

Class IV
English

READING & LITERATURE

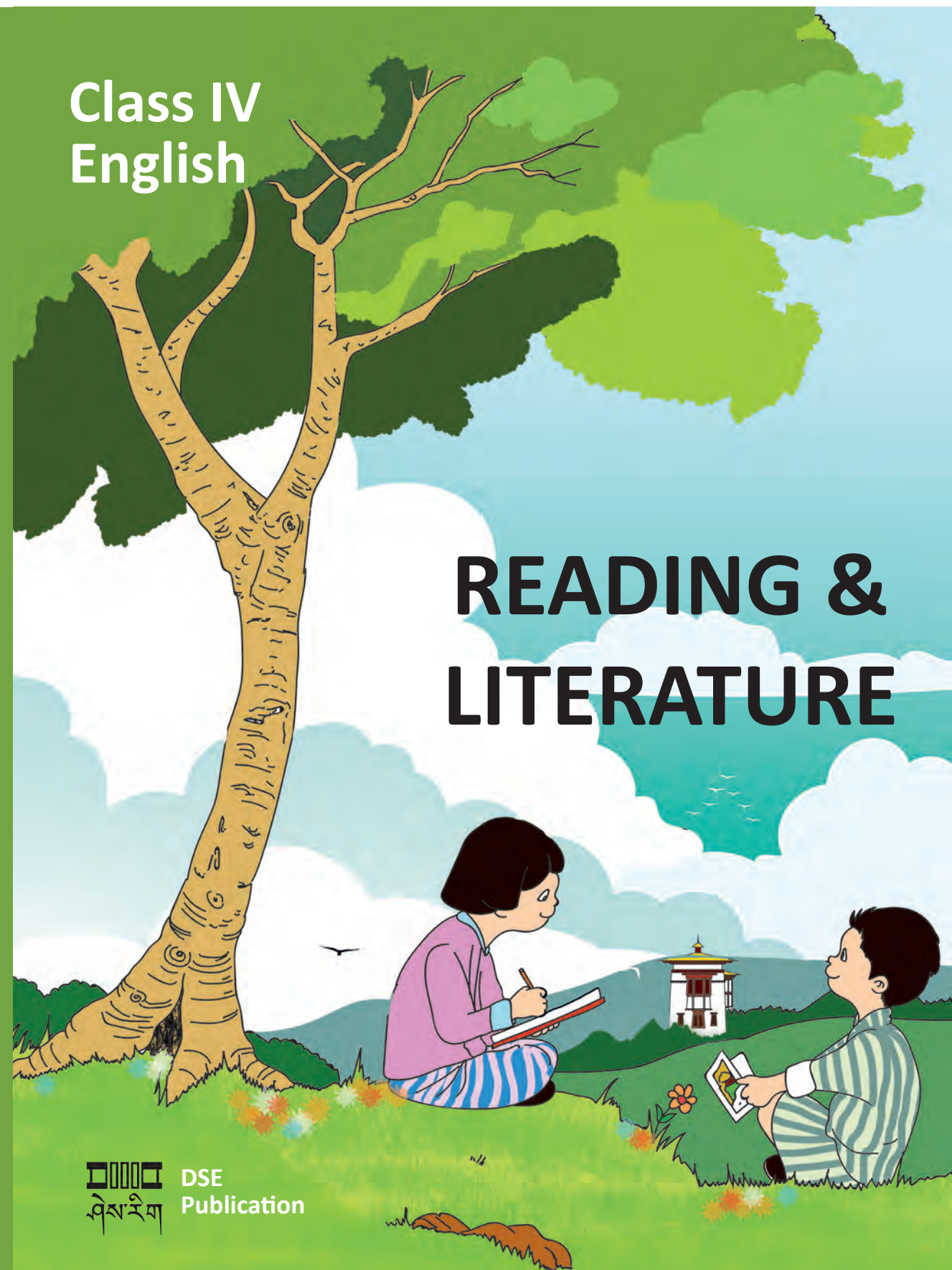


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This book is compiled and printed for educational purposes exclusively for schools in Bhutan.

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Department of School Education
Ministry of Education and Skills Development
School Curriculum Division



Foreword

Following the advent of modern education in the country, the English language has been given an important place along with Dzongkha, the national language. English has, in fact, been the language of instruction for many school subjects, and it has served our purpose well even outside the curriculum.

The emphasis of the English curriculum is on the improvement of language skills of students, on literature studies written in the contemporary English language, the inclusion of non-fiction writing and changes in the approach to the assessment of students' performance. The curriculum also demands a change in the way in which students are taught, specifically a movement away from the teacher-centred classroom to a gender-sensitive, student-centred learning environment. This means that the teacher is responsible for designing activities that promote active learning while the students play a greater role in their own learning. The teacher will act as a facilitator to allow students to explore and create knowledge.

The selection of texts represents a conscious and rigorous effort to bring to our classrooms an assortment of rich and varied literary experiences presented through different genres which celebrate the dignity of content and the beauty of language.

The plans put forward in the curriculum offer a balanced programme with adequate instructional time to develop the skills in each strand of Reading & Literature, Writing, Listening and Speaking and Language. The goal is to provide adequate time to learn these skills so that students are able to communicate with eloquence and receive the communication of others with respect and clarity.

The Ministry of Education and Skills Development hopes that the English Curriculum will open the doors to new opportunities for our students to improve their English language

skills. The learning programmes in the curriculum will ensure that they will acquire the knowledge to continue higher studies and the skills they require to become competent communicators – in reading, writing, listening and speaking as required in the workplace and society.

The Ministry wishes to acknowledge the valuable contributions of the teachers and teacher-educators to the development of the curriculum.

Tashi Delek.



Karma Galay
Director General

Foreword to Reading & Literature

*"I am part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untrav'l'd world, whose margin
Fades for ever and for ever when I move."*

— "Ulysses", Alfred Lord Tennyson

Like Ulysses, when we read, we become travellers through worlds whose horizons beckon and entice us farther and farther into realms beyond our own daily experiences. We travel from our own world to different places and times, go to a universe beyond our own, a universe in which we meet people who hold ideas and beliefs which confirm, challenge, and elaborate what we know, understand and believe.

Reading is the key to unlocking the vault of the wisdom of the race. To read well is to be in contact with those who have gone before us, who have discovered what it is to be human and the best ways to organise themselves to achieve happiness

We do not always read for such exalted reasons. Reading is also something we use to do everyday things at work or at home: things like shopping, reading mail, getting information on topics of interest and getting instructions on how to do things or put things together. We also read to learn the ideas of others on more abstract issues like political thought or religious beliefs. We read for pleasure and to pass the time. Sometimes we read our favourite authors simply because we like to read their works. Whatever the reasons we have for reading, it is making meaning with text in an interactive process that engages the reader, the writer, and the text in a dialogue about the subject of the piece.

Engaging in the dialogue begins when the reader tries to be clear about what the writer or her characters are saying and doing. Frequently, once that has been achieved and is clear, the reader does not want to go further. The knowledge of what has been read is enough. But just as frequently, readers want to move beyond

the simple knowledge of a book to levels of dialogue, which engage them, the writer, and the text in negotiations about the significance of what has been said or enacted in the piece. It is in this kind of dialogue that the focus shifts from the surface knowledge of the text to attempts to comprehend what has been read at more profound levels, to delight in possible interpretations, to analyse how the writer achieves the cogency of the piece, and ultimately, the evaluation of the beauty and the validity of what has been said.

Whatever the level of the dialogue, the readers bring to the table not only their knowledge of the text under study, but also their experiences with other texts, the experiences they have had in real life or have imagined, and quite likely, sets of beliefs that challenge the point of view of the writer. Students need to be taught the strategies to read in these ways. And they need time to participate in activities, which are planned by the teachers to allow them to practise the strategies.

The literature in the syllabus provides the material to teach students how to read, while at the same time permitting them to read some of the best literature available in English. Students have to learn how to make meaning by themselves and to appreciate what it means to have met some of the best writers and their works in the course of their studies. If we can build classroom communities where that can be arranged, then, like Ulysses, our readers will be drawn to travel through new worlds of experience whose horizons keep expanding.

SHORT STORIES



Title: Bully Bill

Author: T. Albert

Genre: Short Stories

Rationale:

Bullying is never tolerated because it is a terrible act against humanity. Bullying has become Bill's pastime. He considers himself to be the strongest animal on the farm and enjoys complete freedom. He bosses other animals around and threatens them, but his vanity is short-lived, and he quickly learns a lesson he will never forget in his entire life.

This story teaches and demonstrates that bullying is an immoral act that everyone must avoid to keep the community peaceful and healthy. The story also teaches about respect, selfless service, equity, and fairness in the world.

Farmer Fred had just bought a new bull. He named him Bill. Bill was a strong and handsome bull with great horns. He was very big for his age.

Farmer Fred got Bill, the bull loaded into the trailer, and headed back home to his farm. When they arrived, Farmer Fred said, "Bill, welcome to your new home." Bill just snorted and tossed his head back to show off his impressive horns.

This was all new to Bill as he was raised in a small stall and his new home was very different. He had a lot to explore.

Bill stood on the hill and watched all the barnyard animals. He thought to himself. "I am the biggest animal on Farmer Fred's farm. No other animal has such great horns."

Bill chuckled at the chickens as he slowly walked up to them. They were so small and they didn't have horns.

As Bill approached, the chickens clucked. The lone duck, ducked, as Bill almost stepped on her.

Bill lowered his head and quickly shook it from side to side right in front of the chickens.

“I’m Bill, the bull and I’m bigger than you chubby chickens,” he said in a deep voice. “And I am the boss of the barnyard.”

Bill, the bull, frightened the chickens. They rapidly ran, flipped, flopped and, flew, to the safety of their cozy coupe. This made Bill, the bull, laugh loudly. He was having fun.

Bill saw some plump pigs moving in the mud and decided to play a prank.

As he approached, he said loudly, “I heard Farmer Fred say that he needed some bacon for breakfast and ham for dinner.” He then laughed loudly and tossed his head around showing off his great horns.

This frightened many of the pigs and they proceeded to their pen for protection.

The biggest pig, named Pork Chop, walked up to Bill and said. “You are a very mean bull, Bill.”

Bill snorted a reply. “Well, you have a big, flat nose, a tornado tail and pink ears. Also, you are dirty, and smelly” Then Bill lowered his head, snorted a great snort, and shook his horns at Pork Chop.

Pork Chop was a wise old pig and knew what Bill was doing.

He wouldn’t be bullied by any bull, even Bill.

Now, Bill, the bullying bull, was expecting Pork Chop to mush through the mud and proceed to the pen for protection.

But Pork Chop just stood there looking at him.

Then Pork Chop said in a soft voice. “You are a very mean bull, Bill,” and walked away

Then, Bill saw some sheep in the meadow. Bill began to walk across the big barnyard towards them. When he got there, he was met by the Roger Ram, the leader of the flock. “I’m Roger Ram, rejoicing at meeting my newest neighbor on Farmer Fred’s farm,” he said in a very polite manner.

Bill ran at Roger Ram, snorting and shaking his big horns and said, “I am Bill, the bull. I am the boss of the barnyard.” In a split second, Roger Ram, rammed Bill the bullying bull, between his big horns.

Bill, the bullying bull, looked at Roger Ram and said. “All that white curly hair, might give you lots of flair, but you ram like a ewe.”

Then Bill backed up, started to paw at the ground with his hefty hooves, snorted seven snorts, shook his horns, lowered his now lumpy head, and... .. Roger Ram and the others retreated from the meadow. Bill, the bullying bull, was proud of what he had done.

All the barnyard animals were afraid of Bill. He was either threatening them with his size and big horns or making fun of the way they looked.

It was not a pleasant day on Farmer Fred’s farm. “I am going to call him Bully Bill,”

said Henrietta Hen.

“That’s not nice,” responded Roy Rooster. “It’s being a bully yourself.”

“Well, we will work on something to stop his bullying,” replied Toby Turtle.

Roger Ram said, “I don’t know what we can do? I rammed him and he called me a ewe.”

Dorothy Duck said, “He almost stepped on me with those heavy hooves. No one is safe!”

With tears in her eyes, little Patty Piglet said, “I heard, I was going to be eaten by Farmer Fred. I’m scared.”

Pork Chop said in a soft and soothing tone, “Don’t worry my friends. By the evening feed by Farmer Fred, Bill, the bullying bull, will become our buddy.”

Bill was having so much fun. He certainly was the boss of the barnyard.

He looked around and saw a big barn, with open doors, and he just had to let whoever lived there know that he was boss of the barnyard.

It was a bright sunny day but as Bill walked into the dark barn, he couldn’t see anything. This frightened him a little.

He turned the corner around the door and ... BOOM ... he was stopped in mid stride. Bill realized that he had just walked into something really big. So big, it didn’t move when he walked into it.

As Bill’s eyes adjusted to the darkness in the barn, he started to see what had stopped him. He was looking at the chest of some big animal. Bill was scared.

As he looked up, he could see the biggest bull, with the biggest horns, staring down at him. A voice like thunder filled the barn. “I finally get to meet Bill, the boss of the barnyard.”

Now Bill didn't know what to do or what to say. All he could do was look up at this giant and wonder what would happen next.

There was silence in the barn for several minutes as Bill just looked up in amazement. Finally, the big bull said something.

"I am Brian Bull and have lived on Farmer Fred's farm for many, many, years. In all those years, never have the other animals asked me for help.

But today, they came to me with the story of a big bull that was bullying them and they asked me to put an end to it. I agreed!"

Bill was never, ever, so frightened. Brian could toss him across the barnyard, with little effort, and one push from his head. Brian slowly lowered his head. Bill looked down and began to shake.

Brian got closer and whispered into Bill's ear. "What do you think I should do, Bill? I promised the other animals I would put a stop to your bullying."

"Please believe me Brian. You have!" Bill said in a truly honest voice.

"I have never been so frightened in my life and I know how the other animals must have felt." Bill began to sob a little.

"I now know how it feels to be bullied and you didn't even really bully me. I have learned my lesson and I will go out and apologize to all the animals and ask them to forgive me.

You don't have to," Brian said. "You already have."

As Bill turned around, he saw all the other animals standing in the doorway.

"Here pig-pig-pig, come on chick-chick ..."

The animals heard Farmer Fred calling them for the evening feed.

Pork Chop walked over to Bill and said. “Come on, buddy. Let’s eat.”

Making connections

1. How did Bill’s behavior change after he met the other animals on Farmer Fred’s farm, and what made him change his ways?
2. Describe what the different animals on the farm were like and how they reacted when Bill was mean to them. How did they handle Bill’s bullying?
3. What important role did Brian Bull have in the story, and how did his presence help Bill become a better bull and improve life on the farm?
4. How did Bill’s feelings change as he met the other animals and saw Brian Bull? Can you explain how Bill became a different character?
5. How was the problem of bullying solved on the farm, and what lesson can we learn from the story’s ending about treating others kindly and making amends?



Title: Daktsaan

Author: Kusum Kapur

Genre: Folktale (Legend)

Rationale:

This is a fascinating folklore that will undoubtedly capture the attention of our young readers. The text's language is simple and understandable and it has an appropriate length.

The text has an element of historical importance that gives emphasis on preservation of one's culture and tradition which is dying out. The story depicts the power of staying in long meditation and how its blessings made him strong enough to subdue the powerful demon-dragon. His supernatural power and blessings changed the girl and Daktsaan into the deities that protect Mongar Dzong to this day.

This folktale presents the structure of tales and legends, as well as techniques of storytelling and will be able to relate legends to more contemporary text and stories adaptation.

Panchen Zangmo had spent all day on the mountain but there weren't many mushrooms. It was late in summer and the forests were dark and wet and very quiet. She felt tired and a little frightened. There weren't many mushrooms in her bangchu.



She came to a small clearing in the forest and looked down at her village. It was far away in the valley and she could see the sun shining on the roofs. But up here on the mountain the sun was behind the clouds and it was getting dark. She would have to walk fast if she was going to get home.

Suddenly she heard the ground shake, at first very gently and then more strongly. Someone or something was coming towards her. She could not move. Fear made her stand still. Then out of the shadows came a large shape, moving slowly like someone waking up from a long sleep.

“Don’t run away, please,” said a deep but gentle voice. “Don’t be afraid, I won’t hurt you. I will take you back to the village.”

“Who are you?” asked the girl. She knew she had never seen the man before – she couldn’t see him in the dark even now but his voice was kind.

“Daksan”, said the stranger.



Panchen Zangmo had never heard the name before but she felt safer with the stranger. There was no moon that night but he walked along the path in front of her down to the village and she was happy to follow. She didn’t even feel afraid of wild animals. Silently they went through the village and stopped in front of her house.

“I live here,” she whispered. She did not want to wake up her parents.

“I will visit you tomorrow,” he said and disappeared into the night.

And so the secret meetings began. Every night when the village was asleep, the girl opened her door quietly and her lover would come in. He always left before morning. Panchen never saw his face, never knew who he was.





Eventually she decided to find out who he was and where he came from. She made a large ball out of the thread which she was using to weave a kira. Then when her lover came that night she tied the end gently round his foot.

When he left the house she followed. Always she kept out of sight and was careful not to pull the thread. They went up the path to the mountain where she had looked for mushrooms. Then suddenly the thread pulled and then stopped moving. Very carefully she followed the thread but to her horror she saw that it went into a large cave. It was the cave which all the villagers were afraid of, where they said a demon lived.

But love can make you brave and Panchen went straight into the cave. But what she saw would make any girl afraid. Instead of her lover there was a large demon-dragon with fire coming out of its mouth. To its back leg was tied the thread that she had followed. Panchen screamed with fear and fell down dead on the floor of the cave. The demon-dragon ran to her but he was too late. Sadly he stayed by her body day and night and his crying never stopped.

Back in the village five days passed. No one knew what had happened to the girl but then a yak herder came down. He said that he had seen the girl going up the path and then into the cave. No one knew what to do. Everyone was too frightened to go there.

Finally they sent a runner to a famous lama at the monastery of Pema Lingpa in Bumthang. It is still a long journey today by road but the runner had to go



on foot through thick forest and over high, cold mountains to reach the monastery. Days later he returned with the lama. The lama was old but he did not wait. He went straight to the cave and sat at the feet of the dragon.

There the lama stayed meditating day and night. His meditation was so strong that the demon-dragon became a Buddhist. Then the lama blessed Daktsaan and he blessed the girl and changed them into the gods that protect Mongar Dzong to this day.

Go to Mongar and see the statues of Daktsaan and Panchen. Daktsaan wears the clothes of a brave soldier and Panchen the kira of a beautiful village girl. On her head is a golden crown.



Make connections

1. Why was Panchen Zangmo on the mountain, and what made her scared while she was there?
2. Who was the person Panchen Zangmo met in the forest, and how did that person help her?
3. How did Panchen Zangmo and her secret friend's relationship develop, and what secret did they keep?
4. Why did Panchen Zangmo follow her friend to the cave, and what did she find inside?
5. What did the villagers do when they realized Panchen Zangmo had gone into the cave, and how did they get help to solve the problem?



Title: The Giving Tree

Author: Shel Silverstein

Genre: Story

Rationale:

This is a beautiful story about a boy and an apple tree who become close friends. Due to the tree's extreme loving nature of "giving", the boy takes things for granted and always asks the tree for help in order to fulfill his needs as he grows into an adolescent, a middle-aged man and eventually an elderly man. However, the tree always refers to him as "Boy" throughout his entire stages of life.

This story teaches the reader about the perils of selfishness, the nature of altruism, and the need to give of oneself in relationships through this story.

Once there was a tree. And she loved little boy. And every day the boy would come and he would gather her leaves. And make them into crowns and play king of the forest.

He would climb up her trunk and swing from her branches and when he was tired, he would sleep in her shade.

And the boy loved the tree very much. And the tree was happy.

But time went by, and the boy grew older. And the tree was often alone. Then one day the boy came to the tree and the tree said: "Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be "happy".

"I am too big to climb and play," said the boy. "I want to buy thing and have fun. I want some money. Can you give me some money?"

"I'm sorry," said the tree, "but I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in city. Then you will have money and

you'll be happy."

And so the boy climbed up the tree and gathered her apples and carried them away. And the tree was happy...

But the boy stayed away for a long time and the tree was sad.

And then one day the boy came back and the tree shook with joy, and she said: "Come, Boy come and climb up my trunk and swing from my branches and eat apples and play in my shade and be "happy".

"I am too busy to climb trees," said the boy. "I want a house to keep me warm," he said. "I want a wife and I want children, and so I need a house. Can you give me a house?"

"I have no house," said the tree. The forest is my house," said the tree. "but you may cut off my branches and build a house. Then you will be happy."

And so the boy cut off her branches and carried them away to build a house. And the tree was happy.

But the boy stayed away for a long time and the tree was sad. And when he came back, the tree was so happy she could hardly speak.

"Come, Boy, " she whispered, "Come and play."

"I am too old and sad to play," said the boy. "I want a boat that will take me away from here. Can you give me a boat?"

"Cut down my trunk and make a boat," said the tree. "Then you can sail away and be happy."

And so the boy cut down her trunk and made a boat and sailed away. And the tree was happy. But not really.

And after a long time the boy came back again. "I am sorry, Boy, " said the

tree, “but I have nothing left to give you — my apples are gone.”

“My teeth are too weak for apple, “ said the boy.

“My branches are gone,” said the tree. “You cannot swing on them —. “

“I am too old to swing on branches,” said the boy.

“My trunk is gone,” said the tree. “You cannot climb —. “

“I am too tired to climb,” said the boy.

“I am sorry,” sighed the tree. “I wish that I could give you something. . . but I have nothing left. I am just an old stump. I am sorry...”

“I don’t need very much now,” said the boy, “just a quiet place to sit and rest. I am very tired.”

“Well” said the tree, straightening herself up as much as she could. “Well, an old stump is good for sitting and resting. Come, Boy, sit down... and rest.”

And the tree was happy...

Making connections

1. Why do you think the tree loved the boy in the beginning?
2. Why do you think the tree is not happy after giving the boy her trunk?
3. Do you think the boy is selfish? Why or why not?
4. How would you have reacted if you were a tree when the boy came and took whatever you had?
5. What lesson did you learn from this story?



Title: The Silent Buddha

Author: Interpreted by Ven. Kurunegoda Piyatissa and the story told by Todd Anderson

Genre: Buddhist Parable

Rationale:

In life we encounter numerous obstacles and impediments when we aspire to do good things. However, we should be determined and persistent to move forward to get the best of those obstacles.

The silent Buddha is a simple parable where a wealthy man is being respected and loved by the people around because of his generosity. However, the wealthy man is being threatened by the god of evil for his generous trait to the Silent Buddha, who believes the central aspiration of Dharma practice is to discover stillness and silence the presence of mind. This story elicits generosity, determination, practising wholesome deeds, compassion and path to enlightenment.

Once upon a time, there was a very rich man living in Benares, in northern India. When his father died, he inherited even more wealth. He thought, "Why should I use this treasure for myself alone? Let my fellow beings also benefit from these riches."

So, he built dining halls at the four gates of the city — North, East, South and West. In these halls he gave food freely to all who wished for it. He became famous for his generosity. It also became known that he and his followers were practitioners of the Five Training Steps.

In those days, there was a Silent Buddha meditating in the forest near Benares. He was called Buddha because he was enlightened. This means that he no longer experienced himself, the one called 'I' or 'me', as being in any

way different from all life living itself. So, he was able to experience life as it really is, in every present moment.

Being one with all life, he was filled with compassion and sympathy for the unhappiness of all beings. So, he wished to teach and help them to be enlightened just as he was. But the time of our story was a most unfortunate time, a very sad time. It was a time when no one else was able to understand the Truth, and experience life as it really is. And since the Silent Buddha knew this that was why he was Silent.

While meditating in the forest, the Silent Buddha entered into a very high mental state. His concentration was so great that he remained in one position for seven days and nights, without eating or drinking.

When he returned to the ordinary state, he was in danger of dying from starvation. At the usual time of day, he went to collect alms food at the mansion of the rich man of Benares.

When the rich man had just sat down to have lunch, he saw the Silent Buddha coming with his alms bowl. He rose from his seat respectfully. He told his servant to go and give alms to him.

Meanwhile, Mara, the god of death, had been watching. Mara is the one who is filled with greed for power over all beings. He can only have this power because of the fear of death.

Since a Buddha lives life fully in each moment, he has no desire for future life, and no fear of future death. Therefore, since Mara could have no power over the Silent Buddha, he wished to destroy him. When he saw that he was near death from starvation, he knew that he had a good chance of succeeding.

Before the servant could place the food in the Silent Buddha's alms bowl, Mara caused a deep pit of red-hot burning coals to appear between them. It seemed like the entrance to a hellish world.

When he saw this, the servant was frightened to death. He ran back to his master. The rich man asked him why he returned without giving the alms food. He replied, "My lord, there is a deep pit full of red-hot burning coals just in front of the Silent Buddha."

The rich man thought, "This man must be seeing things!" So, he sent another servant with alms food. He also was frightened by the same pit of fiery coals. Several servants were sent, but all returned frightened to death.

Then the master thought, "There is no doubt that Mara, the god of death, must be trying to prevent my wholesome deed of giving alms food to the Silent Buddha. Because wholesome deeds are the beginning of the path to enlightenment, this Mara wishes to stop me at all costs. But he does not understand my confidence in the Silent Buddha and my determination to give."

So, he himself took the alms food to the Silent Buddha. He too saw the flames rising from the fiery pit. Then he looked up and saw the terrible god of death, floating above in the sky. He asked, "Who are you?" Mara replied, "I am the god of death!"

"Did you create this pit of fire?" asked the man. "I did," said the god. "Why did you do so?" "To keep you from giving alms food, and in this way to cause the Silent Buddha to die! Also, to prevent your wholesome deed from helping you on the path to enlightenment, so you will remain in my power!"

The rich man of Benares said, "Oh Mara, god of death, the evil one, you cannot kill the Silent Buddha, and you cannot prevent my wholesome giving! Let us see whose determination is stronger!"

Then he looked across the raging pit of fire, and said to the calm and gentle Enlightened One, "Oh Silent Buddha, let the light of Truth continue to shine as an example to us. Accept this gift of life!"

So, saying, he forgot himself entirely, and in that moment, there was no fear of death. As he stepped into the burning pit, he felt himself being lifted up by a beautiful cool lotus blossom. The pollen from this miraculous flower spread into the air, and covered him with the glowing colour of gold. While standing in the heart of the lotus, the Great Being poured the alms food into the bowl of the Silent Buddha. Mara, god of death, was defeated!

In appreciation for this wonderful gift, the Silent Buddha raised his hand in blessing. The rich man bowed in homage, joining his hands above his head. Then the Silent Buddha departed from Benares, and went to the Himalayan forests.

Still standing on the wonderful lotus, glowing with the colour of gold, the generous master taught his followers. He told them that practising the Five Training Steps is necessary to purify the mind. He told them that with such a pure mind, there is great merit in giving alms — indeed it is truly the gift of life!

When he had finished teaching, the fiery pit and the lovely cool lotus completely disappeared.

Making connections

1. Read the story and draw the elements of the short story in the form of a handy map.
 - i. Thumb: title and author
 - ii. Index finger: setting
 - iii. Middle finger: characters
 - iv. Ring finger: Conflict
 - v. Little finger: resolution
 - vi. Wrist: theme
2. Why did the rich man in Benares decide to build dining halls and give food to those in need?
3. How did the Silent Buddha's character traits like compassion and determination influence his choice to teach and help others, even when it was a challenging time?
4. How did the rich man show he was determined to give alms to the Silent Buddha when he faced obstacles from Mara, the god of death?
5. What does it mean when the rich man stepped into the fiery pit to offer alms to the Silent Buddha? How is this action symbolic?
6. What important lessons can we learn from this story, especially about the value of being kind, determined, and generous in our lives?

ESSAY

**Title: Friendship**

Author: Anonymous

Genre: Expository Essay

Rationale:

This essay is written in third person and explains the value of friendship. It also exposes qualities like love, compassion, devotion, and loyalty, as an important part of bonding with friends in life. This text serves as a reference to discuss friendship and the importance of choosing good friends.

Friendship is a true bond one could ever wish for. It is the purest relation between two individuals. They both care and support each other in any situation of life. They share their feelings and understand them to give better suggestions from their side. You meet many people in your life but very few stay with you along with your life and make your life easy and successful. They give better advice than anyone else and help in every point of life.

An individual meets with many people in their life but only some are closer from the entire people. Let us take an example of our school or college. We had so many friends in a circle but we can count only a few of them to whom we share our feelings or experiences. They are called true friends so there is a special space for them in our hearts.

There are two types of friendship; one of them is good friends and the other is true friendship. The difference between both of them is that if we have love, care and affection for them and can share any type of feelings with them, they are called true friends.

Most importantly, in true friendship stand, they don't judge you based on anything. They are completely free from fear of being judged. They make you feel love and happiness. True friendship motivates you to stay strong in life and give a strong reason to feel happy and good in life. It is important to have a good family but you need a true friend to stay completely happy in your life. Many of the people don't have families but they have true friends as a family. Hence, it is essential to have a true friend in your life.

Friendship is very important in life and it is important to have a friend in life because it teaches you great lessons of life that you can't learn from anywhere except it. We learn how to deal with problems and realize our weaknesses so we can work on them and eliminate them. Only friendship is the key from which we can learn these skills. In friendship, you love a person other than your family. Friends never leave you alone in tough situations and become your moral support and help you to get out of the obstacles. They are the only ones who cheer you and enjoys your success. They take you on the right path of your life to easily achieve your goals.

Friendship also teaches you a great meaning of loyalty. They expect you to be loyal to them and get loyalty in return. If someone gets a loyal friend then nobody is more fortunate than him in this world.

Moreover, the best part of friendship is it teaches the real meaning of patience and helps you in expressing your views in front of everyone. We fight with our friends but again approach them the next day because we can't lose them just because of the small fights because they are very precious to us and secure a special place in our hearts. There is no doubt that best friends always help us in our bad times of life. They always try to save us from danger and offer the best advice to get rid of it. True friends are your best asset because they share your pain, sorrow and feelings and become your best support in tough situations of your life.

Not all friends can instill positivity in your life. There can be negative effects as well. It is very crucial to select your friends with the utmost knowledge. Choosing a true friend is a quite difficult task however it is extremely crucial. In the event, if a couple of our friends are engaged with negative behaviour styles, for example, smoking, drinking and taking drugs, it will directly affect us and there is a great probability that we are also attracted to their bad habits as well. This is the reason why it is crucial to select the best choice while making friends.

Making connections

1. What makes friendship special, and how is it different from other relationships?
2. According to the text, what distinguishes a true friend from a good friend, and why is it important to have true friends in your life?
3. How can true friends positively impact your life, and what valuable life lessons can you learn from them that you might not learn elsewhere?
4. Explain the role of loyalty in a friendship and why it's significant. How does loyalty contribute to a strong and lasting friendship?
5. According to the text, why is it important to choose friends wisely, and how can negative behaviors of friends influence your life?



Title: Some Small Mammals in Bhutan

Author: Unknown

Genre: Informational Text

Rationale:

This text provides information on mammals of Bhutan. Most students at this level enjoy learning about animals. The text will provide opportunities for students to read, understand and talk about the different characteristics of animals.

This essay may also be used as a model to teach students how to write an informative essay. Subject Verb Agreement and Subject Verb Object can be taught in this text.

1 Bats

Bats are the only mammals that can fly. Their wings are formed of thin skin which joins their fingers, legs and tail together. Like birds they fly by moving their wings up and down.



You usually see bats at night or when it is getting dark. During the day they sleep in some dark place like a cave or the roof of a temple. They sleep upside down holding on with their back legs. In the evening bats come out to get food.

They fly around very fast but do not hit things. They have a good sense of touch and hearing but they cannot see well. They use sound to help them move safely. They make tiny squeaks and then listen for the echoes. They use these echoes to find their way.



Bats have their babies in spring. A baby bat has no hair and cannot see. It holds onto its mother who flies with it everywhere.



There are two main kinds of bat – the fruit – eating bats and the insect-eating bats. Fruit-eating bats are larger and are sometimes called flying foxes. The Indian flying fox is found in Southern Bhutan and is about one metre from wing tip to wing tip. Fruit-eating bats live only in hot places and eat fruits like bananas and figs. The insect-eating bats are much smaller and live in both cold and hot places. They eat insects and it is these bats that you sometimes see flying around chasing insects in the evening.

2 The Otter



Otters are small brown mammals about the size of a dog. Unlike most mammals their body is specially made for life in water. They have a strong

thick tail which helps to move them through the water and turn quickly when they want to catch a fish. Their feet are webbed like a duck's feet. They have long whiskers on their cheeks. These help them feel fish and other living things at the bottom of the river.

Otters spend most of their life in and beside rivers but sometimes they go across land to another river. When she is going to have babies the female makes a hole in the river bank. She will bring fish to feed them.

Otters mainly eat fish and we can sometimes see them sitting on a rock holding a fish in their front paws and eating it. Man is their only enemy. They live beside all big rivers in Bhutan.

Make connections

1. What makes bats unique among mammals, and how do they fly?
2. How do bats navigate in the dark, and what special ability do they use to find their way?
3. What are the two main types of bats mentioned in the text, and how do they differ in terms of size, habitat, and diet?
4. Describe how female otters prepare for the arrival of their babies and how they feed them. What role do the mothers play in the lives of baby otters?
5. What is the primary food source for otters, and how do they eat it? Who are their main enemies, and why?



Title: Artificial Intelligence

Author: Anonymous

Genre: Informational Essay

Rationale: *Today, technology is rapidly becoming a part and parcel of our lives and artificial intelligence (AI) is evolving rapidly. It is for sure that in the near future, AI is going to change human life dramatically by putting an end to all crises in the world. AI would be an integral part of our lives. Unlike any other informational text, this text teaches the students about technology in general and AI in particular. It will also provide opportunities to identify common AI used in their smartphones.*

Artificial Intelligence may seem to be a new technology but if we do a bit of research, we will find that it has roots deep in the past. In Greek Mythology, it is said that the concepts of AI were used. The model of artificial neurons was first brought forward in 1943 by Warren McCulloch and Walter Pitts. After seven years, in 1950, a research paper related to AI was published by Alan Turing which was titled 'Computer Machinery and Intelligence'. The term Artificial Intelligence was first coined in 1956 by John McCarthy, who is known as the father of Artificial Intelligence.

Artificial Intelligence is the intelligence possessed by the machines under which they can perform various functions with human help. With the help of A.I, machines will be able to learn, solve problems, plan things, think, etc. Artificial Intelligence, for example, is the simulation of human intelligence by machines.

In the field of technology, Artificial Intelligence is evolving rapidly day by day and it is believed that in the near future, artificial intelligence is going to

change human life very drastically and will most probably end all the crises of the world by sorting out the major problems.

Our life in this modern age depends largely on computers. It is almost impossible to think about life without computers. We need computers in everything that we use in our daily lives. So it becomes very important to make computers intelligent so that our lives become easy. Artificial Intelligence is the theory and development of computers, which imitates the human intelligence and senses, such as visual perception, speech recognition, decision-making, and translation between languages. Artificial Intelligence has brought a revolution in the world of technology.

AI is widely used in the field of healthcare. Companies are attempting to develop technologies that will allow for rapid diagnosis. Artificial Intelligence would be able to operate on patients without the need for human oversight. Surgical procedures based on technology are already being performed.

Artificial Intelligence would save a lot of our time. The use of robots would decrease human labour. For example, in industries robots are used which have saved a lot of human effort and time. In the field of education, AI has the potential to be very effective. It can bring innovative ways of teaching students with the help of which students will be able to learn the concepts better.

Artificial intelligence is the future of innovative technology as we can use it in many fields. For example, it can be used in the Military sector, Industrial sector, Automobiles, etc. In the coming years, we will be able to see more applications of AI as this technology is evolving day by day.

Marketing: Artificial Intelligence provides a deep knowledge of consumers and potential clients to the marketers by enabling them to deliver information

at the right time. Through AI solutions, the marketers can refine their campaigns and strategies.

Agriculture: AI technology can be used to detect diseases in plants, pests, and poor plant nutrition. With the help of AI, farmers can analyze the weather conditions, temperature, water usage, and condition of the soil.

Banking: Fraudulent activities can be detected through AI solutions. AI bots, digital payment advisers can create a high quality of service.

Health Care: Artificial Intelligence can surpass human cognition in the analysis, diagnosis, and complication of complicated medical data.

To conclude, we can say that Artificial Intelligence will be the future of the world. As per the experts, we won't be able to separate ourselves from this technology as it would become an integral part of our lives shortly. AI would change the way we live in this world. This technology would prove to be revolutionary because it will change our lives for good.

Making connections

1. What is Artificial Intelligence, and why is it important for machines?
2. How does Artificial Intelligence make our lives easier, and where can we find its applications in our daily lives?
3. Can you name some areas where Artificial Intelligence is used or has the potential to be used, and explain how it helps in those places?
4. How does Artificial Intelligence impact fields like healthcare, marketing, and agriculture?
5. In the future, what role do experts believe Artificial Intelligence will play in our world?

POETRY



Title: The Quarrel

Poet: Eleanor Farjeon

Genre: Poem

Rationale:

This poem was chosen because the readers can identify with the situation as most siblings quarrel in a simple argument on a daily basis. However, these petty arguments sometimes become serious and the whole day is ruined. Hence, the parents should always try to reconcile with their siblings. One should ask for forgiveness even though one may be right and on the other hand forgive if others ask for forgiveness.

The language is fairly easy for them and there is a positive message conveyed in this text.

Choral reading and echo reading can be practiced by the students in this text.

I quarrelled with my brother,
I don't know what about,
One thing led to another
And somehow we fell out.
The start of it was slight, 5
The end of it was strong,
He said he was right,
I knew he was wrong!

We hated one another.
The afternoon turned black. 10
Then suddenly my brother
Thumped me on the back,
And said, "Oh, come along!"

We can't go on all night—
I was in the wrong.”
So he was in the right.

15

Eleanor Farjeon (1881-1965) was born in London, England. Her father did not believe in schools, so Eleanor was educated at home. Her father's instruction to her tutor was “don't teach the girl anything she doesn't want to know.” She grew up in her father's library and says of her childhood that “It would have been more natural to live without clothes than books.” She began writing when she was seven years old, the start of a seventy year career.

Make connections

1. What happened between the speaker and her brother in the poem, and why did they start quarreling?
2. Who thought they were right in the argument, and did this change by the end of the poem? Why?
3. How did the quarrel between the siblings come to an end, and what did the brother do to make things right?
4. How did the feelings of the speaker and their (her) brother change from the beginning to the end of the poem?
5. What can we learn from this poem about making up after a disagreement, and why is it important to admit when you're wrong?



Title: No More Water

Poet: Kenn Nesbitt

Genre: Lyric Poem

Rationale:

This is a short and interesting poem that has very good values. It talks about the consequences of one's carelessness. Through this poem, our students will learn that one needs to watch his or her actions regardless of its triviality for it can have a larger impact - one falling stone triggers an avalanche.

Readers will learn that one person's waste causes another person's shortage and that we should not waste anything.

Both my parents told me not to,
but I did it anyway.
Now our water tank is empty
and the well went dry today.

Not a drop is in the reservoir¹.
The lake's completely dry.
Everybody's getting thirstier
and I'm the reason why.
All the rivers are depleted².
All the streams no longer flow.
All the seas and all the oceans
are devoid of³ H₂O⁴.



1 **reservoir:** (pron: REH-zuhv-wah) a lake where water is stored before it is supplied through pipes to houses

2 **depleted:** (pron: di-PLEET-id) used up so much that very little is left

3 **devoid of:** totally without

4 **H₂O:** (pron: aitch-two-OH) the chemical formula for water

No there isn't any water,
not a drop is left to drink,
'cause I left the faucet¹ running
and it all went down the sink.

Make connections

1. What did the speaker do against the parents' advice and what were the consequences of the speaker's actions on the water supply?
2. How does the speaker feel about being responsible for the water shortage?
3. What are some of the negative impacts of the water shortage described in the poem?
4. Explain the significance of the line, "Everybody's getting thirstier, and I'm the reason why."
5. What lesson do you think the poet wants to convey through this poem about water conservation and responsible behavior?

1 *faucet: tap*



Title: Picnics

Poet: Unknown

Genre: Lyric Poem

Rationale:

This is an interesting poem that teaches our learners not to throw trash and debris carelessly and raise their awareness about the impact of littering. It also helps to inculcate good values and invites students to think about what happens to their garbage if they are left scattered all over the place.

This poem allows one to understand the literary theme and the poet's use of language.

If you go a-picnicking and throw your scraps
about,
You'll never see the little folk go running in
and out;
And if you leave your orange-peel all littered
on the grass,
You'll never go to Fairy Land or see the fairies
pass.
For empty tins and tangled strings
And paper bags are not the things
To scatter where a linnet sings
So if you go a-picnicking remember you're a
guest
Of all the tiny people, and you'll really find it
best
To leave their ballroom tidy and clear away the
mess,

And perhaps you'll see a fairy in her newest
dancing dress.

But paper bags and broken combs
Will really wreck the pixie homes
And frighten all the tiny gnomes.

But if you go a picnicking and you are elfin
wise,

You'll maybe hear with fairy ears and see with
goblin eyes;

The little folk will welcome you, and they will
open wide

The hidden doors of Fairy Land, and you will
pass inside.

From '*Punch*'

Make connections

1. How does the poem highlight the importance of keeping the environment clean during a picnic?
2. What do the little folk and fairies in the poem dislike about picnics, and how does this affect their activities?
3. According to the poem, what are the consequences of leaving litter like orange peels and paper bags behind after a picnic?
4. The poem suggests that you can have a special experience with tiny creatures during your picnic. What actions should you take to make this happen?
5. In the context of the poem, what does it mean to be "elfin wise" during a picnic, and why is it important?



Thanks to My Family

Poet: James Malinchak

Genre: Poem

Rationale:

This poem demonstrates the importance of family. It also talks about the affection, guidance and support rendered by a family.

Through this poem, the readers learn how to be grateful to those who support them and it also creates awareness to value the family relationship and also with others simultaneously. Moreover, readers can understand how rhyming patterns and rhymes add beauty to the text.

Thank you

For teaching me right from wrong and
Encouraging me to keep my dreams in sight
For showing me to not let obstacles keep me down.
And for creating a smile from my frown
For saying that you care about me.
And for showing just how special love should be
For wiping my tears away when I'm feeling sad ...
And for calming me down when I tend to get mad.
For helping others with the good that you do.

Thank you ...

For teaching me right from wrong and
Encouraging me to keep my dreams in sight
For showing me to not let obstacles keep me down.
And for creating a smile from my frown
For saying that you care about me.
And for showing just how special love should be
For wiping my tears away when I am feeling sad,
And for calming me down when I tend to get mad.
For helping others with the good that you do.
And for teaching me that I should help others too,
For hugging me when I am feeling blue
And whispering into my ear “I love you”
Thank you family, for all that you do
I don’t know where I would be if it were not for you.

Making connections

1. What does the poem suggest about the importance of teaching right from wrong?
2. How does the poem emphasize the role of family in encouraging dreams and overcoming obstacles?
3. What do you think the poem means by “creating a smile from my frown”?
4. In what ways does the poem highlight the significance of caring and love within a family?
5. Why does the poem mention helping others, and how does it connect to the idea of teaching?



The Earth Speaks

Poet: Lenore Hetrick

Genre: Poem

Rationale:

This poem talks about the gift given by our humble mother earth. It signifies the importance of four seasons for our survival and adaptation.

The poem also offers the reader to interpret hidden meanings and examine themes like responsibility and reverence for the natural world. The poem can also be read aloud emphasizing on clarity and enunciation.

The turning earth spoke in a somber voice.

“Four seasons I give you,” its deep voice said.

I give you spring when the lilacs blooms,

I give you autumn when the maple is red.

“Summer I give you all crowned with sunshine,

And winter of snow and icicle spears.

Four seasons I give you with all their joys!

And all their pleasures and all their fears!”

“Take my four gifts and use each one,

Use each wisely, kindly and well,

So that upon the year’s last hour

A worthy record you date to tell.”

The turning earth spoke but once again.
“Four seasons I give you,” its voice was low.
“The gifts are yours and yours is the task
To use my gifts as best you know.”

Making connections

1. What are the four seasons mentioned in the poem, and how does the Earth describe each of them?
2. How does the Earth emphasize the importance of using the seasons wisely and kindly?
3. What does the Earth mean by “a worthy record” that you should be able to tell upon the year’s last hour?
4. How might the changing seasons symbolize the passage of time and the cycle of life?
5. In your own words, explain the Earth’s message and the responsibilities it places on us regarding the seasons.

Time Allocation for IV

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week will have 7 periods of 40 minutes for teaching English. The total time allocated for English in a week is 280 minutes. Therefore, class IV will have 140 hours in a year which is 210 periods.

The following is the suggestive period and time allocation per week for all strands.

	Period	Time (<i>minutes</i>)
Reading & Literature	2	84
Writing	2	70
Listening & Speaking	2	70
Language and Grammar	1	56
Total	7	280

Continuous Assessment (CA) and Examination Weighting for IV

Term One				Term Two				Grand Total (Total A + Total B)
CA		Examination	Total A	CA		Examination	Total B	
Listening and Speaking	10%	25%	50%	Listening and Speaking	10%	25%	50%	100%
Reading Portfolio	5%			Reading Portfolio	5%			
Writing Portfolio	10%			Writing Portfolio	10%			

Note:

1. The Term One examination should be conducted out of 60 marks and converted to 25%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 10% from the Writing Portfolio should be added to the examination marks to make it 50%.
2. Similarly, the Term Two examination should be also conducted out of 60 marks and converted to 25%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 10% from the Writing Portfolio should be added to the examination marks to make it 50%.
3. Finally, the total marks of term one and term two should be added to make it 100%.
4. Listening and Speaking activities such as debates, extempore speeches, presentations, book talks, reports, and discussions should be conducted consistently throughout the year ideally by integrating in other strands so that the learners get maximum time to practice the skills. Teachers need to develop their own additional listening and speaking exercises wherever necessary. Use Continuous Formative Assessment (CFA) to help learners achieve the instructional goals.

5. At the end of each Term, a formal test should be conducted to assess each learners' competencies in listening and speaking through oral test items and other listening and speaking exercises. The final mark or score should be converted to 10%.
6. The Reading and Writing Portfolios of each learner should be monitored regularly and consistently to check their progress on reading and writing skills. Teachers should provide timely feedback, support and make necessary intervention so that the learners meet the expected objectives and competencies. At the end of each term, both the portfolios should be assessed to award marks accordingly.

English Paper (Writing, Reading and Literature, and Grammar) - Written Examination Marks Break-up

Sl No	Genre	Weighting	Remarks
1	Essay writing	10 marks	Composition based on picture sequence, narrative Writing
2	Personal letter/leave application/invitation	8 marks	Any ONE can be asked
3	Grammar	12 marks	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
4	Short Story	11 marks	Any ONE from the prescribed short stories
5	Essay	11 marks	From outside the prescribed textbook
6	Poetry	8 marks	Any ONE from the prescribed or outside textbook.
Total		60	

Note:

The above matrix is a sample of question items that can be tested in the examinations. The question types and patterns for written examinations shall remain dynamic. Questions can be asked to assess any of the competencies/ learning objectives, which includes a combination of different types of writing items including short story and report writing.

Listening and Speaking CA (10%)

Listening and Speaking activities	Remarks
<ul style="list-style-type: none">• Listening and Speaking skills• Reports• Debates• Extempore speeches• Presentation of their written pieces• Book talk	<ul style="list-style-type: none">• Teachers can design additional activities as per the lesson plans.• Conduct oral test/listening and speaking tests and marks converted to 10% at the end of each term.

Reading Portfolio and Writing Portfolio CA (15%)

Reading Portfolio (5%)	Writing Portfolio (10%)	Remarks
<ul style="list-style-type: none">• Record of reading• Critical response to books read• Text talk or book talk	<ul style="list-style-type: none">• Best pieces of writing selected by learners• Best pieces selected by teacher• Simple book reviews• Folktales• Simple poems	<ul style="list-style-type: none">• Use notebooks for maintaining portfolios.• Consider process while assessing the quality of work.• The writing portfolio should show the records of the Writing Process• Plagiarism to be prohibited.• Both Reading and writing portfolios should be assessed at the end of each term and marks awarded accordingly.