier and profitable.



## Activity 3: Writing

### Farming

Answer the following questions

1. How do people in your community help each other in farming?
2. What are the benefits of organic farming?
3. Make a list of the food crops and cash crops grown in your community.
4. What types of work do the people in your community do? Write a short paragraph about it



# Unit Three



## Activity 4: Reading

### Numbers

5100	5200	5300	5400	5500
5600	5700	5800	5900	6000
6100	6200	6300	6400	6500
6600	6700	6800	6900	7000
7100	7200	7300	7400	7500
7600	7700	7800	7900	8000
8100	8200	8300	8400	8500
8600	8700	8800	8900	9000
9100	9200	9300	9400	9500
9600	9700	9700	9800	10000



## Activity 5: Writing

### Income

Read the text given below and answer the questions that follow.

Ap Kencho and Aum Kesang have an orchard where they grow different variety of fruits. They have four grown-up children who help them with the work in the orchard. The following table shows different type of cash crops sold by Aum Kesang and her husband in a year.

Cash crops	Quantity	Price per box	Total amount
Apples	10 boxes	Nu. 300	Nu. 3000
Oranges	15 boxes	Nu. 250	Nu. 3750
Cardamom	5 kg	Nu. 500	Nu. 2500

1. Find the price difference between apples and cardamoms.
2. How much is the total income from their farm?
3. Ap Kencho and his wife kept Nu. 3250 as their savings and shared the remaining money among their four children. How much money did each child get?



### Activity 6: Reading

#### Place value

**Place value** is the value of each digit in a number. The place value of a number is the value represented by a digit in a number based on its position in the number. For example, the 7 in 3724 represents 7 hundreds, or 700; however, the 7 in 7200 represents 7 thousands or 7000.

A **place value chart** is a diagram that helps us to find and compare the place value of the digits in numbers through millions. The place value of a digit in the place value chart increases by ten times as we shift to the left and decreases by ten times as we shift to the right.

- Numbers are written in groups of three digits to make the numbers easier to understand and read. Each group of three digits is called a period.

For example; 123,010,423. “one hundred twenty three million, ten thousand, four hundred twenty-three.



### Activity 7: Writing

Write the given numbers in the place value tables. First one is done for you.

1. 8920

Thousands	Hundreds	Tens	Ones
8	9	2	0

2. 3781

Thousands	Hundreds	Tens	Ones

3. 8719

Thousands	Hundreds	Tens	Ones

# Unit Three

4. 320,400,000

Millions			Thousands			Ones		
Hundred	Ten	One	Hundred	Ten	One	Hundred	Ten	One

5. 252,000,040

Millions			Thousands			Ones		
Hundred	Ten	One	Hundred	Ten	One	Hundred	Ten	One

6. 1,200,104,032.

Billion	Millions			Thousands			Ones		
	Hundred	Ten	One	Hundred	Ten	One	Hundred	Ten	One

7. 3,235,999,999

Billion	Millions			Thousands			Ones		
	Hundred	Ten	One	Hundred	Ten	One	Hundred	Ten	One

## Topic 31: Transportation



### Learning Objectives

By the end of the lesson, you will be able to

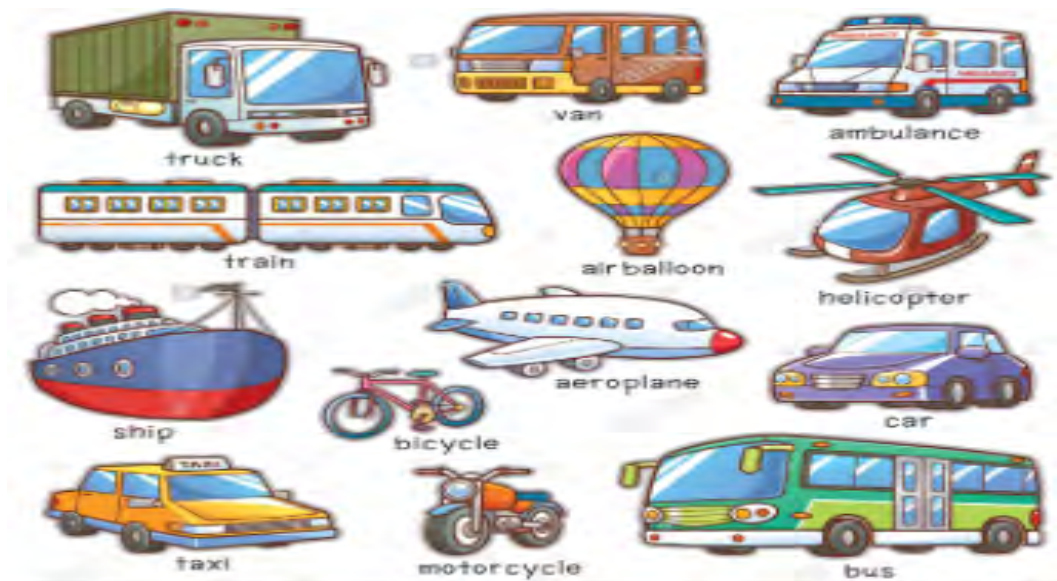
1. name at least five different modes of transportation in Bhutan.
2. tell the kind of transportation used for different purposes.
3. write two to three paragraphs on the need of transportation.
4. use tenses (past/present/future) correctly.



### Activity 1: Reading and Writing

#### Transportation

Look at the picture and fill up the table that follows with your partner.



Copy the table given below in your notebook and list the above according to their category- Land, air and water. An example is given.

Land	Air	Water
Truck	Air balloon	Ship



## Activity 2: Reading

### Sight Words

transportation movement pilgrimage development agriculture  
industries education connectivity

## Transportation

Transportation is a means of travelling or carrying things from one place to another. People use transport for trade, education, health and pilgrimage. Transportation has helped in the development of the trade, industries, education, health and agriculture.

Different modes of transport system are land, air and water transport.

### Land Transport

The movement of people, animals and goods from one place to another on land is called land transport. In the past people walked, carried loads and used animals to transport goods. After the introduction of modern transport people started using different types of vehicles for transportation.

Two types of land transport are road and railways. Road transport is the most important mode of transport in Bhutan. Animals like horses and yaks are still used to transport goods in those places where there is no road connectivity.



car



truck



horse



bus



train

## Air Transport

Transport of people and goods by airplanes and helicopters is called airtransport. Air transport is the fastest mode of transport.

Paro airport is an international airport. Druk Air and Bhutan Airlines provide international services and flies to Bangladesh, India, Nepal, Singapore and Thailand. Domestic airports at Bumthang, Gelephu and Yonphula, were established to enhance the air transport in the country.



air plane



helicopter



rocket

## Water Transport

Transport of people and goods by boats and ships over a water bodies is called water transport. Use of water transport is minimum in Bhutan as the rivers are very narrow and small for transportation. However, large rivers like Manas and Punatsang Chhu are sometimes used for transportation.



Boat



Cruiseship

Answer the following questions in short sentences.

1. List down three modes of transportation.
2. How did people travel in the past?
3. Which is the fastest mode of transportation?
4. Which mode of transportation is common in Bhutan?



## Activity 3: Reading

### Tenses

Read the following text about tenses.

Tenses are essential features of English language. It shows an action or state in relation to the time of speaking/writing. The concept of tenses in English is a method that we use to refer to time-past, present and future.

Verb	Past tense	Present tense	Future tense
Play	He played basketball yesterday.	He plays basketball.	He will play basketball.
Dance	Children danced at the celebration.	Children dance beautifully.	Children shall dance at the celebration.
Love	Mum loved her child.	Mom loves her child.	Mom will love her child.
Sing	She sang a song at the party.	She sings every day.	She will sing in the future.
Drink	She drank alcohol.	She drinks alcohol.	She will drink alcohol.



## Activity 4: Writing

### Tenses

Copy the statement below in your notebook and write the correct form of tense.

1. She \_\_\_\_\_ (go/went/will go) to Bangkok last year by Druk Air.
2. People living in Lunana \_\_\_\_\_ (walk/walked/will walk) to Gasa.
3. Dozer \_\_\_\_\_ (pave/paved/will pave) motor roads.
4. People in the past \_\_\_\_\_ (ride/rode/will ride) on horses to travel.
5. In the future, Bhutanese \_\_\_\_\_ (travel/travelled/ will travel) to moon by rocket.
6. Zhabdrung Ngawang Namgyel \_\_\_\_\_ (walk/walked/will walk) through Laya to Gasa.
7. My father \_\_\_\_\_ (work/worked/will work) in Australia last year.
8. I \_\_\_\_\_ (live/ lived/ will live) in Samtse before.
9. Bicycles \_\_\_\_\_ (are/were) eco-friendly.
10. Grandson \_\_\_\_\_ (help/helped/will help) his grandfather at the bus station yesterday.



## Topic 32: Travel



### Learning Objectives

By the end of the lesson, you will be able to

1. read a simple dialogue with correct intonation.
2. converse appropriately while travelling through bus.
3. use adjectives to describe a place.



### Activity 1: Reading and Writing

#### Travel Conversation

Read the dialogue given below.

#### Dialogue 1: At the bus station

Mrs. Wangmo is at the bus station in Thimphu. She is going to Paro. At the station she meets Uncle Dawa. They have a short conversation.



Hello, Uncle!  
Where are you going?

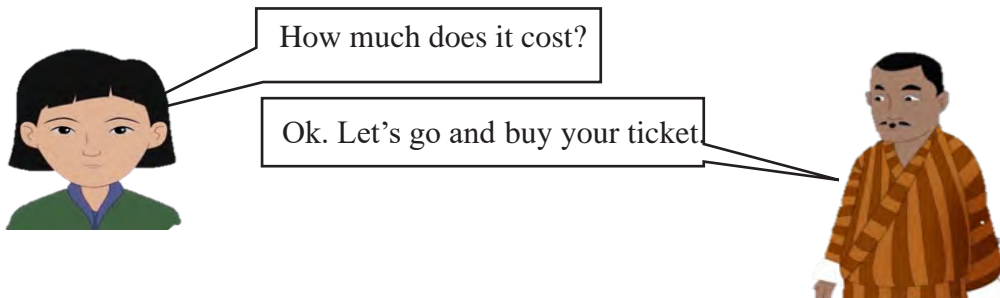
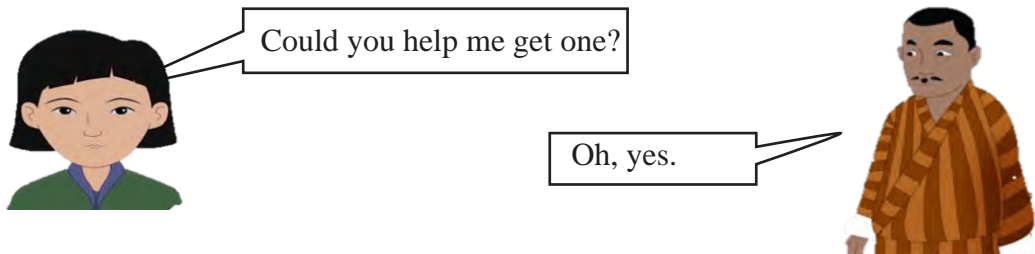
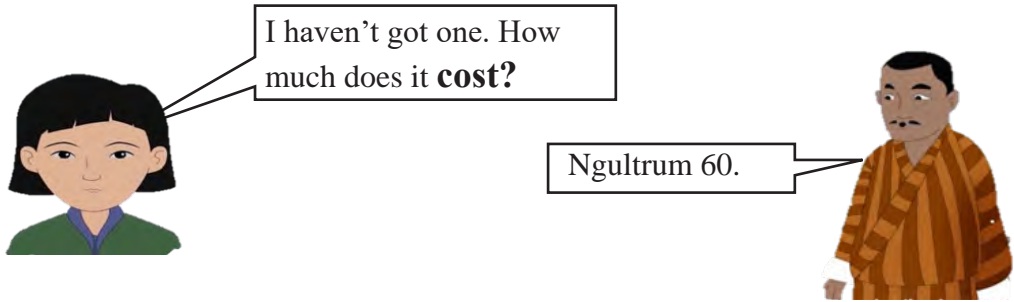
Hello Wangmo.  
I'm going to Paro. What about you?



I'm going to Paro too.  
Did you get the ticket?

Oh, yes.





Copy the questions below in your notebook and complete them.

### Fill in the blanks

1. Mrs. Wangmo is going to P\_\_\_\_\_.
2. The ticket to Paro costs \_\_\_\_\_ Ngultrums.
3. Uncle Dawa helped Mrs. Wangmo to get the t\_\_\_\_\_.

### Write TRUE or FALSE

1. Mrs. Wangmo doesn't know Dawa. \_\_\_\_\_
2. Dawa paid for Mrs. Wangmo's ticket. \_\_\_\_\_



## Activity 2: Reading and Speaking

### Conversation at a Ticket Counter

Divide yourselves into groups and do a role-play of Aum Tshoki and Ap Dorji. Ap Dorji is a ticket collector and Aum Tshoki is a woman who wants to buy the ticket.

### Dialogue 2: At a bus station counter



## Ticket counter

Aum Tshoki wants to go to Mongar. She is at the bus counter to buy a ticket. She wants to buy a ticket. She talks to Dorji who sells bus ticket.

**Aum Tshoki:** Excuse me, can you tell me when does the next bus to Mongar leave ?

**Dorji:** Yes, at six o'clock sharp in the morning. Do you want a ticket?

**Aum Tshoki:** Sure, thank you.

**Dorji:** A one way or a return ticket?

**Aum Tshoki:** One way ticket, please.

## On the bus

**Aum Tshoki:** Do you mind if I open the window and I sit here, Sir?

**Mister:** No, not at all.

**Aum Tshoki:** Thank you. When does it arrive in Mongar?

**Mister:** Day after tomorrow, around three o'clock in the afternoon, I hope.

**Aum Tshoki:** Does this bus stop in Bumthang?

**Mister:** I think so.

**Ticket collector:** Tickets, please! Tickets and monthly passes, please! Can I see your ticket, Sir?

**Aum Tshoki:** Here it is. Is it OK?

**Ticket collector:** Let's see, yes, it is valid. Thank you!

**Mister:** I get out here. Have a nice day!

**Aum Tshoki:** Thank you, Same to you.

**Ticket collector:** Here is the end of today's journey. Please collect all your personal items and luggage. Thank you.



## Activity 3 : Writing

### Adjectives

Imagine Aum Tshoki is at your place. Develop a dialogue between you and Aum Tshoki talking about your village. Describe your village using adjectives and show them in your dialogue by underlining them. An example is given below:

Title: Aum Tshoki in Dop-Shari, Paro

Aum Tshoki: Wow! Dop-Shari is a beautiful place.

Me: Yes, it is not just beautiful but also peaceful.

### Topic 33: Waste Management



#### Learning Objectives

By the end of the lesson, you will be able to

1. explain what is waste management and why is it important.
2. identify the source of different kinds of wastes.
3. describe how to reduce, reuse and recycle wastes.



#### Activity 1: Listening, Speaking and Writing

#### Disaster Management

Let us discuss



Look at the picture above and share your thoughts with your friends.  
The following questions should help you.

- 1) Where do these wastes come from? E.g. home, office, farm etc.
- 2) What can we do with these wastes?
- 3) What can we do to make sure that this kind of things is not seen in our community?



## Activity 2: Reading

### Waste Management

waste	problems	management	reduce	reuse
recycle	throw	rag	material	product.

#### Waste Management

Objects that we no longer use or are useful to us are generally understood as **waste**. That is why we throw it away. As each one of us throw away the things we do not need, they become a problem for us. So, it is very important where we throw away the waste. Knowing what to do with the wastes and carrying it out is waste management.

One of the best ways of managing our waste is to practice the 3 Rs of waste management – **Reduce, Reuse and Recycle**

**Reduce** means to create less waste. Making less waste means there is less to throw away. For example, when you go for shopping take your own bag.

**Reuse** means finding new ways of using old or unwanted things that you would throw away. For example, your child has grown up and his old clothes or shoes no longer fit him or her. Give them away to those who need them. Another simple example is to use an old towel as a cleaning rag.

**Recycle** is to change an old or waste material into a new product. Old tin cans, bottles cardboard boxes and newspapers are collected and taken to factories where they are turned into new products.



## Activity 3: Writing

Answer the questions in your notebook and share with friends.

- 1) Write your understanding of the 3 Rs of waste management with examples.
- 2) Steps I will take to reduce waste in my house.

## Unit Three

### Theme 3 Health, Hygiene and Nutrition

Maternal health is the health of women during pregnancy, childbirth and postpartum period. Maternal health care services are antenatal care (ANC), delivery care and postnatal care (PNC) services. This theme will help you build more on your knowledge for Maternal Health Care and lifestyle diseases. Each lesson will provide you a lot of opportunity to read, discuss and write on the important issues related to pregnant mothers. It will also help you develop your computing skills which you need in your daily life.

#### General Objectives:

By the end of the lesson, you will be able to:

1. read and talk about pre-natal care and its importance.
2. engage in longer conversation using correct intonation.
3. read a range of text, interpret information and make connection with life.
4. identify food that pregnant mothers must eat for a balance diet.
5. tell and write symptoms of early pregnancy.
6. read the numbers from 10,000 to 50,000.

#### Topics included:

34. Maternal Health Care
35. Lifestyle Diseases

## Topic 34: Maternal Health Care



### Learning Objectives

By the end of the lesson, you will be able to

1. tell the concept and definition of the maternal health, prenatal, antenatal and postnatal care.
2. identify food that pregnant mothers must eat for a balance diet.
3. tell and write symptoms of early pregnancy.
4. read and write foods that pregnant mother should avoid.
5. read the numbers from 10,000 to 50,000wastes.



### Activity 1: Reading and speaking

Maternal	health	prenatal	postnatal	antennal	symptoms
fatigue	Nausea	caffeine	spotting	cramping	

### Maternal Health Care

Maternal Health is the health of women during pregnancy, childbirth and the postpartum period. Antenatal Care (ANC), Delivery Care (DC) and Post Natal Care (PNC) are three types of maternal health care services.

Prenatal care is the health care you get while you are pregnant. It includes your checkups and prenatal testing. Prenatal care can help mother and the baby to be healthy and sort out health problems.

Postnatal care is defined as a care given to the mother and her newborn baby immediately after the birth of the placenta and for the first six weeks of life.

Antenatal care is the care you get from health professionals during your pregnancy. It's sometimes called pregnancy care or maternity care.

Symptoms of early pregnancy are missing period, frequent urination, swollen or tender breasts, fatigue, nausea with or without vomiting, light spotting and cramping, bloating and mood swings.



# Unit Three

## Pregnant mother should have the following foods:

- Beans
- Pulses
- Fish
- Eggs
- Meat (but liver should be avoided)
- Poultry products
- Nuts
- fruits



## Foods to be avoided by pregnant mother:

- high mercury fish (shark, tuna, swordfish, marlin)
- undercooked or raw fish
- undercooked, raw and processed meat
- raw eggs
- organ of meat
- caffeine
- raw sprouts
- unwashed produce
- unpasteurized milk, cheese and fruit juice
- processed junk food
- alcohol



## Activity 2: Writing

Read and match column A and column B

Column A	Column B
1. Maternal health	a. care you get from health professionals during pregnancy. It's sometimes called pregnancy care or maternity care.
2. Prenatal care	b. missing period, frequent urination, swollen or tender breasts, fatigue, nausea with or without vomiting, light spotting and cramping, bloating and mood swings.
3. Postnatal care	c. health care you get while you are pregnant and includes checkups and prenatal testing. It helps mother and the baby to be healthy and sort out health problems.

4. Antenatal care	d. care given to the mother and her newborn baby immediately after the birth of the placenta and for the first six weeks of life.
5. Symptoms of early pregnancy	e. health of women during pregnancy, childbirth and the postpartum period. Antenatal Care (ANC), Delivery Care (DC) and Post Natal Care (PNC) are three types of maternal health care services.



### Activity 3: Writing

Read and answer the questions by discussing with your partners

1. what are the symptoms of early pregnancy?
2. What is maternal health?
3. What is prenatal health?
4. What antenatal health?
5. What postnatal health?
6. What diets should be taken by pregnant mothers?
7. What are the diets to be avoided by pregnant mother?
8. Why is the prenatal care important



### Activity 4: Reading

Read the numerals from 10,000 to 10,152

10,001	10,002	10,003	10,004	10,005	10,006	10,007	10,008	10,009	10,010
10,011	10,012	10,013	10,014	10,015	10,016	10,017	10,018	10,019	10,020
10,021	10,022	10,023	10,024	10,025	10,026	10,027	10,028	10,029	10,030
10,031	10,032	10,033	10,034	10,035	10,036	10,037	10,038	10,039	10,040
10,041	10,042	10,043	10,044	10,045	10,046	10,047	10,048	10,049	10,050
10,051	10,052	10,053	10,054	10,055	10,056	10,057	10,058	10,059	10,060
10,061	10,062	10,063	10,064	10,065	10,066	10,067	10,068	10,069	10,070
10,071	10,072	10,073	10,074	10,075	10,076	10,077	10,078	10,079	10,080
10,081	10,082	10,083	10,084	10,085	10,086	10,087	10,088	10,089	10,090
10,091	10,092	10,093	10,094	10,095	10,096	10,097	10,098	10,099	10,100
10,101	10,102	10,103	10,104	10,105	10,106	10,107	10,108	10,109	10,110
10,111	10,112	10,113	10,114	10,115	10,116	10,117	10,118	10,119	10,120
10,121	10,122	10,123	10,124	10,125	10,126	10,127	10,128	10,129	10,130
10,131	10,132	10,133	10,134	10,135	10,136	10,137	10,138	10,139	10,140
10,141	10,142	10,143	10,144	10,145	10,146	10,147	10,148	10,149	10,150
10,151	10,152								

## Topic 35 : Life Style Diseases



### Learning Objectives

By the end of the lesson, you will be able to

1. tell the name of three lifestyle diseases.
2. differentiate four types of diabetes.
3. name four types of cerebrovascular diseases.
4. read and write symptoms of lifestyle diseases.
5. read and write four preventive measures of lifestyle diseases.



### Activity 1: Reading and speaking

#### Life Style Diseases

Lifestyle disease obesity hyperglycemia hyperlipidemia  
coronary Diabetes cerebrovascular chronic angina  
peripheral arterial Rheumatic congenital pulmonary  
embolism anxiety blurr

#### Life Style Disease

**Lifestyle disease:** A disease associated with the way a person or group of people lives. Lifestyle diseases include heart disease, stroke, diabetes and atherosclerosis. It is associated with smoking, alcohol and drug abuse.

**Causes of lifestyle disease:** It is caused by excessive use of alcohol, bad food habits, eating and smoking tobacco, lack of physical exercise or activity, wrong body posture and work-related stress.

Due to lack of physical exercise, excessive use of alcohol, smoking and stress, it results to:

1. Increased blood pressure
2. Obesity
3. Increased blood glucose levels or hyperglycemia
4. Increased levels of fat in the blood or hyperlipidemia

**Three main types of lifestyle diseases are:**

1. Coronary Heart Disease
2. Cerebrovascular disease
3. Diabetes

**1. Coronary Heart Disease (CHD):** is chronic heart disease characterized by a reduction or blockage in the flow of oxygen-rich blood to the heart muscle leading to:

- o Angina – chest pain caused by lack of flow of blood to the heart
- o Heart attacks – caused when the blood flow to the heart is suddenly but completely blocked
- o Heart failure – the failure of the heart to pump blood properly to the rest of the body

**2. Cerebrovascular disease (strokes and TIAs):** Cerebrovascular disease is the disease of blood vessels supplying blood to the brain. Mini stroke happens when the blood supply to the brain is blocked temporarily.

The acronym FAST is the symptoms of a stroke:

- a. **Face:** Face drooping on one side is the most common visible symptom, followed by dropping of mouth or eye.
- b. **Arms:** Weakness or numbness in one or both arms don't allow a person to raise both of his or her hands up and hold them there.
- c. **Speech:** Slurred or garbled speech or no speech.
- d. **Time:** Need to seek emergency services if there is any of these symptoms.

**Other symptoms include:**

- i. Blurred or complete loss of vision in one or both eyes
- ii. One-sided weakness or numbness of the body
- iii. Sudden memory loss or confusion
- iv. Sudden dizziness combined with any of the above-mentioned symptoms can be a definite sign

**a. Peripheral arterial disease** is a disease of blood vessels that supplies blood to arms and legs which happens when there is a blockage in the arteries passing to the limbs.

**Symptoms are:**

- a. Dull or cramping pain that gets worse with walking and better with rest
- b. Hair loss on the limbs
- c. Numbness or weakness in the limbs
- d. Persistent ulcers on the legs and feet

**b. Rheumatic heart disease** is characterized by damage of the heart muscle and heart valves due to rheumatic fever (caused by streptococcal bacteria). Some of the most common symptoms are fever and painful, tender joints.

**c. Congenital heart disease is caused by** malformations of heart structure existing from birth. The problem can range from a small hole in the heart to a more severe problem such as a defective heart muscle.

Common symptoms are shortness of breath, having trouble exercising, bluish tint on the skin, fingernails and lips.

**d. Pulmonary embolism due to deep vein thrombosis (DVT)** are blood clots found in the veins of the legs. Blood clots can dislodge and move to the heart and lungs causing pulmonary embolism.

Symptoms include:

- a. Chest pain – may get worse with deep breaths
- b. Sudden shortness of breath
- c. Sudden cough or coughing up blood
- d. Anxiety
- e. Light-headedness and fainting

### 3. Diabetes

Diabetes is a metabolism disorder that affects the way the body used food for energy and physical growth.

Four types of diabetes:

1. Type 1 diabetes is caused by an autoimmune reaction which mistakenly attacks and kills the beta cells in pancreas that produces insulin.
2. Type 2 diabetes is the most common diabetes in the world and is caused by modifiable behavioral risk factors. It happens when pancreas are not able to produce required insulin and as result leads to high bold pressure.
3. Gestational occurs during pregnancy when insulin blocks hormones.
4. Pre-Diabetes - serious health condition where blood sugar levels are higher than normal,

**Symptoms of diabetes are:**

1. excessive thirst and hunger
2. frequent urination
3. drowsiness or fatigue
4. dry, itchy skin
5. blurry vision
6. slow-healing wounds

**Preventive measures of Cardio Vascular Disease:**

1. Stop smoking
2. Have a balanced diet with plenty of fiber
3. Exercise regularly (>150 minutes of aerobic activity per week)
4. Maintain a healthy weight and body mass index (BMI below 25)
5. Cut down on alcohol (<14 alcohol units per week)
6. Aspirin and anti-platelet therapy



## Activity 2: Writing

### Life Style Diseases

Match column A and column B

Column A	Column B
1. Type 1 diabetes	a. Caused due to high blood sugar level
2. Type 2 diabetes	b. Caused by insulins blocking hormones
3. Gestational diabetes	c. Caused by modifiable behaviors
4. Pre-diabetes	d. Caused by an autoimmune reaction



## Activity 3: Writing

### Symptoms of Diseases

Write the symptoms for each type of disease.

1. Coronary heart disease.....
2. Cerebrovascular disease.....
3. Cardiovascular disease.....
4. Peripheral arterial disease.....
5. Rheumatic heart disease.....
6. Congenital heart disease.....
7. Pulmonary .....
8. Diabetes .....



## Activity 4: Writing

### Life Style Diseases

Read and answer the questions

1. Write three main types of lifestyle disease.
2. Name four types of diabetes.
3. Write three main behavioral preventive measures for cardiovascular disease.
4. Write the acronym of FAST in cerebrovascular disease.

## Theme 4 My Country

We are all Bhutanese, but just calling ourselves Bhutanese is not enough. There are many things that we need to know so that we become responsible citizens of our country. In this theme, we will read and learn about democracy, citizenship, voting rights and duties that each one of us have as citizens of this country.

Further, you will be learn how to fill up different information in various forms and learn how to use G2C services online.

### General Objectives

By the end of this theme, you will be able to:

1. talk about the fundamental rights and duties of Bhutanese citizens.
2. talk about a voter's rights and duties.
3. read and interpret the information on the rights of the child.
4. list what you can do as a parent to protect the rights of the child.
5. critically respond to topics on the rights of the child.
6. solve word problems involving division.

### Topics included:

36. Democracy
37. Citizenship Voting
38. The Rights of the Child
39. Filling up Forms

## Topic 36: Democracy



### Learning Objectives

By the end of the lesson, you will be able to

1. use appropriate vocabulary to talk about democracy in Bhutan.
2. read and write simple and correct sentences.
3. write and use punctuation marks.
4. share the fundamental rights and duties of Bhutanese citizens.



### Activity 1: Reading

#### The Constitution of Bhutan

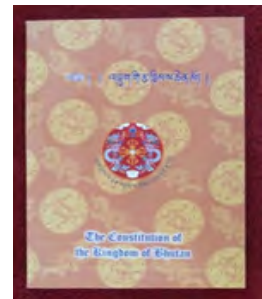
constitution	prime minister	election	democratic	happiness
sovereignty	pledges	solemn	justice	liberty
democracy	system	representative	monarchy	aspiration
government	opposition	president	nominate	monitor

Read the passage given below.

#### Constitution (Chhatrim Chhenmo) of Kingdom of Bhutan

The King, Country and the People of Bhutan adopted the Constitution of the Kingdom of Bhutan in 2008. The framing and the adoption of the constitution was initiated by the fourth Druk Gyalpo Jigme Singye Wangchuck. The Constitution is important as it ensures the peoples sovereignty, liberty, justice, happiness and well-being, among others.

It guarantees certain rights to every citizen. With rights, every individual has certain responsibilities and duties towards the nation to promote common welfare. According to the constitution, Bhutan is a Democratic Constitutional Monarchy. It means that the Head of the State or the country is the Druk Gyalpo, and the head of the government is the Prime Minister who is elected by the people after every five years.







## Activity 2: Writing and Speaking

### Fundamental Rights

1. In pairs, write down 3 Rights that you enjoy as a citizen, and 3 responsibilities that you carry out as a citizen.
2. Share your list with others, and listen while others share their ideas. Take notes to agree or disagree during the discussion.



## Activity 3: Reading

Read the passage given below.

### Democracy

Democracy is a system in which the government is formed by the elected representatives of the people. Bhutan was ruled by our kings for almost one hundred years. This system of government is called Monarchy. In 2008, Bhutan changed its form of government from monarchy to democratic constitutional Monarchy. Now our King is the head of State, and the Prime Minister is the head of government.

Since the government is formed by the elected representatives, it is the responsibility of every citizen to participate in the elections. Citizens must elect the best and the most capable person to represent them. Therefore, it is important for the citizens to know very clearly the process of elections in a democratic system.

The citizens must question or support the government to perform their duties to benefit the people. The success of the government will depend largely on how well the people monitor and support the government's performances.



### Elections

Parliamentary election and Local Government election are the two types of elections that take place in our democratic system.



## **The building that houses the Parliament**

Parliament election are of two types, National Council elections and National Assembly elections .

### **National Assembly**

To have a fair and just representation of people in the government, our dzongkhags are divided into constituencies. Some dzongkhags have five constituencies while others have two based on the size and the population in the dzongkhag. At present there are 47 constituencies. The main function of the National Assembly is to make laws for our country.

For the National Assembly election, different parties are formed. The parties must be approved by the Election Commission of Bhutan. The following are the process of forming the government:

- Firstly the parties have to participate in a primary election.
- The two parties who win in the primary round can participate in the general election.
- The winning party (party with majority votes) in the general election forms the government.
- The losing party (party with less elected candidates) forms the opposition.
- The President of the winning party becomes the Prime Minister of the country.

### **National Council**

The National Council consists of twenty-five members. Twenty (one from each dzongkhag) are elected while five are appointed by the King. The National council reviews the national plans and policies. They ensure that whatever the government does is in the interest of the people of Bhutan.

## Unit Three

### Local Government Elections



Local Governments are elected bodies to represent the interests of the local communities and to fulfil their aspirations and needs. *Gewogs*, *thromdes* and *chiwogs* form the Local Government. There are 205 *gewogs*, 4 *thromdeys* and 1044 *chiwogs* (2011) in Bhutan. The *gewog* is divided into *chiwogs*. The number of the *chiwogs* depends upon the size and population in the *gewog*. The *gewog* is headed by the *Gup*. He is supported by the *mangmi* while the *chiwog* is represented by the *tshogpa*. All of them are elected members.



#### Activity 4: Writing

Read, copy and write TRUE or FALSE.

1. There are 47 members in the National Assembly. [            ]
2. Tshogpon is the Head of the National Council. [            ]
3. Gup is the Head of the gewog. [            ]
4. Five members of the National Council are nominated by the King. [            ]
5. Our King is the Head of our Government. [            ]



#### Activity 5: Writing

Fill in the blanks

1. \_\_\_\_\_ is the head of the National Assembly.
2. There are 1044 \_\_\_\_\_ in Bhutan.
3. The main function of the National Council is to \_\_\_\_\_ government policies.
4. \_\_\_\_\_ is the head of the government.
5. A chiwog is headed by a \_\_\_\_\_.



## Activity 6: Writing

### Democracy

Let us write answers to these questions

1. How many constituencies do we have in Bhutan?
2. Who is the Head of our Government?
3. How many members are there in the National Council?
4. How many gewogs are there in Bhutan?
5. Write the name of your gewog and chiwog.
6. What is the main function of the National Assembly?

## Topic 37: Citizenship Voting



### Learning Objectives

By the end of the lesson, you will be able to

1. read and talk about a voter's rights and duties.
2. read and explain the result of an election and share the information with others.
3. write a simple personal letter to convey ideas of democracy.
4. critically respond to others' ideas with respect.
5. write a paragraph on citizenship making connections with your life.
6. write and use punctuation marks.



### Activity 1: Listening and Speaking

#### Voting

Discuss

Answer these questions on your own first, and share with your partner and the whole class.

1. What do you know about voting?
2. How many times have you cast your vote? Where and when?
3. How did you decide which person to vote for?
4. What else do you want to know about voting?



### Activity 2: Listening and Speaking and Reading

#### Voting

Kezang and Dorji live in Yadi, Mongar. They come across each other on the road and start talking. Let us read what they have to say to each other.



Hello, Dorji. Where are you going?

I am going to Thimphu.





No. I just want to visit my relatives.

Why? Any work?



Why now? The local government election is coming up. Don't you want to cast your vote?



No. My single vote will not make any difference. Moreover, I do not know any of the candidates.



I don't think so!

Why? there are hundreds of others who will vote. I don't think a few votes will make a difference.



Oye, Dorji, think! If everyone thinks like you, there will be very few voters. The government spends a lot of money to help us choose our own leader. A good leader will help us progress.



Dorji, even one vote makes a difference. It is our duty to vote for the right person.

## Unit Three

I am not so sure. After all, I live my own life. They cannot solve any of my problems.



You are thinking only about yourself. As a responsible citizen, we must choose the right person who will serve the community in the best manner



Whom do you call a 'right' person? Is it somebody who is rich or educated?



No! We should choose a person who is not only educated and hardworking, but also someone who understands our problems and can look after our needs and welfare.



Oh, now I understand. Thank you Kezang. I will visit my relatives only after the election. I shall certainly cast my vote.



### Activity 3: Listening and Speaking

#### Discuss

1. What kind of a person should a good leader be?
2. Dorji says, 'I live my own life. They cannot solve any of my problems.' What do you think about what he said?



### Activity 4: Reading and writing

#### Tenses

Complete the table below.

Present tense	Past tense
make	
	chose
	learned
vote	
say	
	looked



### Activity 5: Reading

#### Informal letter

Informal letter is a type of letter you write in a casual manner to someone you know, for example, a friend or a family member. Your letter should consist of an address, date, salutation, content of letter in paragraphs and closing with your signature or name.

A sample of informal letter is given below. Discuss the format and content with your instructor and friends.



## Unit Three

### Informal letter writing format

Dop Shari

Shari **Sender's Address**

Paro

10 October 2021 **Date**

Dear Jigme, **Salutation**

How are you? Hope this letter finds in good health. I am happy to receive your letter recently. I am busy harvesting my paddy here. From your letter, I have learned about your interest to visit holy places. **Introduction**

I want to talk to you about our winter pilgrimage plan. There is a man who takes people to different places for pilgrimage. This winter he is going to Singay Dzong. We have to pay Nu. 23,000. This package includes your fee for the ten day's journey, lodge and food. **Body**

Please do reply soon and let me know your response on this matter. If you are going to join, I will have to inform and make the payment at the earliest so that we don't miss the opportunity. **Conclusion**

Your friend,

Yangchen



### Activity 6: Writing

#### Informal letter

1. Write a letter to your friend in America. In your letter, write about our country's democracy. In writing the letter, use the template in your notebook.
2. Soon there is going to be an election in your locality. Write a letter to your brother who lives away from home. Ask him to come for the upcoming election. Tell him how important it is to vote. On an envelope write your brother's address correctly.

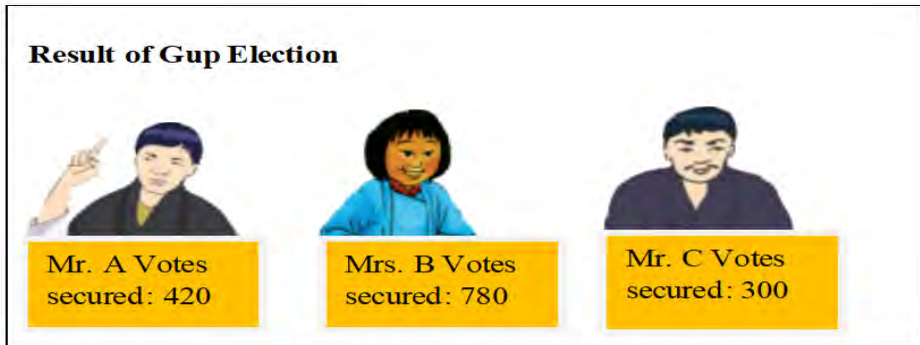


## Activity 7: Reading and Speaking

### Local Government Elections

Count

In the recent local government election, people of Ngatshang, Mongar, came to vote for three candidates A, B, and C. The following is the result of the election



Use the information on the result board to answer the following questions.

1. Who won the election?
2. Who got the least vote?
3. How many people came to vote?
4. Can you calculate the percentage of the voter turnout if the total registered voter is 2500?



## Activity 8: Reading and Writing

Read each statement and say whether it is 'TRUE' or 'FALSE'.

1. Citizens above 18 years of age have the right to vote.
2. If at least two members from your family are participating in the voting, it is not necessary for you to vote.
3. Good leaders are those who can speak very well in public.
4. A gup should be an understanding person.
5. It is a must for all the family members, above 18 years, to vote.
6. Choosing the right leader will lead to the development of our village.

## Topic 38: Rights of the Child



### Learning Objectives

By the end of the lesson, you will be able to

1. read and interpret the information on the rights of the child.
2. list what you can do as a parent to protect the rights of the child.
3. critically respond to topics on the rights of the child.
4. solve word problems involving division.



### Activity 1: Listening and Speaking

#### Sight words



society	depend	comfortable	rights	malnutrition	environment
---------	--------	-------------	--------	--------------	-------------



### Activity 2. Reading

#### Rights of the Child

Let us read the brochure below on the ‘Rights of the Child

The Rights of the Child	Our Responsibility	The Rights of the Child
<p>The kind of society we will have tomorrow would depend on the kind of care we give our children today. To make our children good citizens we must make sure that our children enjoy their rights. Child’s rights are human rights that make their world safe and comfortable to live in.</p> <p>Some of the rights of the child among others, are:</p> <ol style="list-style-type: none"> <li>1. Right to education. A child should go to school so that he/she grows intellectually.</li> <li>2. Right to health and welfare. A child should have medical care. A child has the right not to die of hunger and not to suffer from malnutrition.</li> <li>3. Right to identity. A child should have a name and nationality that gives the child an identity.</li> <li>4. Right to protection. A child should live in a safe environment, free from all sorts of ill treatment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide education.</li> <li>2. Provide food with enough nutrition.</li> <li>3. Protect children from abuses and ill- treatment.</li> <li>4. Provide health care</li> <li>5. Provide chances to express thoughts and opinions on the decisions that affect them.</li> </ol> <div style="text-align: center;">  </div>	<p><b>Emergency Call no:</b></p> <p><b>Police:113</b></p> <p><b>Hospital:112</b></p> <p><b>NCWC:2334549/ Helpline 1098</b></p> <p><b>Covid-19: 2121</b></p> <p><b>Disaster:999</b></p> <p><b>Elderly care:6060</b></p> <div style="text-align: center;">  </div>



## Activity 3. Reading and Speaking

### Rights of the Child

Read the statements below and explain what it means in your own words.

1. The kind of society we will have tomorrow would depend on the kind of care we give our children today.
2. Provide chances to express thoughts and opinions on the decisions that affect them.
3. How can you ensure your child's right to education? Discuss with your friend and share with the group.
4. In groups, discuss child protection. What are the possible dangers that you need to protect your child from?
5. What are some of the rights of the child? State them.



## Activity 4. Writing

### Responsibilities of the Child

Discuss in your group and write down at least five responsibilities of the child.



## Activity 5. Writing

### Tenses

Copy and write down 5 sentences each in the following chart.

What are you doing just now?	What did you do yesterday?	What are you going to do tomorrow?
I am writing.	I went to the town.	I will go to the Dzong.
I am cooking	I cut the vegetables	I will plant chillies in the afternoon.



## Activity 6: Writing

### Division

Solve the following word problem.

Sonam offered 36,000 butter lamps in a year. How many butter lamps did he offer in a month?

## Topic 39: Filling up Forms



### Learning Objectives

By the end of the lesson, the learner will be able to:

1. tell why it is important to fill up forms accurately.
2. identify the different parts of a form,
3. follow written directions in a document, and
4. fill up various forms accurately.
5. use G2C services to avail online public services.
6. explore and use different apps on their mobile.



### Activity 1. Listening and Speaking

#### Bio-data

What do you think are some of the common details that you might have to write in any kind of form? Let us discuss the parts of a bio-data in detail. Here is some information on what each item means and how to fill it up.

- **Name** – is the most important information in any form. You must make sure that your name is spelt correctly as in your Citizenship Identity Card, for example; Pema Choden
- **Sex** – means your gender, that is, either 'male' or 'female'.
- **Date of Birth** – is the date when you were born. Make sure you write the day, month and year. Your date of birth should be the same as in your citizenship card. Example, 24/08/1970
- **Present Address** — is the address where you are living at present. For example: Rinchenling, Paro, Bhutan
- **Permanent Address**—is the home address where your census is.  
For example: Village – Gamling  
House No. KA – 2- 212  
Thram No: 235.  
Gewog – Tang  
Dzongkhag—Bumthang
- **Nationality**—is the citizenship of a country. For example: Bhutanese, Indian, Japanese, American.
- **CID card No.**—is your Citizenship Identity card number.
- **Spouse**—means your husband or wife. Write the name of your spouse if you are married.
- **Occupation**—is the work you do for a living, for example, farmer, and housewife, teacher, etc.
- **Contact number**—is your telephone or mobile number.



## Activity 2. Writing

### Bio-data Form

Let us fill up the bio data form

Pass port  
photo here

#### PERSONAL BIO-DATA

Date: .....

Name: .....

Sex: .....

Date of Birth: .....

Present Address: .....

Permanent Address:

Village: .....

Gewog: .....

Dzongkhag: .....

House No.: .....

Thram No.: .....

Occupation: .....

Nationality: .....

CID card No.: .....

Marital status: Married/Single .....

Name of Spouse: .....

Occupation of Spouse: .....

Contact No. Tel/mob .....

Name with Signature

# Unit Three



## Activity 3. Writing

### Admission Form

Fill up the School Admission form.

RINCHENGANG PRIMARY SCHOOL  
WANGDUEPHODRANG: BHUTAN  
PP ADMISSION FORM-1

Name of the Child :..... Gender.....

Date of birth as per census: **(MUST)**.....

Nationality: ..... Child Citizenship Card No **(MUST)**.....

Details	FATHER'S DETAILS	MOTHER'S DETAILS
Name		
CID number		
Occupation		
Village		
Gewog		
Dzongkhag		
Contact No:		
Present address		

Permanent Home Address of the child:

Village : .....

Gewog : .....

Dzongkhag. : .....

7. Check list of document to submit with this admission form:

Sl #	Documents	Tick( <input type="checkbox"/> ) if enclosed
1	Filled up admission form	
2	2-Passport photograph	
3	Yellow file	
4	Xerox copy of health card	
5	Census verification certificate <b>(MUST)</b>	
6	Father's CID copy * <b>(MUST)</b>	
7	Mother's CID copy* <b>(MUST)</b>	
8	Letter from employer (civil servants, cooperate employees)	
9	Business license copy(only if residents of Business community, Jatshokha)	
10	If census not registered letter from concerned Gup/census officer.	

Name and Signature

## 7. For School use only:

The above child attains \_\_\_\_\_ years on 15/2/2021. He/she is ELIGIBLE / NOT ELIGIBLE for admission in the formal school as per the admission policy of RPS.

**Verified by:**

Mr. Tshering Wangchuk	Mr. Ugyen Dorji	Mrs. Kinley Lhamo
Mr. Thinley Namgay	Mr. Nidup Dorji	PRINCIPAL

**Activity 4. Writing**

### Cash Withdrawal Form

Most of us use banks to save our money. Sometimes we want to withdraw (take out) money from the bank, and sometimes we want to deposit (put) money in the bank. In order to do that, we have to fill up forms. Let us learn to fill up a Bank Withdrawal Form.

**BOB**  
BANK OF BHUTAN

འབྲུག་གི་དངུལ་འབྲུག་ཚོང་འཛིན།

**BANK OF BHUTAN LIMITED**  
B.O. 212

དངུལ་འོག་འཕྲོག་འགྲུབ་ཀྱི་ཀླུ་མཁའ་

**WITHDRAWAL**

ཡུལ་ཕག་  
Branch

རྒྱུ་ཚེ  
Date

ཚོང་འཛིན་གྱི་འོག་འཕྲོག་འགྲུབ་ཀྱི་རྒྱུ་མཁའ་ Savings A/c. No.		དངུལ་གྲགས་ Nu.
རྒྱུ་མཁའ་འབྲུག་གི་ Account Holder		

དངུལ་དངུལ་གྲུབ་གནང།  
Please pay to me sum of Nu. ....

རྒྱུ་མཁའ་དེ་དེ་གིས་ཚོང་འཛིན་གྱི་འོག་འཕྲོག་འགྲུབ་ཀྱི་རྒྱུ་མཁའ་འོག་འཕྲོག་འགྲུབ་གནང།  
.....by debiting my above SB account.

PAY CASH

\_\_\_\_\_  
ཚོང་འཛིན་གྱི་འོག་འཕྲོག་འགྲུབ་ཀྱི་རྒྱུ་མཁའ་  
Customer's Authorized Signature/Thumbprint

\_\_\_\_\_  
ཚོང་འཛིན་གྱི་འོག་འཕྲོག་འགྲུབ་ཀྱི་རྒྱུ་མཁའ་  
Checked by/Cashier



# Unit Three



## Activity 5. Writing

### Cash Deposit Form

When you deposit money in the bank you might need to give details of the cash denominations, such as how many Nu.100 notes, how many Nu.50 notes, etc. Let us try to fill up a Bank of Bhutan Ltd. (BOBL) deposit form.



..... Branch Date

Please Deposit this Cash/Cheque to SB/CD/RD/Loan A/c.:

of Mr./Mrs. ....

Ngultrums (in words) .....

Cheque / Draft No.	Denominations		Total Amount	
	Nu.	Rs. (✓)	Nu.	Ch.
		1000 1000x		
		400 500x		
		100 100x		
		40 50x		
		20 20x		
		10 10x		
		5 5x		
		Coins		
		<b>Total</b>		

Depositor's Name  
.....  
Contact No.  
.....

Bank's Copy Cashier Manager Depositor's Signature



## Activity 6. Writing

### Loan Application Form



འབྲུག་གོང་འཕེལ་དངུལ་ཁང་ཚད།།

BHUTAN DEVELOPMENT FINANCE CORPORATION LIMITED  
HEAD OFFICE : THIMPHU

**BRANCH OFFICE**

Passport  
Photo

**APPLICATION FORM FOR AGRICULTURAL AND ANIMAL HUSBANDRY LOAN**

**PERSONAL DETAILS**

Name	_____	Date of application	_____
Date of Birth	_____	Father Name	_____
C I.D card No (New)	_____	House No:	_____
Thram No	_____	Thram holder name	_____
Village	_____	Geog	_____
Dzongkhag	_____	Beneficiary Details	_____
Marital Status	_____	Name of Spouse	_____
Contact person Name and Address	_____	Spouse I.D card No	_____

**Past Employment History**

*"The Bank that makes a difference-Let's grow together"*

Post Box: 256 Head office Thimphu  
Phone No: 322579/323425/324687 Fax No: 323428  
Email : bdfc@druknet.net.bt

**MAILING ADDRESS**

Business / Present Address	Permanent Address	Telephone No	
		Mobile No	
		Fax No	

**THE PROPOSED PROJECT**

Please describe the proposed project, including the items to be produced, the service to be provided.

**THE MARKET**

What is the present demand for the product and how is such demand met? What is the rationale for your product to enter the market? What are your competitive advantages? How does the quality of your product compare with competitor products both local and imported? What is your pricing strategy? What is your distribution strategy? Why are you confident that the forecast sales target can be achieved?

*"The Bank that makes a difference-Let's grow together"*

Post Box: 256 Head office Thimphu  
Phone No: 322579/323425/324687 Fax No: 323428  
Email : bdfc@druknet.net.bt



## Activity 7. Writing

### G2C Services

What is G2C e governance?

The goal of government-to-citizen (G2C) e-governance is to offer a variety of ICT online services to citizens in an efficient and economical manner and to strengthen the relationship between government and citizens using technology.

The online services that we can avail **online** are

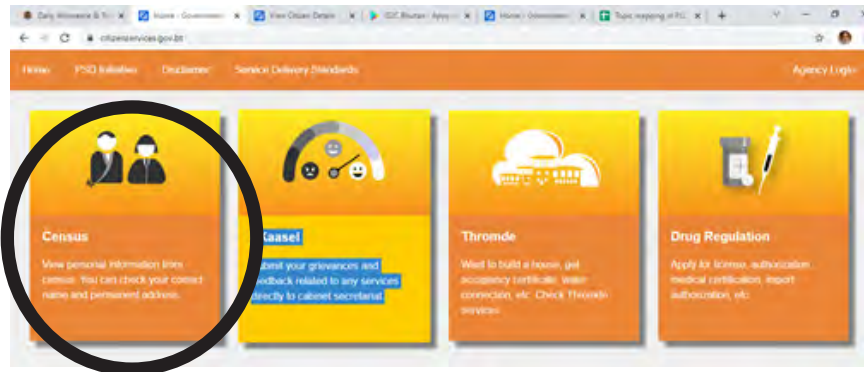
1. Security clearance
2. track application status
3. view guidelines about audit clearance.
4. View personal information from census.
5. You can check your correct name and permanent address.
6. Submit your grievances and feedback related to any services directly to cabinet secretariat.
7. Business services
8. CDB services
9. Passport services
10. Educational services
11. Census Services
12. Thromde Services
13. Drug regulatory services
14. Housing Services
15. Judiciary Services
16. Land Tax Services
17. Online Payment
18. Transport services

### Process of availing the online G2C services

Login <https://www.citizenservices.gov.bt/>

Viewing Your Census Status.

1. Using your cell phone, login and click on the Census  
- <https://www.citizenservices.gov.bt/>



Fill in your CID No and Date of Birth



- Click view Button



- Finally your census status will appear as above.
- Try out exploring more on G2C services

## Theme 5 Financial Literacy

Financial literacy is the ability to understand and effectively use various financial skills, including personal financial management, budgeting, and investing. It is the foundation of your relationship with money.

In this theme, you will learn about digital payment system that are evolving in the country, keeping one's account secured, managing debts and identifying productive and unproductive debts.

General Objectives:

By the end of the lesson, you will be able to:

1. identify different instruments of payment system and use them.
2. discuss significance of debt management
3. explain methods of debt management.

### Topics included:

40. Financial Literacy and Digital Payments
41. Productive Debt and debt Management

## Topic 40: Financial Literacy and Digital Payment



### Learning Objectives

By the end of the lesson, you will be able to

1. define payment system.
2. identify different instruments of payment system and use them.
3. explain digital financial services.
4. explain advantages of digital financial services.
5. use simple digital financial services.



### Activity 1: Reading

#### Sight words

financial	literacy	components	budgeting	investing
borrowing	taxation	reduction	security	indexes
institution	transaction	cheque		mitigation



### Activity 2: Reading

Read and explain.

#### Payment System

Financial institutions provide various payment systems to process and settle payments on behalf of their customers. Payment system is a mechanism of making financial transactions. Payments system is one of the major services provided by the financial institutions in the country. Payment system is regulated by the central bank. Payment systems are used for domestic transactions as well at an international level. Traditionally, payment systems included drafts, cheques, letters of credits, etc. With the advancement of technology, electronic payment systems are gaining more popularity, owing to huge advantage

## Unit Three

### Instruments of Payment System

Instruments of payment systems are broadly divided into cash and non-cash payment instruments. Cash is money in physical form or currency. Unlike cash as an instrument of payment instruments, noncash includes multiple instruments such as cheques, cards, e-money, etc.



### Digital Payment Services

Digital financial services (DFS) provides ranges of affordable, convenient and secure banking services. Due to advancement of technology and education, DFS is gaining its attention. Royal Monetary Authority of Bhutan (RMA) in particular, as a central bank took numerous initiatives to promote digital financial services by introducing many digital payment system such as Electronic Fund Transfer and Clearing System (EFTCS), Bhutan Financial Switch (BFS) and Bhutan Immediate Payment Service (BIPS).

As per Alliance of Financial Inclusion, digital financial services is defined as, “the broad range of financial services accessed and delivered through digital channels, including payment, credit, savings, remittances and insurances.” Digital channels includes internet, mobile phones, ATM, POS terminals, etc.

#### Advantages of Digital Financial Services

RMA in collaboration with all the FSPs in the country has harnessed the financial innovation and technology to come up with different digital financial services. It was initiated mainly to strengthen the payment system in Bhutan and to provide better service to the general public. With the introduction of digital financial services and payment system, the inconvenience and delays associate with the current cash and other paper based transfer of fund is minimized. Some of the advantages of availing digital financial services are as follows:

- Financial transaction from one branch to another bank is possible;
- Faster financial transaction;
- Cheap means of financial transaction; and
- Safe and secure mode of financial transaction.

## Use/Function of Simple Digital Financial Services and Instruments

### Automated Teller Machine (ATM)

ATM is an electronic device used for financial transaction such as cash deposit, withdrawal and fund transfer. It is commonly used digital financial instrument in Bhutan. One of the advantages of using ATM is that we can do out of hours banking services and need not visit the banks physically to avail the services of cash deposit and withdrawal. It also saves lots of time. Moreover, it is cheap and easy banking service.



### Point of Sale (POS) Machine

Point of Sale, which is also called as Point of Purchase (POP) is another form of digital financial instrument. It is used to execute payment for purchase of goods and services. Commonly, POS are available in fuel stations, retail shops and big stores. POS machine like any other digital financial instruments, can increase efficiency, have greater accuracy, easy to use and cheap mode of financial transaction. In addition, POS machine provides detailed receipt which can be used for reference and reporting.

### Mobile Banking

AFI defined mobile banking as, “The use of mobile phone to access banking services and execute financial transaction.” Mobile banking is a services provided by FIs to avail financial services by using mobile phone. Mobile phones can be used to carry on financial transaction such as transfer of fund, paying taxes and utility bills. There are tremendous advantage of using mobile phone for financial transaction such faster, convenient, flexible, secure and cheaper.







## Activity 3: Speaking and Writing

### Digital Financial Services

1. Explain the importance of using digital financial services and write the points in the notebook.
2. Explain the challenges of digital financial services



## Activity 4: Speaking and Writing

### Field Visit

Divide the class into groups of three to four members. If possible, ask the groups to visit nearest financial institutions and learn to use different digital financial services and tools available. If not explain different types of the digital services. Once returning to class, the groups should demonstrate how to use the tools to avail financial services from different institution's perspective and let other members practice it.



## Activity 5: Reading

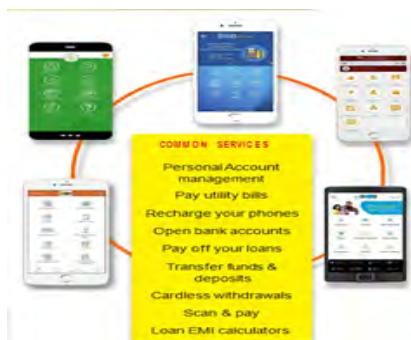
### Security Codes

Secure the Personal Identification Number (PIN), Security Codes and Passwords to Protect You and Your Assets

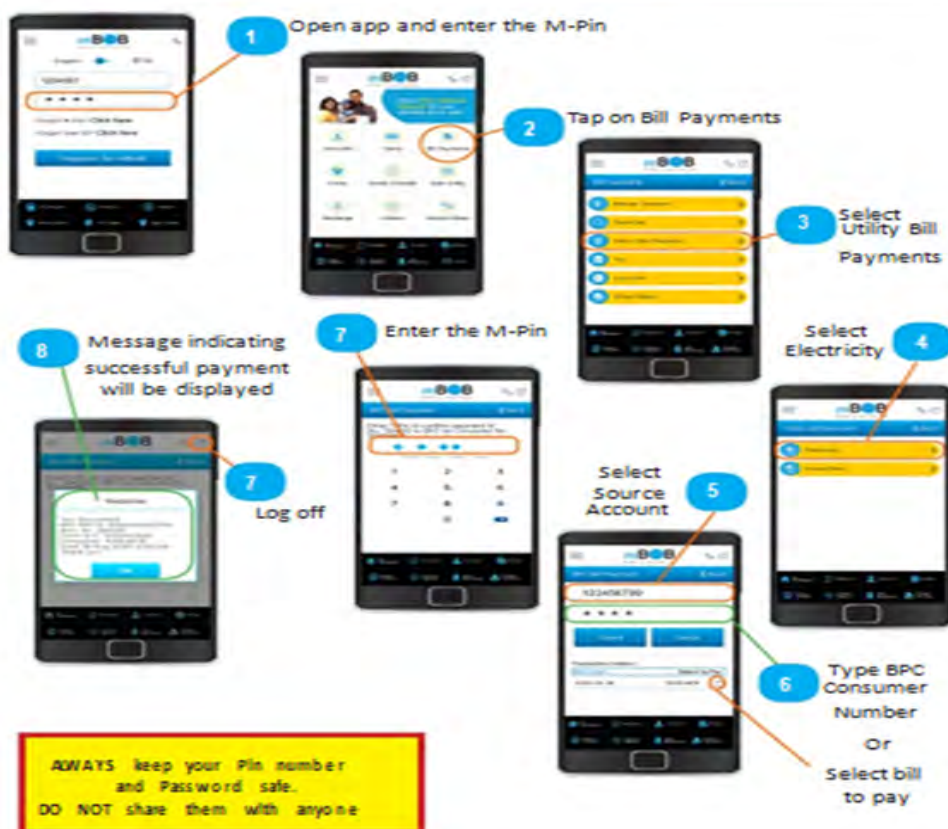
Banking sector has been developing rapidly. Due to tremendous growth and development in FinTech and innovation, institutions and society choose cashless transaction. Digital transaction and cashless is replacing physical cash. Bank Cards, Mobile Banking, POS Machines and QR Codes are gaining popularity. This is because there are numerous advantages associated with digital financial system such as speed, security, cheap, transparent and so on.

All the digital financial transactions employ Passwords, Pass Codes and PINs. These Pass Codes are provided to protect the accounts from unauthorized access and control fallacious conduct. The PINs, Passwords, Pass Codes and other Sensitive Information provided by the financial institutions for personal use should be protected and secured. Once we are provided with Password or PIN, we should make sure that other account holders or persons have no access or know about it. Protecting or securing your Password or PIN will help to prevent others from accessing, inquiring, changing, or most importantly, withdrawing funds from your account.

## Different Digital Services of Banks in Bhutan



### Utility Bills Payment through Mobile Apps





## Activity 6. Reading and Writing

### Four Operations

Read and solve the problems

1. Karma Dorji went to the market and bought 50kg of potatoes paying Nu,38 per kg, 10 kg of green chilies paying Nu.120 per kg and 50 kg of gingers at the rate of Nu.55 per kg. What is the total amount paid for 50 kg of potatoes, 10 kg of chilies, and 50 kg of ginger?
2. Karma Dorji has withdrawn Nu.2340 from the ATM. He paid Nu. 1340 for 25 kg of rice, Nu.120 for a packet of tea leaf and Nu.490 for a kg of everyday milk powder. How much money was left after paying for the rice, tea leaf and the milk powder?
3. Karma Dorji has bought 3 shirts from the clothes shop paying Nu. 480 each and 2 towels paying Nu. 650 each. How much amount did he pay for shirts and the towel?
4. Karma Dorji bought 5 kg of apples each having 6 pieces. He shared the apples to his 3 children equally. How much apples did each child got?

## Topic 41: Productive Debt and Debt Management



### Learning Objectives

By the end of the lesson, you will be able to

1. define debt.
2. explain the difference between productive and unproductive debt.
3. explain the methods of debt management.
4. discuss the significance of debt management.



### Activity 1: Reading

#### Sight Words

debt	source	luxury	lavish	principle	repay
purchase	unproductive	fashionable	gambling	recreation	



### Activity 2: Reading

#### Debt

Read and explain.

##### Debt

Debt is the amount of money that was borrowed and owe to others. It is paid back with interest. People borrow money to meet short-term and long-term financial needs. Borrowing money is one of the sources of income to finance business, meeting educational expenses, buy agriculture machineries, etc. People also borrow money for luxury, lavish expenses, entertainment, etc. There are advantages of borrowing money if it is used to start or develop a business. However, it is not advisable to borrow money for unproductive purpose as principle amount has be repaid with huge interest.

##### Productive and Unproductive Debt

Productive debt is the money borrowed for productive purposes such as buying seed, livestock, starting business, purchasing agriculture machinery, etc.

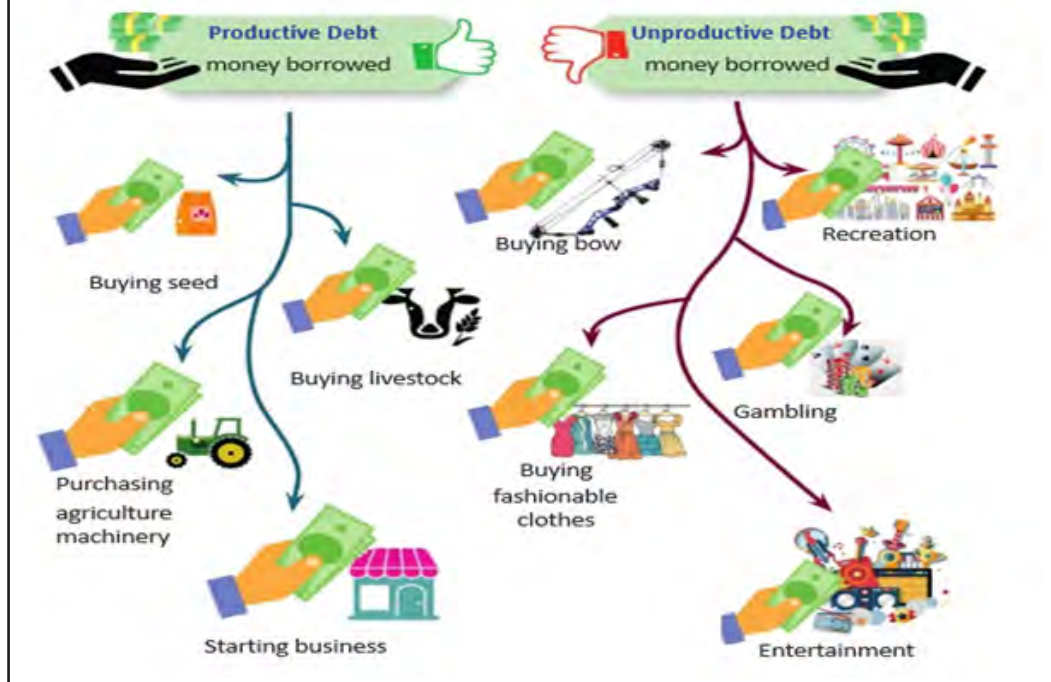
On the other hand, unproductive debt is the money borrowed for unproductive purposes such as buying bow, fashionable cloths, gambling, entertainment, recreation, etc.

# Unit Three

## Methods of Debt Management

Debt has to be cleared on time, be it small or big. Instalment has to be paid on time and make sure it doesn't get out of control. There are so many methods of debt management however, at a personal level, debt can be paid based on the following tips:

1. Remember how much you owe to whom;
2. Pay on time;
3. Make a calendar;
4. Make effort to pay minimum;
5. Prioritize one debt over other; and
6. Use budget to plan debt payment.



## Significance of Debt Management

Many business companies and individuals fails to pay off the debt. This have implication on both the lender and the borrower, and economy at large. Therefore, to pay off the debt one needs a continuous effort and have to remind continuously. Paying debt on time requires constant motivation and reminder. Some of the advantages of paying off the debt on or before time are as follows:

- Gain financial security;
- Escape huge penalty;
- Reduce stress of having to pay debt;
- Improve credit worthiness;
- Improve social dignity;
- Shows good financial management examples; and
- Don't have to give your asset as a mortgage.

### Peljor and Kuenga's Debt

Once there lived two men, Peljor and Kuenga, in a village called Galing. Peljor availed a total of Nu. 300,000.00 (Ngultrum Three Hundred Thousand) from Bhutan Development Bank. With loan money and professional support from the Live Stock Officer, he initiated a dairy farming and poultry farming to generate revenue. Due to his hard work and dedication, Peljor could successfully generate a monthly income of Nu. 20,000.00 (Ngultrum Twenty Thousand). As he started generating income, he could also liquidate all the loan amount and moreover, he also served as a source of credit for rest of his village mates.



Kuenga, the village mate too borrowed Nu. 300,000.00 (Ngultrum Three Hundred Thousand) from Bhutan Development Bank but for a different purpose. Unlike Peljor, Kuenga spent the borrowed money for unproductive purposes such as entertainment and gambling. As Kuenga could not generate any income out of the loan, he could not repay the loan installment. After a couple of months, Kuenga received series of notifications from the banks asking to pay the loan instalment. Having no other source of income, Kuenga had to sacrifice his inherited land which was used as a collateral to the bank. Further, due to his unethical act and miss conduct, Kuenga was left by his wife and his own children leaving him in misery.



### **Activity 3: Speaking and writing**

#### **Debt Management**

1. Explain the opportunities and challenges of availing debt from the Financial Institutions.
2. Explain the effects of taking productive and unproductive debt.
3. Explain the significance of debt management.
4. Plan a productive debt and explain the steps or method of servicing it.



## Activity 4. Reading

### Public Debt Policy

Read about the Public Debt Policy- 2016.

<https://www.mof.gov.bt/wp-content/uploads/2014/07/PublicDebtPolicy2016.pdf>



## Activity 5. Reading

### Case Study

Read the following case study and discuss in the group.

1. Ap Dorji and Aum Om works in a small farm. Their monthly income is approximately Nu. 10,000 in a month, from the sales of dairy products and little vegetables the cultivate on their land.

Ap Dorji, takes a loan of Nu. 50,000/- from BDBL to buy 2 additional cows mortgaging his little land. Unfortunately, his wife Aum Wangmo fell sick and dies. The cash he has gets finished in doing the funeral rites for his late wife. Now, if you are in the situation of Ap Dorji, what will be your plan to repay the loan? Discuss in the group and share.



### Theme 6 Media & Information Literacy and Social Issues

Media is a channel of communication and messages that can be communicated on various platforms. Today we live in a digital world, and most of our relationships have moved online to chats, messengers, social media, and many other ways of online communication. In this modern digital world, people can easily connect with each other and share information irrespective of boundaries.

With the increasing use of social media platforms, people are at risk of falling victims to cyber scams and crimes. Thus, the topics under this theme are targeted to advocate the learners and our community on media and information literacy, benefits and ill effects of social media and also further learn about trafficking in persons.

#### General Objectives

**At the end of this theme, you will be able to:**

1. name forms of media
2. differentiate functions of each type of media
3. understand the benefits and challenges of social media
4. understand what MIL is and the skills
5. tell the definition, elements and causes of trafficking

#### Topics included:

42. Media and Information Literacy
43. Trafficking in Persons

## Topic 42: Media and Information Literacy



### Learning Objectives

By the end of the lesson, you will be able to

1. name the types of media
2. identify challenges and benefits of using social media
3. learn and apply MIL skills everyday
4. create and use media responsibly and ethically
5. tell and write forms, effects and preventive measures of cyberbullying



### Activity 1: Reading and Speaking

#### Sight Words

Read and practice

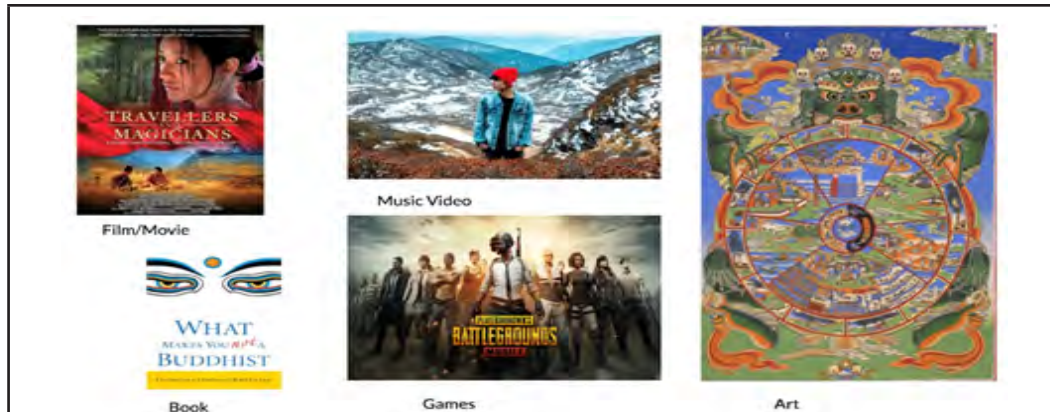
oral media	print media	broadcasting	internet	films
games	audio	communication	art	

#### What is Media?

Media is a channel of communication and messages can be communicated on various platforms. The following are types/forms of Media :



# Unit Three



## Characteristics of media :

1. Messages are conveyed through visuals, language or sound.
2. It is mass produced for large audiences using different forms of technology.
3. Mass media messages are created and produced for consumption by audiences at different places.

## Types/Forms of Media

Media can be classified into traditional/old and new media. Traditional media are those forms of communication available mostly during the pre-digital era, whereas new media is the main form of two-way mass communication in the modern digital world.

### Traditional media

- Oral – word of mouth, songs, lozays, tsangmos and folktales.
- Print – religious texts, newspapers, magazines, books
- Broadcast – TV and radio
- Film, Music, Art

### New media

- Computer/video games
- Internet – online and social media



## Activity 2: Writing

1. What is Media?
2. Write two characteristics of media?
3. Name two forms/types of media with examples?



## Activity 3: Reading

### Sight Words

Read and practice

internet-based apps   social networking sites   discussion forums  
social shopping networks

### Social Media

Social media is a group of internet-based apps. It is used for sharing and discussing information.

#### 1. Social Network Sites: Connect with people

Examples: Facebook, Twitter, Messenger, Telegram, WhatsApp, WeChat



#### 2. Media Sharing Networks: Share photos, videos, and other media.

Examples : Instagram, Tiktok, YouTube



#### 3. Discussion Forums: Share news and ideas

Examples : Bhutanese news and forum, Kuensel forum



#### 4. Social shopping networks: Shop online

Examples : Zala.bt, Azha pasa.com, Amazon.com, Myntra.com



## Activity 4: Writing

Fill in the columns

Social Media	Purpose	Example
Social Network Sites		
Media Sharing Networks		
Discussion Forums		
Social shopping networks		

## Unit Three



### Activity 5: Speaking

Discuss in groups and answer the following questions

- What social networks are you on?
- How often do you go on these sites?
- What do you mostly use these sites for?



### Activity 6: Reading

#### Sight Words

Read and practice

participation    good governance    fight corruption    e-commerce  
fake news scam    invasion of privacy    ethical    rumor  
addiction



#### Benefits of using Social Media:

1. Source of news and information
2. Allows participation
3. Helps to fight against corruption
4. Builds communities and connectedness
5. Tool for Good Governance
6. e-commerce (buying and selling online)

#### Challenges of using Social Media:

1. Social media makes rumors spread faster
2. Defamation to the individual and the organization
3. Fake news and scams
4. Users get addicted
5. Invasion of privacy



## Activity 7: Writing

1. Write three benefits of using social media?
2. Write three challenges of using social media?
3. What is fake news and scam?



## Activity 8: Reading

Read and practice

cyberbullying digital technologies threats impersonating privacy settings platforms

### Cyberbullying



**Cyberbullying** is bullying with the use of digital technologies. It can take place on social media, messaging platforms, game playing platforms and mobile phones. It is repeated behavior aimed at scaring, angering and shaming those targeted individuals or groups.

#### Forms of cyberbullying:

1. Spreading lies about or posting embarrassing photos of someone on social media
2. Sending harmful messages or threats
3. Impersonating someone and sending mean messages to others on their behalf

# Unit Three

## Effects of cyberbullying:

1. Emotional of Mental effects (depression, anxiety, low self-esteem, poor academic performance, suicidal thought and self-harm)
2. Behavioral effects (using drugs or alcohol, skipping school-behaving beyond the control and leading to suspension, carrying a weapon)
3. Physical effects (gastrointestinal issues, disorder eating, and sleep disturbance)

## Preventive measures for cyberbullying:

1. Protect accounts and devices by using privacy setting tools
2. Manage location sharing
3. Analyze properly before posting
4. Log out when using public devices
5. Refuse to respond to cyberbullies
6. Report cyber bullies



## Activity 9: Writing

1. What is cyber bullying?
2. Write three preventive measures for cyberbullying.



## Activity 10 : Reading

## Sight words

Read and practice

media literacy    constructed    effective communication    unique  
language    critical thinking    access    evaluate    participate  
creativity    self-expression    embedded values    beliefs    democratic  
process    responsible    ethical    deconstruction

## Media and Information Literacy (MIL)



**Media Literacy** is the ability to identify different types of media and understand the messages they are sending. MIL is a set of skills that enables critical thinking, effective communication and making right choices.

## **Key Concept of Media/ Nature of Media Messages**

- i. All media messages are constructed
- ii. Each medium has different characteristics, strengths and a unique “language” of construction
- iii. Media messages are produced for particular purposes
- iv. All media messages contain embedded values and points of views
- v. People use their individual skills, beliefs, and experiences to construct their own meanings from media messages.
- vi. Media and media messages can influence beliefs, attitudes, values, behaviours, and the democratic process

## **MIL Skills :**

1. Access: The ability to access and locate credible media and information sources.
2. Analyze: The ability to examine and decode all media messages.
3. Evaluate: The ability to evaluate the accuracy and purposes of the media messages
4. Create: To be able to create media messages
5. Participate: Able to engage with others more responsibly and ethically for self-expression, creativity, collaboration and participation by using different forms of media.

## **Advantages of Media and Information Literacy:**

1. Learn to think critically
2. Become a smart consumer and producer of information
3. Recognize different point of view
4. Create and use media responsibly and ethically
5. Identify the role of media in our culture



# Unit Three

## Deconstruction of Media

Sl.No	5 Key Concepts of Media	5 Key Questions
1	All media messages are constructed	Who created this message?
2	Media messages are constructed using a creative language with its own rules	What creative techniques are used to attract my attention?
3	Different people experience the same media message differently	How might different people understand this message differently?
4	Media have embedded values and points of view	What values, lifestyles and points of view are represented in or omitted from this message?
5	Most media messages are organized to gain profit and/or power	Why is this message being sent?



### Activity 11 : Writing

Use the five Key Questions to Deconstruct Media. Example : Movie clip, song, advertisement etc.

5 Key Questions	Answer after watching the movie clips, songs, advertisement etc.
Who created this message?	
What creative techniques are used to attract my attention?	
How might different people understand this message differently?	
What values, lifestyles and points of view are represented in or omitted from this message?	
Why is this message being sent?	



### Activity 12 : Writing

1. What is MIL?
2. List and explain MIL skills?
3. Write the key concepts of media?
4. Write three advantages of MIL?

## Topic 43: Trafficking in Persons



### Learning Objectives

By the end of the lesson, you will be able to:

1. tell the definition of trafficking.
2. tell different purposes of trafficking.
3. name forms of trafficking.
4. name elements of trafficking.
5. name and tell the causes of trafficking.
6. name three preventive measures of trafficking.



### Activity 1: Writing

Read the sight words in the box and practice reading with correct pronunciation

trafficking	recruitment	transportation	harboring
coercion	abduction	deception	abuse
exploitation	prostitution	slavery	

## TRAFFICKING IN PERSONS

### 1. Trafficking

Penal Code (Amendment) Act of Bhutan 2021 defines Trafficking In Person as: A defendant shall be guilty of an offence of trafficking in persons if the defendant recruit, transport, transfer, harbor or receive persons by means of the threat or use of force or other forms of coercion such as abduction, fraud, deception, abuse of power or position of vulnerability or giving or receiving payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Most common form of trafficking is sexual exploitation.

### 2. Purpose of Trafficking

The main purpose of human trafficking is to generate profit for the traffickers through services of the victim whether the victims are paid little or nothing.

## Unit Three

### 3. Element of Trafficking

Act	Means	Purpose
Recruitment	Threat	Sexual Exploitation
Transport	Force	Forced Labour
Transfer	Coercion	Organ Removal
Harbour	Fraud	Other Types of Exploitation
Obtain	Deception	
	Abduction	
	Abuse of power/vulnerability	
	Giving payments/benefits	

### 4. Forms of Trafficking

- a. Human Trafficking
- b. Slavery
- c. Forced labour
- d. Domestic servitude
- e. Forced marriage

### 5. Causes of Trafficking

- 1. Lack of employment opportunities:** The economic disadvantage in some poor countries has left thousands of people jobless and is one of the reasons for trafficking in persons.
- 2. Organized crime:** The traffickers lured the victims violently and illegally.
- 3. Regional imbalances:** When the borders of some countries are porous, it is easy to transport and harbor victims of trafficking.
- 4. Economic disparities:** The economic situation of some countries such as less developed countries where there is high level of poverty and unemployment encourages trafficking.
- 5. Desire for material benefits:** Children and women are sold to the traffickers for making money and survival.
- 6. Political instability:** Political instability encourages trafficking due strong support from the authority.
- 7. Armed conflict:** Children and women get traffic during war and international conflicts.
- 8. Insufficient penalties:** Lack of law or insufficient penalties for the traffickers encourages traffickers.
- 9. Natural disaster:** Traffickers take advantage during natural disasters such as earthquake and cyclone when protections are delayed.
- 10. Lack of safe migration options:** Migration for safety and economic opportunities

## 6. Consequences of Trafficking

1. **Physical consequences:** Children and women suffer travelling long distances, physical abuse, trauma, fear and risk of having HIV/AIDS or STIs.
2. **Psychological consequences:** Women and children become retarded, being ashamed of the act, emotionally disturbed or depressed.
3. **Social consequences:** women lose value in the society being not respected, deprived from formal marriage, shame to families while children are deprived going to school.

## 7. Preventive measures for trafficking

1. **Policy in place:** Prepare strong policy to curb trafficking and penalize offenders.
2. **Advocacy and awareness program:** Provide advocacy on the concept of trafficking, risks and how trafficking can be prevented.
3. **Reporting system:** Build a strong reporting system on suspicious act of unknown people. Report any suspected cases of trafficking to the nearest Royal Bhutan Police at 113.
4. **Form Local Trafficking Protection Team:** Form a group of local trafficking protection team to support the vulnerable groups through physical, financial and psychosocial needs.
5. **Be informed:** Every individual to be kept well informed about the concept, risks and preventive measures of trafficking in persons.



## Activity - 2: Writing

Read text on trafficking and answer the questions in your notebook.

1. What is trafficking in Person?
2. Write five forms of trafficking.
3. Write five main causes of trafficking.
4. Write three consequences of trafficking.
5. Write three preventive measures of trafficking.
6. Write three elements of trafficking.



### Activity - 3: Reading

Read the text to understand the situation of overseas job offers.

#### Overseas Employment

Getting an opportunity to work abroad can be wonderful and interesting if the labour agent is genuine with a valid operating license. However, there are many private individuals and agencies who operate without a valid license and put people in trouble once out of Bhutan.

Before taking up any offer to work abroad in any sector, check and confirm with the Ministry of Labour and Human Resources if the agent is a registered Bhutanese Overseas Employment Agent. You can visit their website - [www.molhr.gov.bt](http://www.molhr.gov.bt)

If the agent/individual is not registered with the MoLHR to provide overseas employment services, you need to report them immediately to the MoLHR or the RBP.



### Activity - 4: Writing

Write answers using the information in Overseas Employment

1. What can you do to prevent Trafficking In Person in your community?
2. What will you do if there is a job offer on a social media platform such as facebook or Wechat?
3. What are the reasons for trafficking in persons?
4. An unknown person keeps sending you personal messages which you do not like. What can you do?
5. One of the class XII students of your neighbour received a message on scholarship. The scholarship is not in the list of recognized institutes. What would you do and why? Discuss in pairs and share with your friends in the class.

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