ཤེས་རིག

གློ་བུར་གནས་སྐབས་ཤེས་ཡོན།
རང་ཉིད་སློབ་སྟོན་མཁོ་ཆས།

Education in Emergency
Self - Instructional Materials

གནས་རིམ་༢ པ། སློབ་རིམ་༥ པ།
དེབ་བཞི་པ།

Key Stage 2 Cl - V
Vol. IV

Self-Instructional Materials
Key-stage II

Introduction.

The Self-Instructional Materials (SIMs) with the theme '**Reaching the Unreached'** are developed primarily to facilitate education of the students living in remote places with either limited or no access to *BBS* and *Internet* for e-learning lessons. The learning activities in the SIMs packages are developed considering the class-levels and learning potentials of the students. The designs of the learning activities are intended technically to promote self-engagement and independent learning of the students at home.

Supporting Students in Using the Self-Instructional Materials

It is also acknowledged that the students of Primary Schools, especially students of classes Pre-Primary to III, and IV to VI may face certain challenges in using the SIMs. It is possible that certain instructions, content, and activities may be difficult to understand due to the student's limited acquaintance with the medium of instructions and certain concepts covered in the learning activities.

Therefore, it is imperative for family members and teachers staying in localities to provide necessary guidance to students at home. The support from the following individuals can be of great help in student's self-engagement and learning through the use of SIMs.

- **Parent:** can at least spare time to be with the child to monitor and motivate, if possible, help with the lessons.
- **Siblings**: elder siblings in higher classes may help younger ones.
- **Teachers**: individual teachers in and around the same vicinity may help students in their learning.
- **NFE Instructors**: may assist parents and students staying nearby.
- **Family** f**riends**: educated family friends may help students living close to their houses.
- **Student's** f**riends**: the student's friends in close neighbours can work together.

Our collaborations and joint efforts can make a difference in educating our children

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Lesson No: 1 **Subject:** English **Class level:** IV **Time:** 40 minutes

Learning Area: Writing

Topic: Creative Writing

- Create an acrostic poem.
- Use story map to brainstorm ideas and thoughts.
- Write a story using a story map.

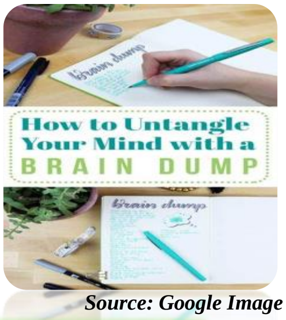
Introduction

Think Time

Do you have the habit of writing? What do you write and why do you write?

We write to remind ourselves.

For example, if we have an important work to do, we can just note on a paper and paste it on a wall where we can see it. This will help to remind us about the work.



Source: Google Image

We write down to relieve our stress.

If something worries us and we can't eat well, sleep well or do the works well, we just write our thoughts and feelings so that it makes us relieved.

Source: Google Image

We write to encourage our daily progress in writing.

When we write again and again, we come to learn that the writing skills become better. So, when it becomes better, we are encouraged to write more.

Source: Google Image

We write to know our self and our lives better.

When we have lots of work to do, we tend to forget some of the things. But if we write down what we want to do and list all the goals that we want to achieve, it will remind us and make our lives better.

Source: Google Image

We write to cultivate creativity.

"Simply jotting note will spark your creativity."

- Gretchen Rubin

Writing helps to generate ideas and see details which help to develop our creativity.

Source: Google Image

We write to keep our mind sharp.

It is said that the best way to remember information is to write them down so that our mind becomes sharp and helps to remember better.

Source: Google Image

We also write when we are bored.

Sometimes, we write for fun. When we are bored, we write to keep ourselves busy or engaged.

We write down for many reasons. In this lesson, we will look at **creative writing.** Creative writing helps to speak out our thoughts and ideas to the world. To write we need to create our thoughts and ideas in many forms.

Creative writing can be in different types and forms:

- STORIES
- **Poems**
- Novels
- **Plays**
- Diaries
- Screenplays
- Journals
- **Songs** and many more

Source: Google Image

Writing poems is one form of creative writing. Firstly, let us look at writing an acrostic poem. An acrostic poem is a type of poem that uses the letters of the word to form a word, phrase or a message. The following examples will help you see how you can create an acrostic poem. For example, if we are writing an acrostic poem using the word 'Spring' the title would be SPRING and each line of the poem would start with one of the letters in the word.

Example 1:

SPRING

Sunny days
Plants awakening
Raindrops on the roof
Interesting clouds
New flowers
Gray skies

Source: Google Image

Example 2:

Jigme Kuenga Norbu, Class IV
Zilukha MSS, Thimphu Thromde

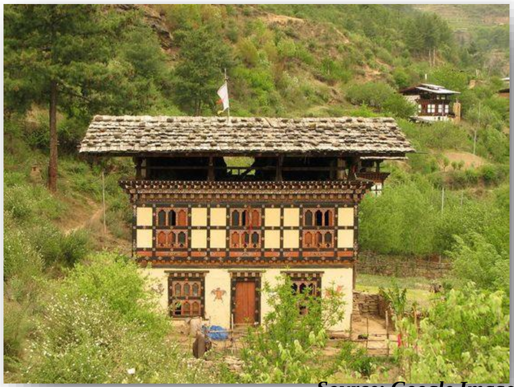
KUENGA

Kindly stay at home,
Use hand sanitizer and face mask,
Everyone should wash hand,
Not to get COVID-19,
Good to follow the rules,
All should be happy at home.

Example 3:

HOUSE

Home
Open and inviting
Universal
Safe and warm
Everything



Source: Google Image

Activity 1

Instruction: Create an acrostic poem with any word in your notebook.

Activity 2

Instruction: Think of any situation or anything you can think of at the moment. Jot down the words that comes to your mind in your notebook.

Let us think of the current situation COVID-19 and list the words that come to our mind.

COVID-19

Cough

Fever

Handwashing

Soap

Lockdown

Headache

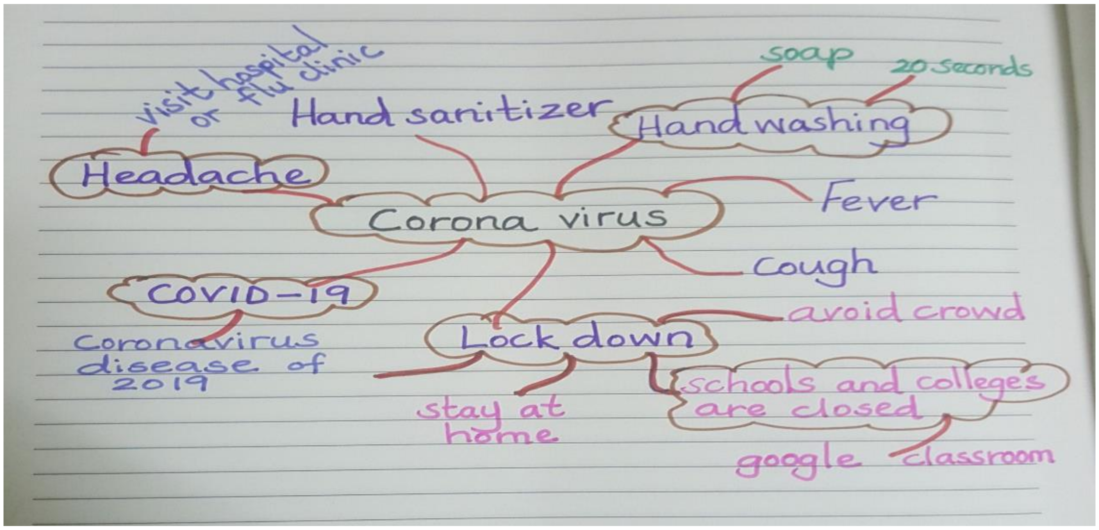
Hand sanitizer

Mind mapping or idea mapping is a very good way of organizing our thoughts and ideas before writing.

Idea or Mind Mapping

An idea or mind map is a visual representation of your thinking process.

Idea mapping helps to organize the ideas in writing.



Instruction: We shall now read the paragraph written using the ideas listed in the mind mapping. You may also write a paragraph using the words you have listed in your notebook.

Coronavirus is spreading all over the world. To prevent from it, we must stay at home. Schools and colleges are closed. Students use google classroom and other media to engage themselves at home. Keep your hands clean by using sanitizer or washing hands time and again with soap. If you happen to have fever, dry cough and headache, immediately we need to visit nearby hospital or flu clinic. We must avoid crowd to keep ourselves and others safe. Stay safe.

Now let us look at how to create a story map to write a story.

Source: Google Image

Story Map

A story map is a strategy that uses a graphic organizer to help us learn the elements of a story. The story map will help to identify or list the characters, plot, setting, problem and solution.

We can use the following story map to write an interesting story.

Story Map

Title
The Farmer and the Crane

Setting
In the field

Characters
Farmer
Crane

Problem
Crop was eaten by the birds

Important Events
1. The birds ate the farmer's crop.
2. A farmer set a trap.
3. The farmer caught the bird

Picture source: Google Image

Solution
The farmer caught the birds along with the crane in the net.

Theme
It is dangerous to be among bad friends.

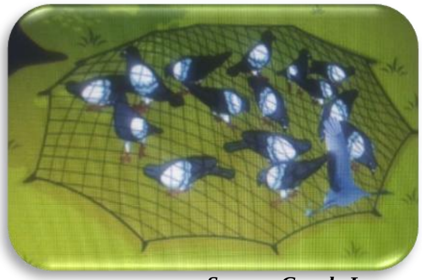
Instruction: Using the story map given above, let us now write a story.

The Farmer and the Crane

Source: Google Image

A farmer was very worried about his crop being eaten by the birds. So, he put a trap for the birds.

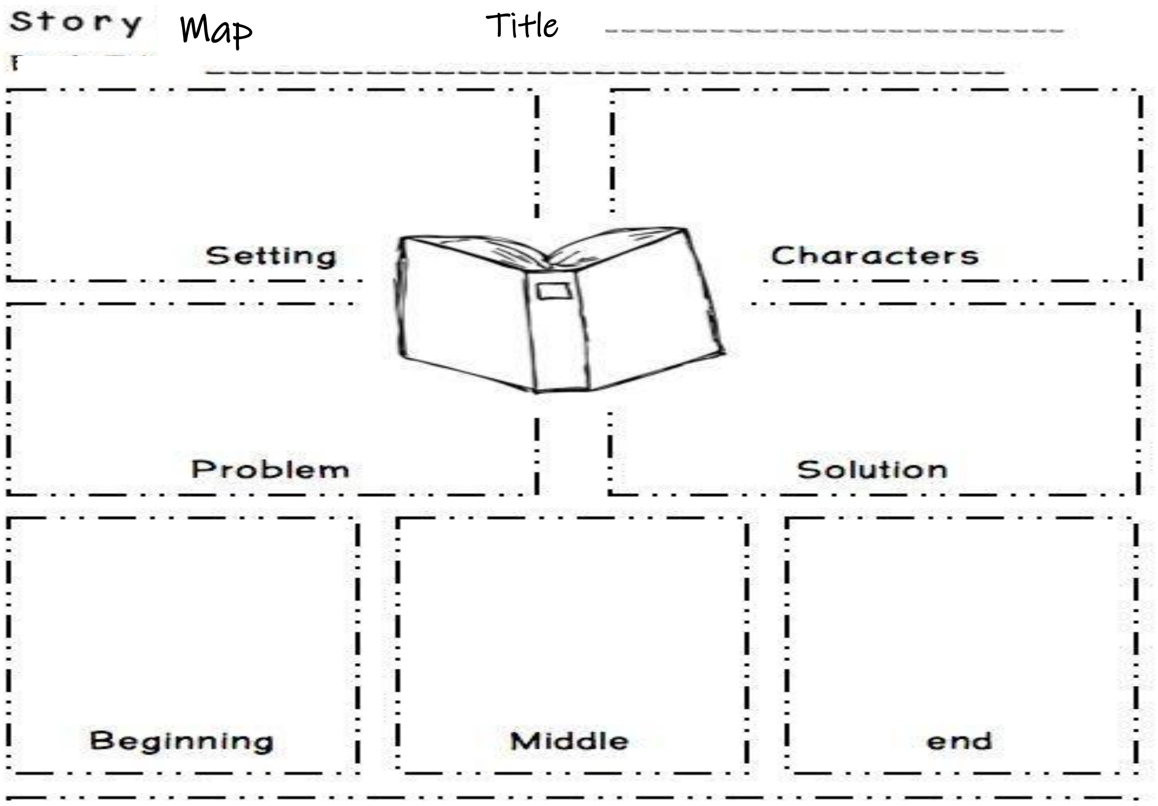
The next day he managed to catch a group of birds. A crane also got trapped in the net. The crane begged the farmer to set him free.


Source: Google Image

The farmer said, "You have been found with these birds who were eating my seeds. So, I will not spare you."

Activity 3

Instruction: Use the following template and make a story map to write a story in your notebook.



Theme: ....

Summary

- We write for many reasons such as to remind ourselves, to relieve our stress, to encourage our daily writing progress, to save boredom, to keep our mind sharp and to cultivate creativity.
- Creative writings are of different types. They are stories, poems, plays, novels, diaries, screenplays, journals, songs, etc.
- We can use mind mapping or idea mapping and story maps to plan our writing. This will help to organize our ideas and thoughts.

Self-check for Learning

1. Create an acrostic poem using your name.
2. Write a story by creating a story map on your own.

Activity 1

Student's independent work

Activity 2

Student's independent work

Activity 3

Student's independent work

Self-check for Learning

1. Student's independent work (own creation)
2. Student's independent work (own creation)

Lesson No: 2 **Subject:** English **Class level:** IV **Time:** 40 minutes

Learning Area: Reading **Topic:** Elements of Short Stories

- List down the elements of short story.
- Identify the six elements of a short story in a given story.

Introduction

We all love reading and listening to stories. Telling stories and singing songs and rhymes together are also great activities to have a lot of fun. You might also like to make up your own stories or share family stories. Reading and writing stories help to learn new words and develop language skills. You have already read a number of folktales, fables and short stories in class IV.

Think Time

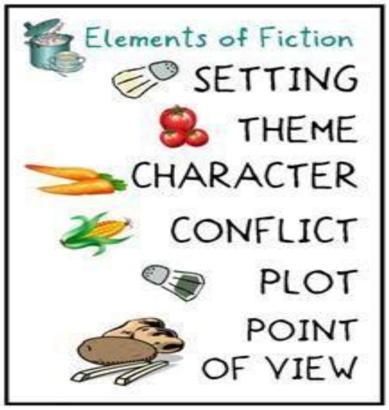
Do you have a favourite short story to share?

What is a short story?

A short story is a form of writing about imagined events and characters. It can be based on true events (non-fiction) or made-up story with imagined characters (Fiction).

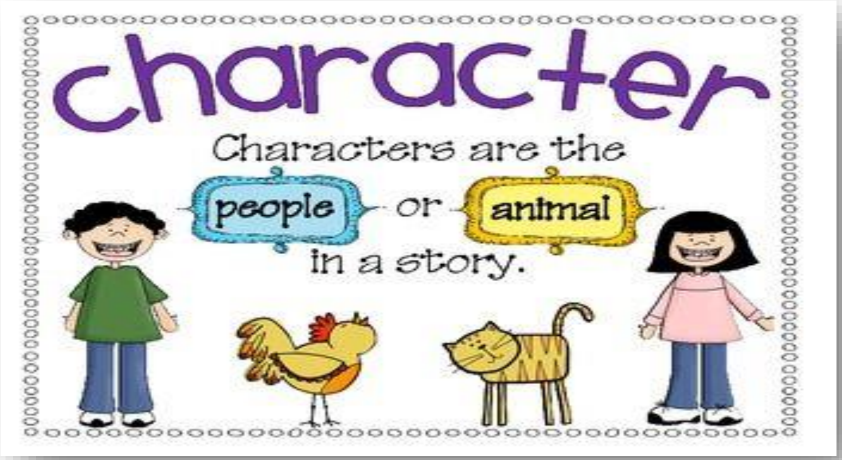
A short story is usually made up of six key elements namely:

1. Characters
2. Setting
3. Plot
4. Conflict
5. Theme
6. Point of view



Source:*www.pinterest.com.au/*

1. Characters



Source: https://www.pinterest.com.au/

A character is a person, or sometimes even an animal, who takes part in the action of a short story. Writers use characters to perform actions and speak dialogues moving the story along a plot line.

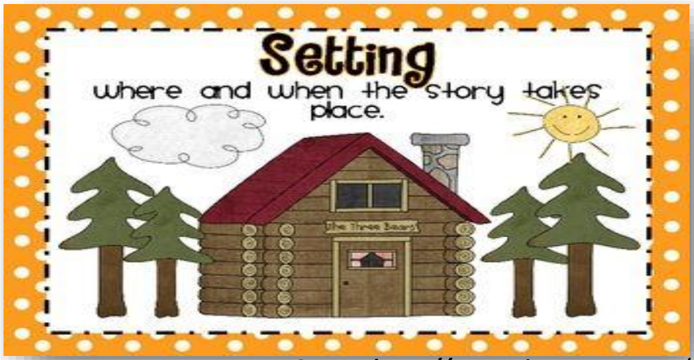
Major characters

The major character, which sometimes is called a protagonist, is the main character who has an important role to play in the story.

Minor Characters

The minor characters are the other characters supporting the major character in the story.

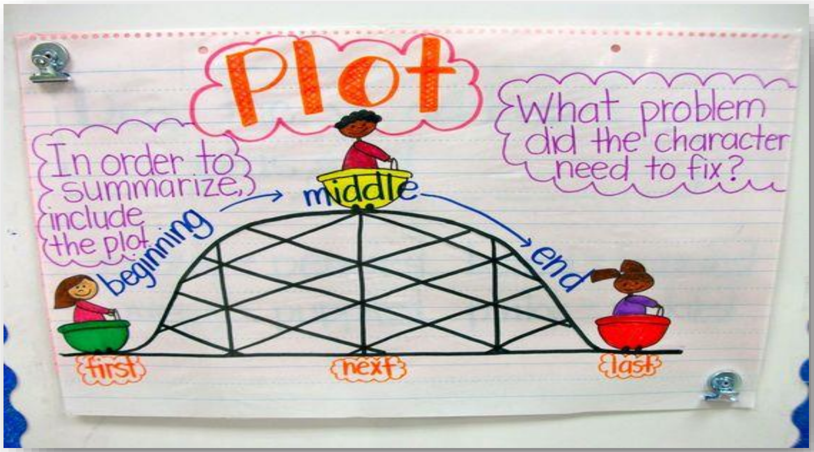
2. Setting



Source: https://www.pinterest.com.au/

The setting of a short story is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather.

3. Plot



Source: https://www.pinterest.com.au/

A plot is a series of events and actions in the story. These series of events in the story has a clear beginning, middle and ending.

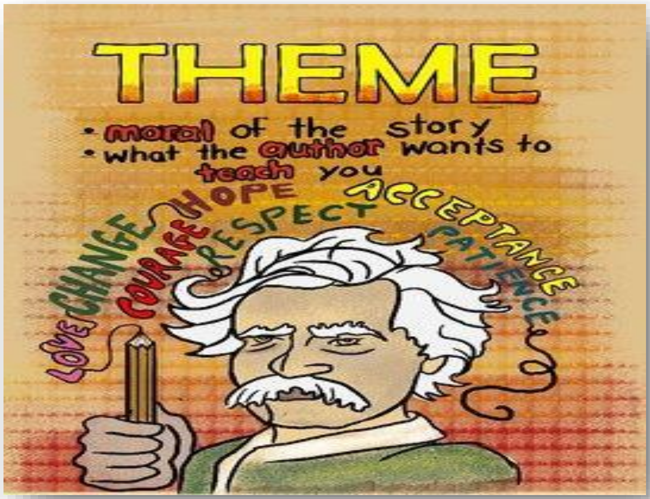
4. Conflict

Source: https://www.pinterest.com.au/

The conflict or the problem in the story is a struggle between two people or some other things. The main character usually struggles against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness).

5. Theme

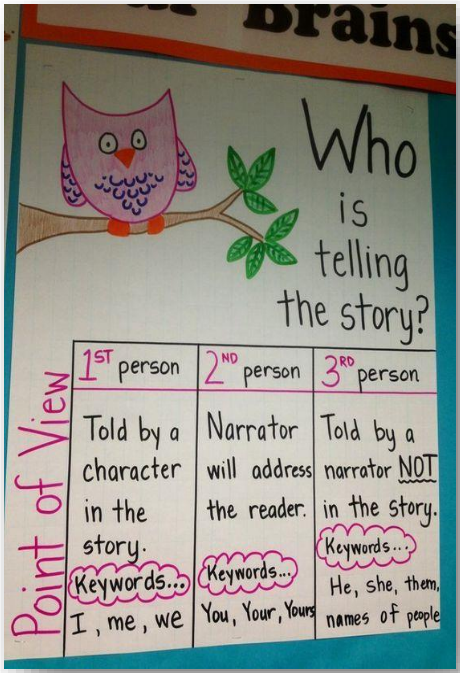
The theme is the main idea, moral or the central belief of the story.



Source: https://www.pinterest.com.au/

6. Point of view

The point of view refers to who is telling or narrating a story. A story can be told in three different ways: first person, second person, and third person.



First Person Point of View

You will see the pronouns **'I'**, **'me'**, or **'we'** in first person point of view.

Second Person Point of View

The writer has a narrator speaking to the reader.

The words '**You**', '**your**', and '**yours**' are used in this point of view.

Third Person Point of View

Third person point of view has an external narrator telling the story.

The words **'he'**, **'she'**, **'it'**, or **'they'** are used in this point of view.

Activity 1

Instruction: Read the story carefully and then go through the elements given in the table.

The Honest Woodcutter

Aesop's Fable

Long ago, there lived a woodcutter in a small village. He was sincere and very honest. Every day, he set out into the nearby forest to cut trees. He brought the woods back into the village and sold them out to a merchant and earned his money. He earned just about enough to make a living, but he was satisfied with his simple living.

One day, while cutting a tree near a river, his axe slipped out of his hand and fell into the river. The river was so deep, he could not even think to retrieve it on his own. He only had one axe which was gone into the river. He became a very worried thinking how he will be able to earn his living now! He was very sad and prayed to the God. He prayed sincerely so the God appeared in front of him and asked, "What is the problem, my son?" The woodcutter explained the problem and requested the God to get his axe back.

The God put her hand deep into the river and took out a silver axe and asked, "Is this your axe?" The Woodcutter looked at the axe and said "No". So, the God put her hand back deep into the water again and showed a golden axe and asked, "Is this your axe?" The woodcutter looked at the axe and said "No". The God said, "Take a look again son, this is a very valuable golden axe, are you sure this is not yours?" The woodcutter said, "No, It's not mine. I can't cut the trees with a golden axe. It's not useful for me".

The God smiled and finally put her hand into the water again and took out his iron axe and asked, "Is this your axe?" To this, the woodcutter said, "Yes! This is mine! Thank you!" The God was very impressed with his honesty so she gave him his iron axe and also other two axes as a reward for his honesty.

***Moral:** Always be honest. Honesty is always rewarded.*

Source: https://www.moralstories.org/the-woodcutter-and-the-axe/

Elements of the Short Story

Title: The Honest Woodcutter

Author: Aesop

1. Character (s)

i. The honest woodcutter

ii. The God of the water

2. Setting

Bank of a river

3. Plot

i. Woodcutter was cutting a tree.

ii. His axe fell into the river, so he cried.

iii. The God of water appeared and asked him why he cried.

iv. After telling the reason, she brought him a golden axe. Then a silver axe. But he refused. She brought an iron axe. He happily took it. The God appreciated his honesty and gave him the other two axes.

4. Conflict

The woodcutter's axe fell into the river.

5. Theme

Honesty is the best quality.

6. Point of view

We can see pronoun he, she, it. So, it is a 3rd Person point of view.

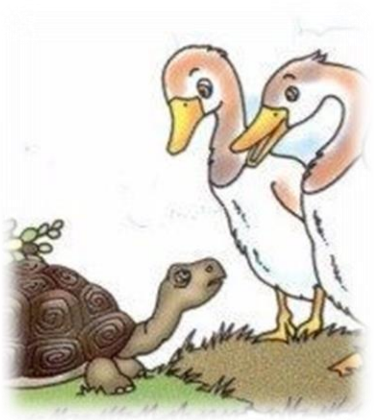
Activity 2

Instruction: Read the story given below and identify the elements of a short story.

The Tortoise and the Geese

Panchatantra Tales (Author: Unknown)

Once upon a time, there lived a tortoise and two geese who shared a lake in a beautiful valley. For many years they lived happily and became close friends. Unfortunately, there was no rain for many days and the valley was struck by a bad drought and the pond started to dry.

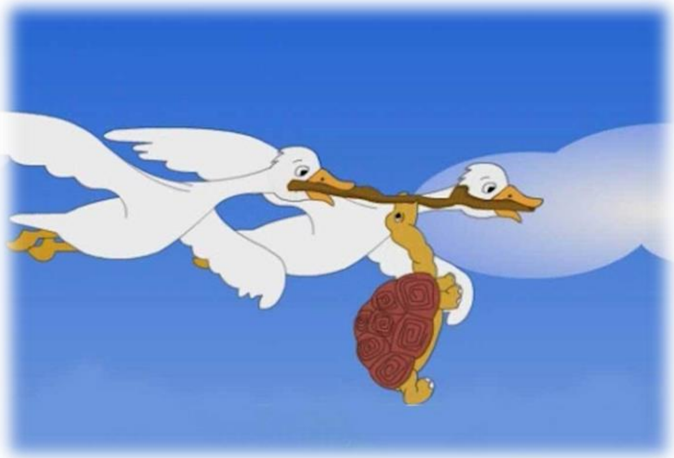


The animals and plant life near the lake started to die due to dryness and many animals started to look for a new place to live. “Soon the lake will dry and the valley will be unliveable. We must seek a new home quickly”, said one of the geese.

The two geese flew around to find a new house. At last, they found another beautiful lake in a faraway forest. The environment around the lake was perfect for them to live.

They came back to the tortoise and told him about the beautiful lake. The tortoise got really excited that the two geese found a new home but was saddened that he may never be able to travel the distance to survive the drought.

“I cannot fly like you,” said an upset tortoise. “I don’t know what I will do?” The geese understood the tortoise’s concerns and said “Don’t worry my friend, we have thought of an idea to transport you to the new place. However, for that you need to promise us that you would not open your mouth, even a single time during the entire journey. Otherwise, you will be in an instant danger of losing your life.”



"Have no fear my friends;" replied the tortoise, "I will be silent until you tell me to speak again. I would rather never open my mouth again than be left to die alone here in the dried-up pond."

The geese brought a strong stick and asked the tortoise to hold on to it firmly by his mouth. Then they took hold of the two ends and flew off with him. They travelled several miles in safety and the tortoise could have a bird's eye view of the forest, hills and grasslands. Their course laid over a village. As the villagers saw this unbelievable sight of a tortoise being carried by two geese, they began to laugh and cry out. The children ran and followed them and started shouting "Oh, look at the funny sight of tortoise clinging to a stick." The tortoise became angry and could not stand the jeering any longer. He opened his mouth to explain the situation to them, but before he could say anything, he fell to the ground and died. The two geese could not do anything to help their friend. They felt sad for their friend's tragedy for a while and flew to their new home.

"Silence is the fence around wisdom"

Source: *https://alltimeshortstories.com/moral-stories-the-tortoise-and-the-geese/*

Instruction: Copy the template given below in your notebook and write down the elements of the short story.

Elements of the short story

Title: ……………………………………………………………………………

Author: …………………………………………………………………………..

1. Character: ……………………………………………………………………

2. Setting: ………………………………………………………………………

3. Plot:

   i. ……………………………………………………………………………
   ii. ……………………………………………………………………………
   iii. ……………………………………………………………………………
   iv. ……………………………………………………………………………

4. Conflict ………………………………………………………………………

5. Theme…………………………………………………………………………

6. Point of view…………………………………………………………………

Summary

A short story is a form of writing about imagined events and characters. It has six elements namely characters, setting, plot, conflict, theme and point of view.

Self-check for Learning

1. Name the six elements of a short story.
2. Read another story from your textbook or any other books and identify the six elements.

Activity 1

Students' independent work

Activity 2

Title: The Tortoise and the Geese

Author: Unknown

Characters: The two geese, tortoise, people

Setting: Place: A valley Time: long long ago

Plot: i. The two geese and a tortoise lived happily in a pond.

ii. The geese planned to move to another place as the pond dried up.

iii. The tortoise also wanted to go but could not fly.

iv. The two geese helped to take the turtle with them clinging onto a stick with its mouth.

v. They flew over a valley where the people made fun of a tortoise flying. The tortoise could not hold his anger and as he opened to shout, he fell on the ground and died.

Conflict: The pond dried up and the turtle had no wings to fly with the geese.

Theme: Silence is wisdom.

Point of view: Third person point of view because we can see the use of 'they'

Self-check for Learning

1. The six elements of the short story are characters, setting, plot, conflict, theme, Point of view.
2. Students independent work.

Lesson No: 3 **Subject:** English **Class level:** V **Time:** 40 minutes

Learning Area: Grammar

Topic: Direct and Indirect Speech

- Define direct speech and indirect speech.
- Differentiate between direct and indirect speech.
- Change direct to indirect speech or indirect to direct speech.

Introduction

Lhaden: I play football with my friends.

Yangki: What did Lhaden say?

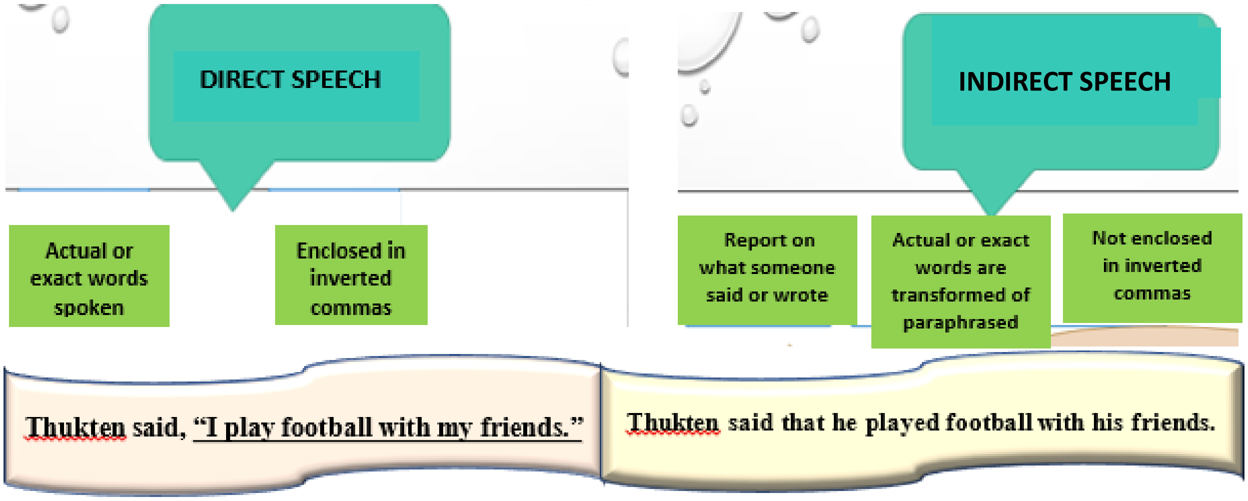
Wangmo: **1. Lhaden said, "I play football with my friends."**

2. She said that she played football with her friends.

Think Time

Read what Wangmo said to Yangki. What is different about the two sentences?

The first sentence is an example of direct speech and the second sentence is an example of indirect speech.



What is Direct speech?

Direct Speech

Direct speech reports what someone has said or written by quoting their exact words in quotation

We use direct speech to state exactly what someone has said.

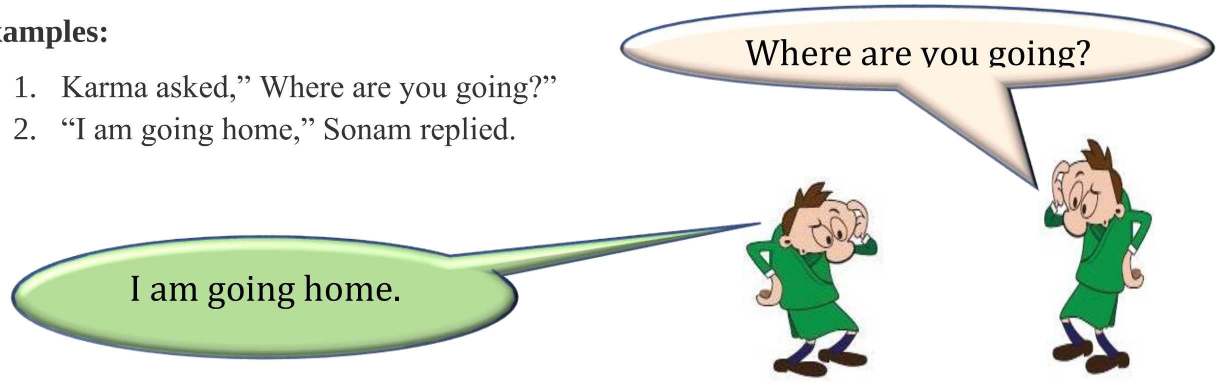
It is also known as **quoted speech**.

There should not be any addition or subtraction of words.

Quotation Marks ("….") are used in direct speech. Therefore, every word I say, you say, he says, she says or anybody says goes between the quotation marks.

Examples:

1. Karma asked," Where are you going?"
2. "I am going home," Sonam replied.



Basic Rules of Direct Speech

<u>Direct Speech</u>

How to use it?

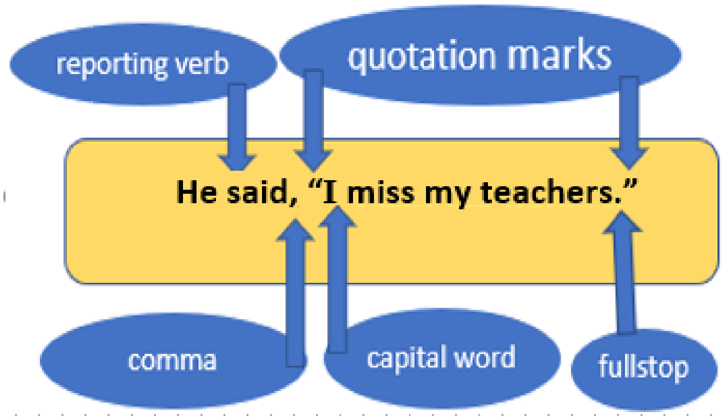
Step 1- Start the speech with quotation marks.
Step 2- Add punctuation to the speech.
Step 3- End the speech with quotation marks.
Step 4- State who did the speaking.
Step 5- Start a new line for each new speaker.

Grammar points

We can write direct speech in two ways:

i) Begin with the speaker's name.

Example 1:



A. Write a comma (,) before the direct speech.
B. Write the exact words inside the quotation marks.
C. Begin the first word within the quotation marks with a capital letter.
D. End with a full stop (.), question mark (?) or an exclamation mark (!) before closing the quotation marks.

Where are you going?

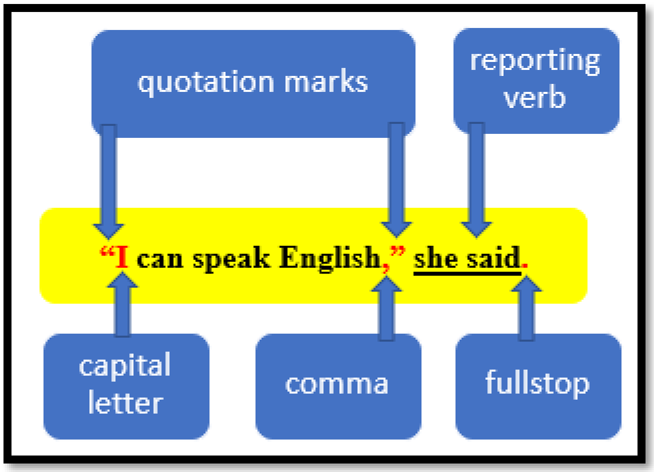
Example 2:

(question mark)

Tandin asked, "Where are you going?"

ii) Begin with the actual words of the speaker and end with the speaker's name.

Example 1:



A. We write the exact words inside the quotation marks.
B. The first letter is a capital letter.
C. We can end the sentence with a comma (,), question mark (?) or an exclamation mark (!) before closing the quotation marks. This will depend upon the kind of statement made by the speaker.

Where are you going?

Example 2:

(question mark)

"Where are you going?" Tandin asked.

Get out of my way!

Example 3:

Exclamation mark

"Get out of my way!" Ap Bokto shouted at the boys.

What is indirect speech?

Indirect Speech

Indirect speech reports what someone has said or written without using his or her exact words.

It is also known as **reported speech**.

We may state what someone had asked without using his or her exact words. This is called indirect speech.

1. He said that he missed his teachers.
2. Tandin asked where I was going.
3. He said that he could speak English.
4. Ap Bokto ordered the boys to get out of his way.

Examples:

"**That"** can be omitted.

He said that he missed his teachers. **OR** He said he missed his teachers.

When we change direct speech into indirect speech, the pronouns (I, we, you) and the tense of the verb change in the reported speech. This is because when we report, we are talking about something that was said in the past. Hence, it becomes necessary to use the **past tense** of the verb.

Direct Speech
Pema said, "**I attend** History lesson on Tuesdays."

→

Indirect Speech
Pema **said** that **he attended** History lesson on Tuesdays.

Pronoun: **I – he**

Verb: **attend – attended**

Activity 1

Instruction: Circle the correct sentences. There may be more than one answer for each question.

1. A. The old lady shouted, “That man stole my handbag!”
B. “That man stole my handbag!” shouted the old lady.
C. The old lady shouted, “that man stole my handbag!”

2. A. Karma said to me, “are you taking part in the play.”
B. “are you taking part in the play?” Karma said to me.
C. Karma said to me, “Are you taking part in the play?”

3. A. Sangay said to his family, “I have already cooked dinner.”
B. Sangay said to his family. “I have already cooked dinner”.
C. “I have already cooked dinner,” said Sangay to his family.

4. A. Mrs. Dema said to her daughter, “have you seen my bag?”
B. “Have you seen my bag?” said Mrs. Dema to her daughter.
C. Mrs. Dema said to her daughter, “Have you seen my bag?”

5. A. “i am going to the school to study next year,” said Bokto.
B. Bokto said, “I am going to school to study next year.”
C. Bokto said, “I am going to school to study next year”

Activity 2

Instruction: Rewrite and change the sentences to direct or indirect speech in your notebook.

1. "I am busy," said the teacher.
2. Dad told me that he was eating banana.
3. Pema said, "The weather is bright and sunny!"
4. Mother told me that she worked every day.
5. Sonam said, "This movie is boring"

Activity 3

Instruction: Insert quotation marks, full stop, capital letter and comma wherever necessary in the following sentences.

1. Where is the book? said Phub's mother
2. He said I have been standing here for ages
3. we will do English homework on Friday he said
4. "They have a lot of money he said
5. Upal shouted Come here now!

Summary

We use **direct** or **quoted** speech to state exactly what someone has said or asked with appropriate punctuation marks. We can even state what someone has said without using his or her exact words and this is called **indirect** or **reported** speech. When we change the direct speech into indirect speech, the pronouns and tense of the verb changes in reported speech.

Self-check for Learning

What are **direct** and **indirect** speeches? Give an example each.

Activity 1

1. A, B 2. C 3. A, C 4. B, C 5. B

Activity 2

1. The teacher said that she was busy.
2. Dad said to me, “I am eating banana.”
3. Pema said that the weather was bright and sunny.
4. Mother told me, “I work every day.”
5. Sonam said that the movie was boring.

Activity 3

1. “Where is the book?” said Phub's mother.
2. He said I have been standing here for ages.
3. “We will do English homework on Friday,” he said.
4. “They have a lot of money,” he said.
5. Upal shouted, “Come here now!”

Self-check for Learning

Direct speech is stating exactly what someone has said or asked.

Indirect speech is stating what someone had said or asked without using his or her exact words.

Lesson No:4 **Subject:** English **Class level:** V **Time:** 40 minutes

Learning Area: Reading and Writing

Topic: Personal Narrative Writing

- Define personal narrative in your own words
- Explain the process of writing narrative essay.
- Write a narrative essay with correct process.

Introduction

An Adventure of a Lifetime

One day my friend Pemba and I were talking about vacations. Then he asked me if I wanted to go for a couple of weeks or more from our home to the other side of the mountains. This travel was about 2000 kilometres. My answer was yes. I was very excited!

We began to prepare the things that we would need for our trip. We took a tent, a camp stove, two sleeping bags, gear, a few meters of rope and food. We had to take a bus for the first part of our journey. Then we went to a picnic area. Pemba found a good place to put our tent. I made a campfire and cooked dinner. We ate and then went to sleep.

Think Time

Read the above essay. What is the essay about?

The above essay is about two friends. The narrator and his friend Pemba went to the mountain side. He wrote about how they started their journey to the mountain. He is sharing his story.

Do you like telling stories?

We all love reading and listening to stories. Telling stories is also a great activity to have a lot of fun. You might also like to make up your own stories or share family stories. You are already telling stories every day.

You talk about things you did yesterday with your friends. Sometimes you sit at lunch with your friends and describe about your weekend. Without even thinking about it, you begin sentences with "Yesterday when I was cleaning my room, I saw a…" and you narrate your own story. You all are natural storytellers. Writing stories help to learn new words and develop language skills. It also connects people and inspires the readers.

What is a personal narrative?

- Personal - about oneself.
- Narrative - telling a story.

A Personal Narrative is a type of essay in which a person writes about his/her own experiences.

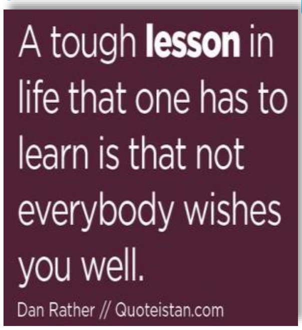
A personal narrative…

- is a story about the writer.
- is written in first person [using the pronouns-I, me and my]
- has a beginning, middle and an end.
- presents events in a clear order or sequence.
- uses details to help readers see people, places and events.
- shows how the writer feels about the experiences and why it is meaningful to him or her.

Where do writers get their ideas from?

Writers get ideas from their lives.

- Funny things that have happened.
- Unusual things that have happened.
- Things they have learnt.
- Exciting things that have happened.



Why is narrative writing important?

- It helps us express ourselves as individuals.
- We share our lives and ideas with our readers.
- Readers can relate to and enjoy our personal stories.

Now that you know what a personal narrative essay is, we will now look into the process of writing a narrative essay.

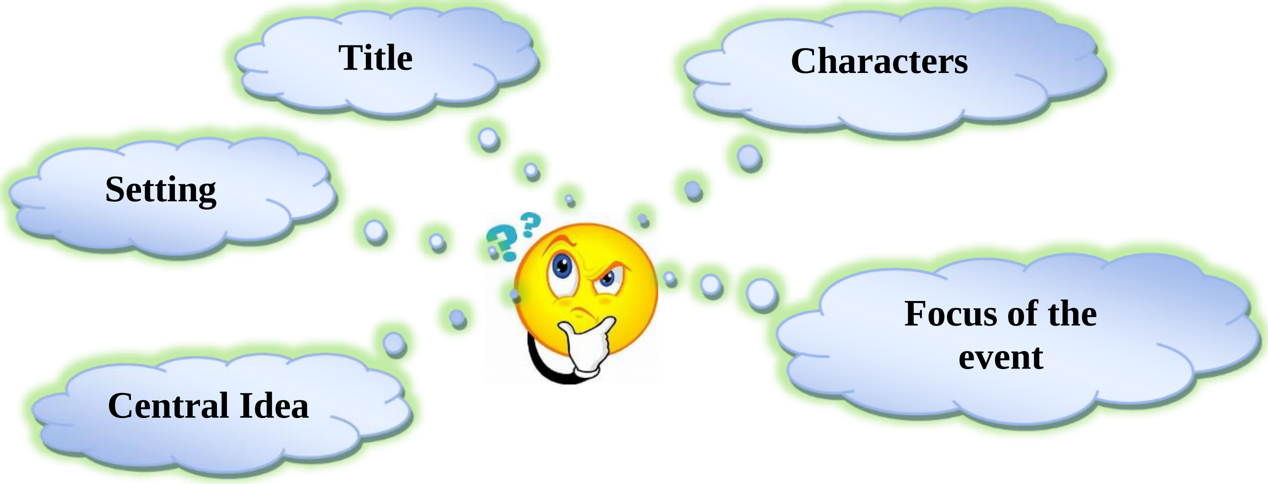
Process of Writing Narrative Essays

There are 5 steps involved in writing a narrative essay.

1. Prewriting → 2. Drafting → 3. Revising → 4. Editing → 5. Publishing

1. Prewriting

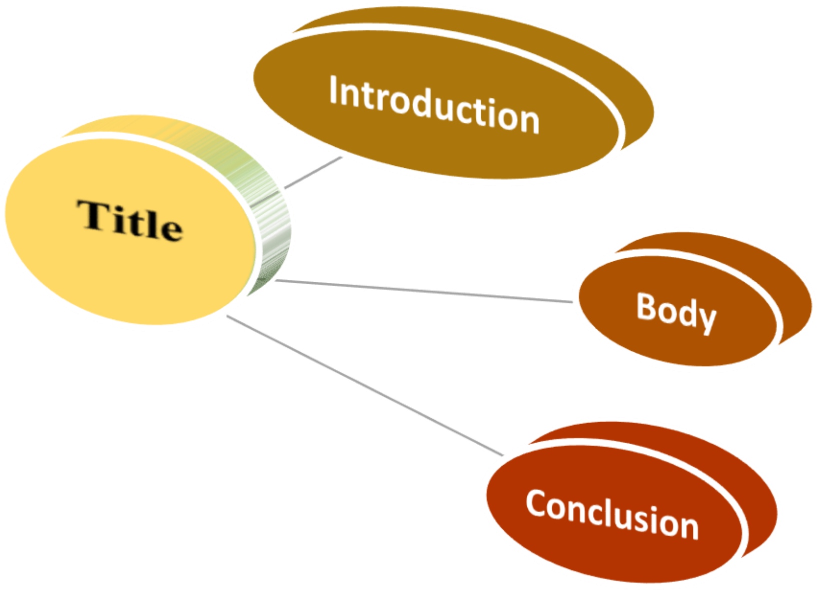
It is the planning part. You need to think about what to write in the essay. You need to think about the following areas:



2. Drafting

Here you have to write the whole essay.

An essay should have **an introduction, a body** and **a conclusion.**



Introduction

Generally, introduction is written in one paragraph. It should be short and clear. You can write introduction in different ways. Let us discuss some ways:

a) Hook

It is the statement that grabs the reader's attention.

Therefore, it must be attractive, enjoyable, and clear to encourage readers read the whole essay. You can even ask questions to begin the essay or write quotations to grab the reader's attention.

Example 1: "The moment my sister got married, I was on the other side of the world. We hadn't spoken in three years, and no one bothered to tell me..."

Example 2: "School is a path to adulthood, where children gain essential knowledge and experience. School years present challenges that contribute to the development of the personality..."

Example 3: "It was the best night of my life; it was the worst night of my life!"

b) Setting (when and where)

It is the place and time where events take place.

You can write about the place, time and even weather conditions in the introduction of your essay.

Example:

The light came through the trees. The green smelly mosses grew on the tree trunk. The small stream flowed noisily in the calm forest. I wished I could sit there by the side of the stream with my friends.

Source: mlewallpapers.com

c) Describe the important character

Sometimes, you can describe the important people in your introduction.

Example:

Source: pinterest.com

A giant man stood right in front of me. He looked scary to me. He had a rough face with tangled beard. He stared at me with his bulging eyes. He wore ragged clothes all wet with mud. He was as big as a mountain.

Body

In the body part of the essay, we write about three or more paragraphs. The first paragraph is the **beginning,** the second paragraph is the **middle** and the third paragraph is the **end.**

Beginning
Here we write what happened in the first incident.

Body

Middle
Here we write what happened after the beginning of the incident.

End
Here we finally write what happened at the end.

Conclusion

After you have finished writing introduction and body paragraphs, you write the conclusion. It should be about a paragraph.

In the conclusion you can write about what you have learnt or summarize the main points of your essay.

3. Revising

After you have written the essay, you should review and modify the essay. Through revision you will make the essay better. When you revise the essay, you can think of **ARMS**.

ARMS

A = Add words or sentences

R= Remove unnecessary words/sentences.

M = Move words or sentences

S = Substitute words or sentences

4. Editing

After revising the essay, you need to **proofread** it. Here you check your grammar, punctuation marks and spelling errors, and edit to improve it. To edit the essay, you can think of **CUPS.**

CUPS

C= Capitalization (names, places, months, I, titles)

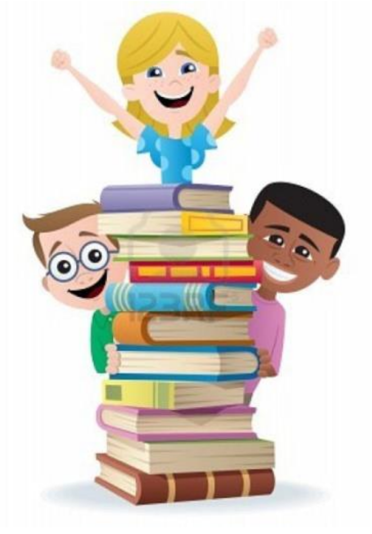
U= Usage (match nouns and verbs correctly- subject verb agreement)

P =Punctuation (full-stop, comma, question mark, exclamation mark, etc)

S = Spelling (check all words, use dictionary if needed or ask someone)

5. Publishing

You have finished writing an essay and you have even done the correction it is time to share. In the publishing process, you share your narrative essay with the rest of the class or even with friends and family. After sharing you get the feedbacks and use those feedbacks to make the next essay even better.



Source:clipartion.com

Activity 1

Instruction: Write a narrative essay of about 100-150 words on any ONE of the topics given below in your notebook

1. A memorable experience with my family.
2. The happiest day of my life.
3. The day when I laughed a lot.

Summary

A personal narrative is a type of essay in which a person writes about his/her own experiences. There are 5 steps involved in writing a narrative essay namely prewriting, drafting, revising, editing and publishing. Narrative writing helps us express ourselves as individuals and helps the readers relate their personal experience.

Self-check for Learning

1. What is a personal narrative essay? Define in your own words.
2. Why is writing personal narrative essay important?
3. What are the steps involved of writing an essay?

Activity 1

Students' independent work

Self-check for Learning

1. A personal narrative is a type of essay in which a person writes about his/her own experiences.
2. Narrative writing is important because;
   - ✓ It helps us express ourselves as individuals.
   - ✓ We share our lives and ideas with our readers.
   - ✓ Readers can relate to and enjoy our personal stories.
3. There are 5 steps involved in writing a narrative essay namely prewriting, drafting, revising, editing and publishing.

Lesson No: 1 **Subject:** Mathematics **Class level:** V **Time:** 40 minutes

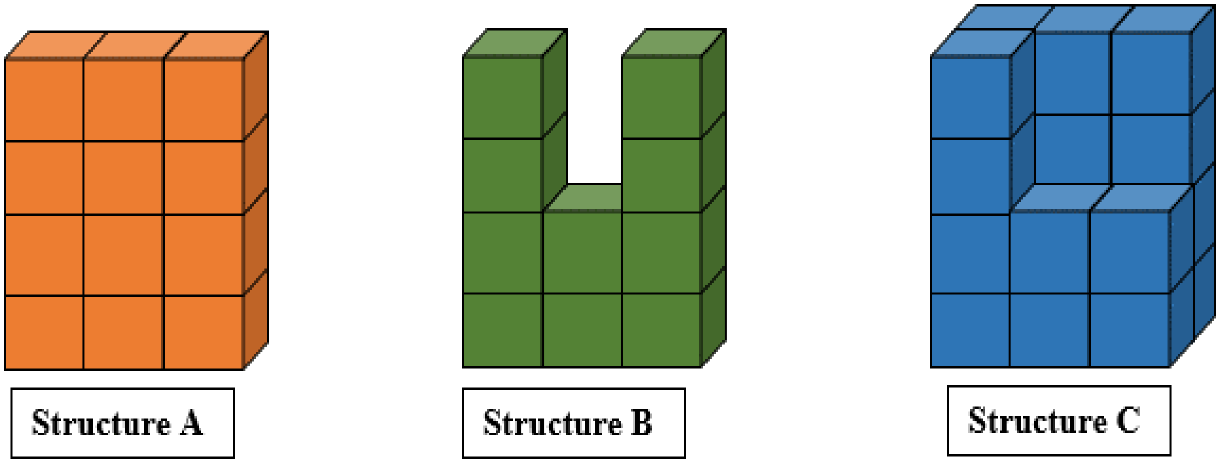
Learning Area: Geometry

Topic: Isometric and Orthographic Drawings **Sub Topic:** Isometric Drawings

- Draw a cube structure on the isometric dot.
- Match the isometric drawing with the 3-D structure.

Introduction

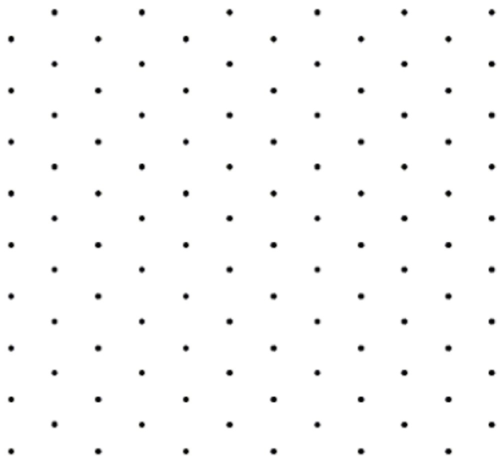
Look at the given structures below. How many cubes are there in each structure?



There are 12 cubes in the first structure, 10 cubes in structure B and 20 cubes in structure C. Now, you will draw these cube structures in the isometric dot.

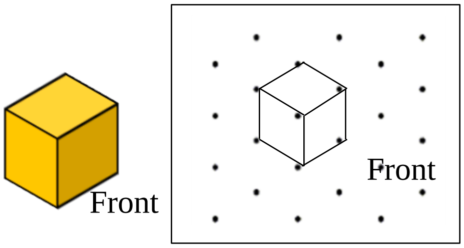
Isometric Drawings

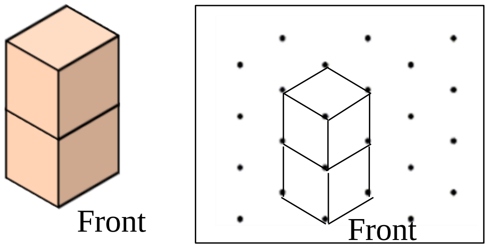
An **isometric drawing** is a picture of a 3-D shape that is drawn on special dot paper. The dot paper helps the drawing look 3-D, even though the picture is flat.

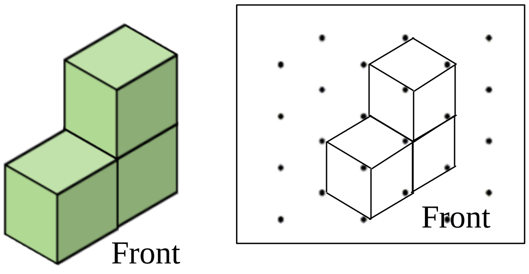


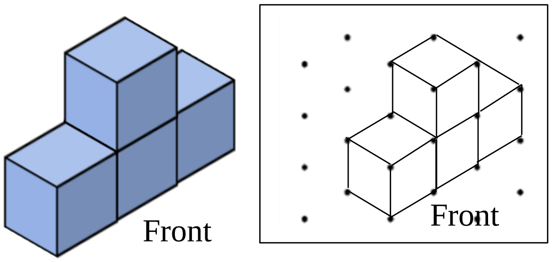
This is the isometric dot

These are some isometric drawing for some cube structures.

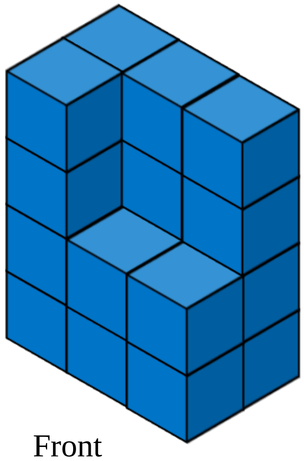


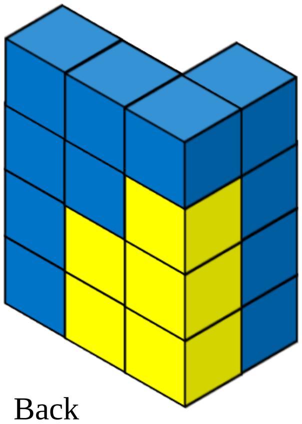






Now, look at these structures.

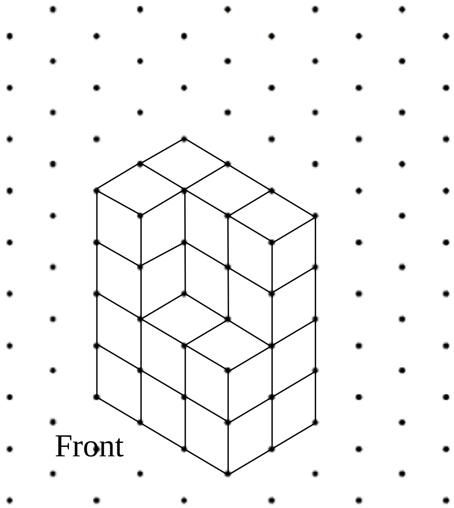


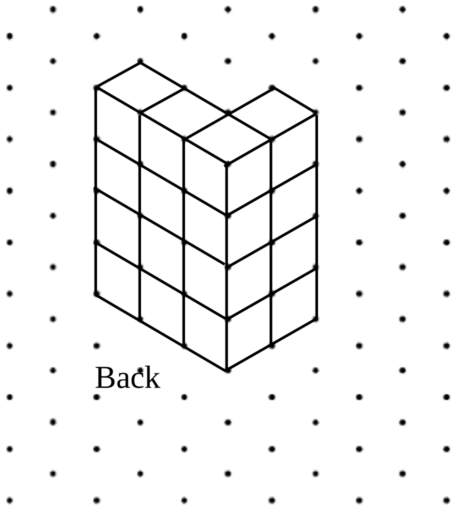


Count the blue cubes that you can see from the front. How many cubes are there?

There are 20 cubes in total. However, we could see only 15 cubes. There are 5 cubes (yellow) hidden at the back.

The cube structure can be drawn on the isometric dot.

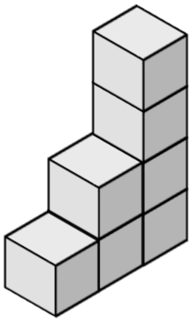


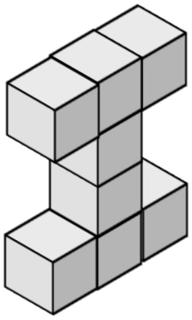


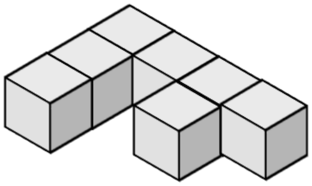
Activity 1

Instruction: Copy the questions in your notebook and write the answers.

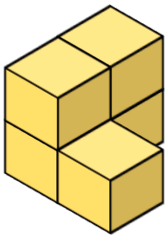
1. Create an isometric drawing of each cube structure below. How many cubes are there in each?

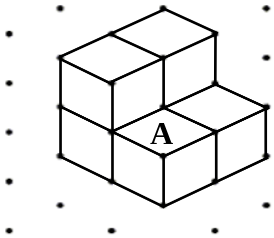
a. 

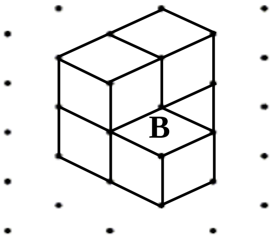
b. 

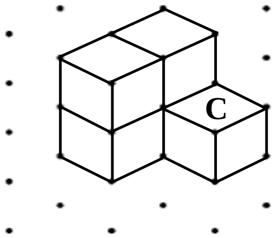
c. 

2. Which of the isometric drawings match the given structure?









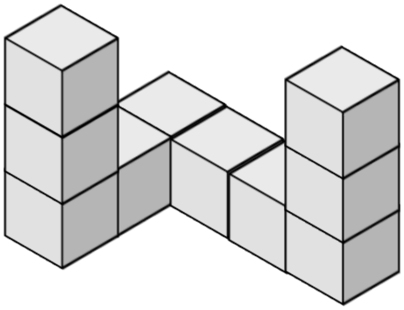
Summary

Isometric drawing is a 3-D representation of a 3-D object on a flat surface. For an isometric drawing, we view the object from a corner. The isometric dot paper helps the drawing look 3-D, even though the picture is flat.

Self-check for Learning

Instruction: Copy the question in your notebook and write the answers.

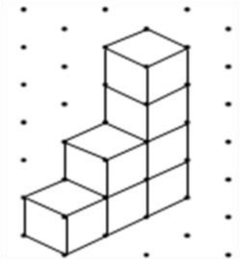
1. a. Create an isometric drawing for the cube structure given below.



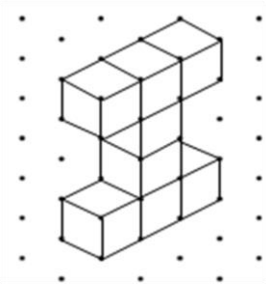
b. Draw the back cube structure of the above object and create its isometric drawing.

Activity 1

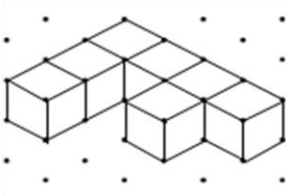
1. a.



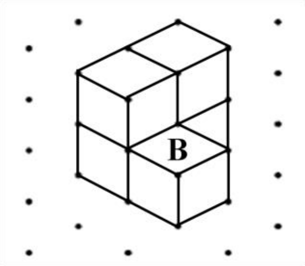
b.



c.

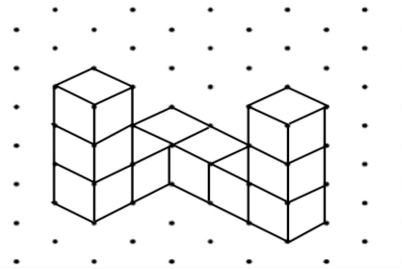


1.

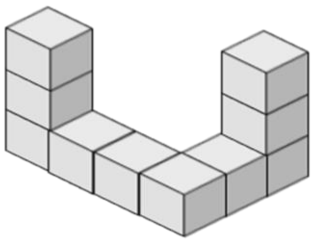


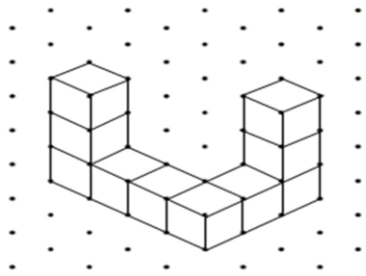
Self-check for Learning

1. a



b.





Isometric Dot Paper (1 cm)

Lesson No: 2 **Subject:** Mathematics **Class level:** V **Time:** 40 minutes

Learning Area: Data Management and Probability

Topic: Graphing Data **Sub Topic:** Double Bar Graph

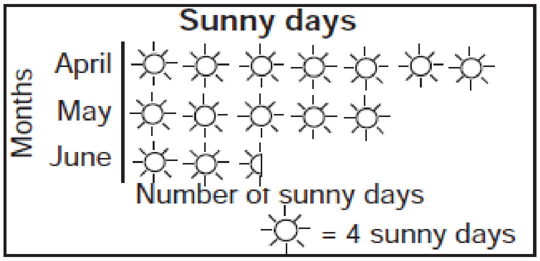
- Create a double bar graph.
- Interpret a double bar graph.

Introduction

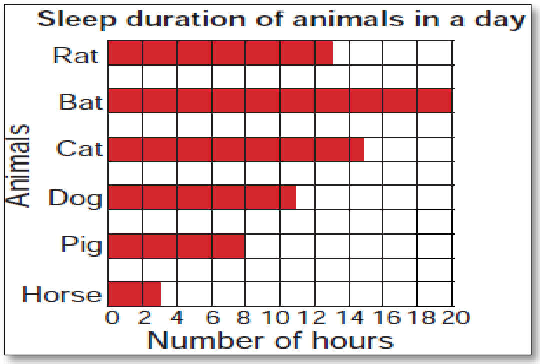
You have learned about pictograph and bar graph in class IV.

Activity 1

Instruction: Study the graph given below and answer the questions.



1. a. What does the symbol of half of a sun represent?
   b. How many days were sunny in April?
   c. How many days were sunny in June?



2. a. Which animal sleeps for the longest time in a day?
   b. What scale does the graph use?
   c. How many hours does a pig sleep in a day?
   d. Which animal sleeps more: a dog or a cat, and by how many more hours each day?

Double Bar Graph

Sometimes the same type of information is collected at two different times, or the same type of information is collected from two different groups. It is helpful to draw a **double bar graph** to show both sets of data at the same time.

For example:

60 boys and 60 girls are asked about their favourite colour and got these results.

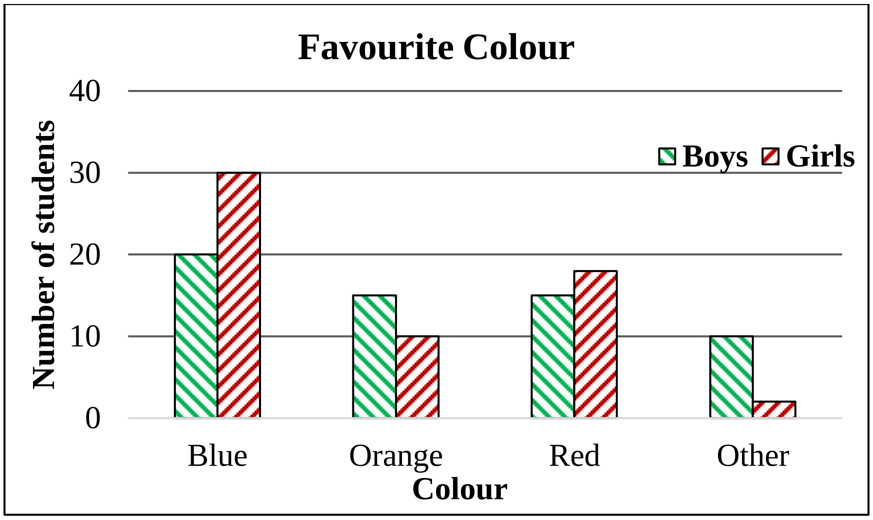
Boys' Favourite Colour

Blue	**20**
Orange	**15**
Red	**15**
Other	**10**

Girls' Favourite Colour

Blue	**30**
Orange	**10**
Red	**18**
Other	**2**

You can show both sets of data in a double bar graph. Then you can easily compare the favourite colour of boys and girls.



Here are some things you can tell from the double bar graph above:

- Most students like blue colour.
- More boys chose other colour than girls.
- The same number of boys chose orange and red, but more girls chose red than orange.

Remember these important points about a double bar graph:

- We need different colours or markings for the bars that describe the two different groups. This makes it easy to read the graph.
- The graph should have a title,scale and labels.
- The bars for each group should always be on the same side.

Activity 2

Instruction: Copy the question in your notebook and write the answer.

1. Make a double bar graph with the data given below.

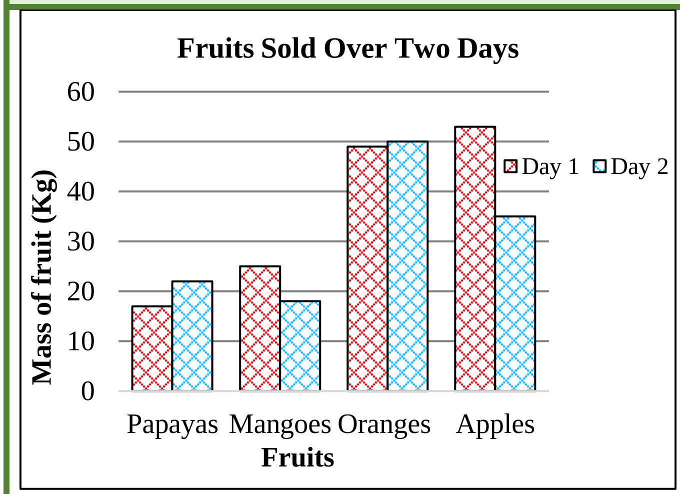
Class	PP	I	II	III	IV	V	VI
No. of Boys	13	16	13	15	20	20	21
No. of Girls	12	20	14	14	11	20	28

Summary

- Double bar graph is a graph that's shows two sets of data at the same time.
- We need different colours or markings for the bars that describe the two different groups.
- The graph should have a title, scale and labels.
- The bars for each group should always be on the same side.

Self-check for Learning

Instruction: Study the graph given below and answers the questions.



a. Which fruit was sold the most on day 1?

b. Write three information from the graph.

Activity 1

1. a. It represent 2 sunny days.

   b. 28 days were sunny in April.

   c. 10 days were sunny in the month of June.

2. a. Bat sleeps for the longest time.

   b. The scale of the graph is 2.

   c. A pig sleeps 8 hours.

   d. A cat sleeps more than dog by 4 more hours.

Activity 2

1. *Students can create a double bar graph with correct labels.*

Self-check for Learning

a. Apple

b. In two days, a shopkeeper could sale more oranges and apples comparing to papayas and mangoes. The mass of oranges sold was almost equal in these 2 days. More fruits as sold on day I than day II.

Lesson No: 3 **Subject:** Mathematics **Class level:** V **Time:** 40 minutes

Learning Area: Data and Probability

Topic: Probability

Sub Topic: Describing Probability, Using Numbers to Describe Probability.

- Use the probability terms to describe the given probability situation.
- Use numbers to describe probability.

Introduction

Probability is about describing or predicting an event that is **likely** or **unlikely** to happen. In lower classes you have learned about describing the event using the probability words.

Following terms are used to describe the probability.

- Likely
- Unlikely
- Certain
- Impossible

Activity 1

Instruction: Choose the correct probability word from the bracket and write it against each sentence. **(likely, unlikely, certain, impossible).** Write the reasons for your answer.
First question is done for you.

1. I will have fruits for breakfast. **Unlikely** (Reason: I never eat fruits for breakfast)
2. A dog will talk to me tomorrow. ___________
3. I will watch video in the evening. ___________
4. In 2021, there will be 12 months in a year. ___________

Probability Scale or a **Probability line** can help you choose probability words. It will tell us where an event would be placed on the line. Then we can choose the placement to decide on the best probability word.

For example:

Event A: The ice melts on heating.

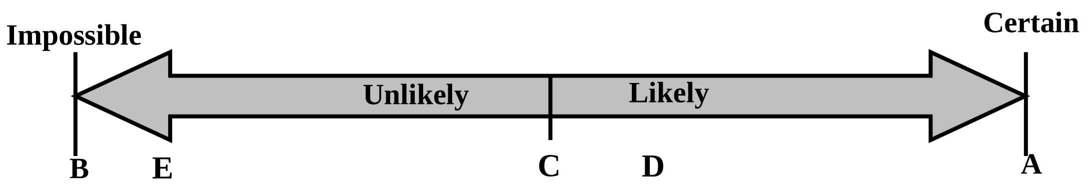
Event B: A tree will talk to me tomorrow.

Event C: A particular student in your class is a girl.

Event D: A student in your class is 10 to 12 years old.

Event E: A student in your class was not born in Bhutan.

The five events above are placed on the probability line below.



Event A: Certain

Event B: Impossible

Event C: As likely to happen as not to happen

Event D: Likely

Event E: Very unlikely

The '**greatest**' possible probability is **1** and the '**least**' possible probability is **0**.

For example: If you did an experiment 10 times.

The most an event could happen is 10 times out of 10 or $\frac{10}{10}$, which is 1.

The least it could happen is 0 times out of 10 or $\frac{0}{10}$, which is 0. If you get 4 times out of 10, the probability fraction would be $\frac{4}{10}$, which is closer to $\frac{1}{2}$.

Types of Probability

<table>
<tr><th>Experimental Probability</th><th>Theoretical Probability</th></tr>
<tr><td>It is based on the results of repeating an experiment many times. Each time is called a "trial".

Experimental Probability
$= \frac{\text{number of favourable results}}{\text{number of trials}}$

Suppose you tossed a coin and got the following results.
K K T K T T K K K T
K = Khorlo, T = Tashi-Tagye

No. of favourable result is how many times it appeared.
No. of favoirable result of Khorlo is 6 because it appeared 6 times out of 10.
No. of trials is the total number of times. Here, the number of trials is 10 because you tossed a coin 10 times.

So, the experimental probability of tossing Khorlo is $\frac{6}{10}$.</td><td>It is the probability you expect if you think about all of the possible outcomes.

Theoretical Probability
$= \frac{\text{number of favourable outcomes}}{\text{number of possible results}}$

For theoretical probability you need not have to carry out an experiment.
Suppose you want to find out the theoretical probability of tossing a Khorlo in a coin.
If you toss a coin, there is only 1-favourable outcomes (Khorlo) out of 2-possible outcomes (Khorlo and Tashi-Tagye).
The theoretical probability of tossing a Khorlo is $\frac{1}{2}$.</td></tr>
</table>

Differences between theoretical probability and experimental probability

Theoretical Probability	Experimental Probability
It is what we expect to happen.	It is what actually happens when we try out the experiment.
It is calculating the probability of it happening.	It is the result of an experiment.
We look at the number of favourable outcomes.	We look at the number of favourable results.
We look at the number of trials.	We look at the number of possible outcomes.

Activity 2

Instruction: Answer the questions given below in your notebook.

1. Samdrup rolled a die 20 times and got the result as follows.

2	3	5	6	2	1	4	3	4	5
1	2	3	1	2	4	6	2	3	4

a. What is the experimental probability of rolling each, as a decimal?

i) a 2

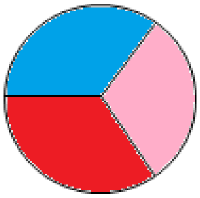
ii) a number less than 4

iii) an odd number

Activity 3

Instruction: Copy the questions given below in your notebook and write the answer.

1. Look at the spinner and answer.



a. Write the theoretical probability of spinning a ‘pink’?

b. What is the theoretical probability of spinning a pink and a red?

Summary

You learnt that ‘Probability’ is about describing how likely or unlikely an event will happen.

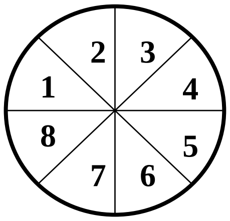
You also learnt about how to use the probability scale or probability line. It helps us to choose the probability word or where to place the event on a scale.

You also learnt about the two types of probability that is ‘experimental probability and theoretical probability’. Both are equally important in our life as both helps us to make the decisions.

Self-check for Learning

Instruction: Copy the questions below and write the answers in your notebook.

1. Predict which is more likely. Explain your prediction for each.
   a. Spinning a number less than 4 or spinning a number greater than 6.
   b. Spinning an even number or spinning an odd number.



2. Karma rolled a die 10 times and recorded the result as follows.

1	3	1	5	6	2	4	2	2	3

a. What is the experimental probability of rolling each?

i) a 6

ii) a number more than 4

iii) an even number

Activity 1

2. Impossible (*A dog cannot talk at all*). 3. Likely (*I watch TV frequently at home*).
4. Certain (*There are 12 months in a year*).

Activity 2

1.a. i. $\frac{5}{20} = \mathbf{0.25}$ ii. $\frac{12}{20} = \mathbf{0.6}$ iii. $\frac{9}{20} = \mathbf{0.45}$

Activity 3

1.a. $\frac{1}{3}$ b. $\frac{2}{3}$

Self-check for Learning

1. a. **Spinning a number less than 4** because there are three numbers less than 4 (**1,2,3**) but there are only two number greater than 6 (**7,8**).
   b. They are same because there are equal number of even numbers and odd numbers.
2. i) $\frac{1}{10}$ ii) $\frac{2}{10}$ iii) $\frac{5}{10}$

འཆར་གཞི་ཨང་ ༡ **ཚོས་ཚན་** རྫོང་ཁ། **སློབ་རིམ་** ལྔ་པ། **དུས་ཡུན་** སྐར་མ་༤༠
དོན་ཚན་ ཡི་གུའི་སྦྱོར་བ། **ནང་གསེས་དོན་ཚན་** མིང་འགྲུབ་ཚུལ།

- མིང་གི་གོ་དོན་ ལེགས་ཤོམ་འབད་ སླབ་ཚུགས།
- མིང་གི་དབྱེ་བ་དང་དཔེ་ཚུ་ ལེགས་ཤོམ་འབད་ ལྷག་ཚུགས།
- བྱ་ཚིག་ལས་འགྱུབ་པའི་ མིང་གི་གོ་དོན་ སླབ་ཚུགས།
- བྱ་ཚིག་ལས་འགྲུབ་པའི་ མིང་གི་དབྱེ་བ་ཚུ་ ངོས་འཛིན་འབད་དེ་ དཔེ་བྲི་ཚུགས།

ངོ་སྤྲོད།

མིང་ཟེར་མི་འདི་ གང་ཟག་དང་དངོས་པོ་ ག་ཅི་ར་ཨིན་རུང་ དེ་ཚུ་གི་ལྷ་དང་བྱ་བ་ བཟོ་རྣམ་དང་ཁྱད་པར་ཚུ་ ག་ནི་ཡང་མ་སྟོན་པར་ དོན་གྱི་ངོ་བོ་ཙམ་སྟོན་མི་ལུ་སླབ་ཨིན། **དཔེར་ན།** རྒྱ། བང་ཅུང་། སེམས་ཅན། ལྷ། གཡུས། ཞིང་ཁམས། ལྷ་མོ། ཟེར་མི་བཟུམ་ཨིན།

བྱ་ཚིག་ལས་འགྲུབ་པའི་མིང་ཟེར་མི་འདི་ བྱ་བའི་ལྷ་ལུ་བརྟེན་ཏེ་འགྲུབ་པའི་ མིང་ལུ་སླབ་ཨིན། བྱ་ཚིག་ཟེར་མི་འདི་ ལཱ་འབད་བའི་ དོན་སྟོན་པའི་ ཚིག་ཅིག་ལུ་གོ་ནི་ཨིན། **དཔེར་ན།** སླབ། འགྱོ། འབད། འོང་། སྦྲོད། ལྷག། ཟེར་མི་བཟུམ་ཨིན།

མཐོ་ཡུན།

བྱ་ཚིག་ལས་འགྲུབ་པའི་མིང་ ག་ཅི་ར་འོང་ནི་མས?

སྐར་ཆ་ ༥

སྦྱོང་ལྷ་ ༡ པ།

བཀོད་རྒྱ། འོག་ལུ་ཡོད་པའི་བྲིས་ཏེ་ཡོད་པའི་ མིང་འགྱུར་ཚུལ་གྱི་དབྱེ་བ་དང་ བྱ་ཚིག་ལས་འགྱུར་པའི་མིང་གི་དཔེ་ཚུ་ ལེགས་ཤོམ་འབད་ལྷག།

མིང་འགྱུར་ཚུལ་ལུ་ དབྱེ་བ་བཞི་ཡོད།

༡༽ མིང་རྐྱང་།

༢༽ མིང་གི་ཧེ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་ མིང་འགྱུར་མི།

༣༽ མིང་གི་ཤུལ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་ མིང་འགྱུར་མི།

༤༽ བྱ་ཚིག་གཉིས་བརྩེགས་ལས་བརྟེན་ཏེ་ མིང་འགྱུར་མི། ཚུ་ཨིན།

༡༽ མིང་རྐྱང་།

མིང་རྐྱང་ཟེར་མི་འདི་ མིང་རྐྱངམ་ཅིག་མ་གཏོགས་ ཚིག་ཁ་སྐོང་གཞི་ཡང་ བཀལ་མ་དགོ་མི་འདི་ལུ་ སླབ་ཨིན། **དཔེར་ན།**

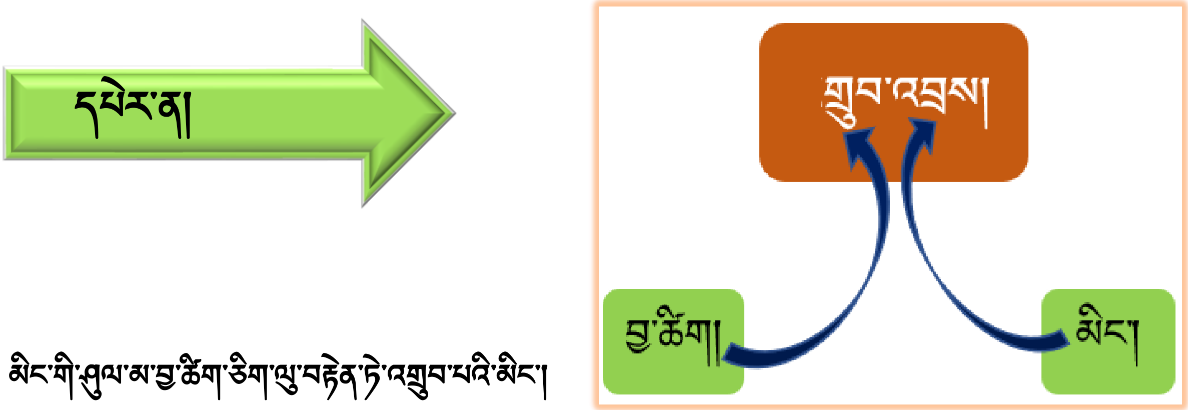
ཕམ། གནམ། གཡུས། ཉི་ཚན། གོ་ལ། ཁྱིམ། གཅན་གཟན། མི། སེམས་ཅན། རླུང་། དཔལ་སྦྲོན། ཟེར་མི་བཟུམ་ཨིན།

མིང་ལུ་ མིང་རྐྱང་ལས་འགྱུར་པའི་མིང་དང་ བྱ་ཚིག་ལས་འགྱུར་པའི་མིང་ཟེར་ དབྱེ་བ་མ་འདྲཝ་གཉིས་ཡོདཔ་ཨིན། དེ་བཟུམ་སྦེ་ བྱ་ཚིག་ལས་འགྱུར་པའི་མིང་ལུ་ཡང་ **མིང་གི་ཧེ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་འགྱུར་པའི་མིང་། མིང་གི་ཤུལ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་འགྱུར་པའི་མིང་། བྱ་ཚིག་གཉིས་བརྩེགས་ལས་འགྱུར་པའི་མིང་།** ཟེར་དབྱེ་བ་གསུམ་ཡོདཔ་ཨིན།

༢༽ མིང་གི་ཧེ་མ་བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་འགྱུར་པའི་མིང་།

མིང་གི་ཧེ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་འགྱུར་པའི་མིང་ཟེར་མི་འདི་ ཧེ་མ་བྱ་ཚིག་ཅིག་དང་ ཤུལ་མ་མིང་ཅིག་ གཅིག་ཁར་བསྡོམས་སྦེ་འོངམ་ད་ ད་རུང་ མིང་སོ་སོ་ཅིག་སྟོན་མི་ལུ་སླབ་ཨིན།

དཔེར་ན། གྲུབ་འབྲས། སྙིག་ཁྲིམས། འབྲི་ཁྲི། བཞེས་རྒྱུམ། བཟའ་ཁང་། ལྷག་དེབ། ཟེར་དོ་བཟུམ། གྲུབ། སྙིག། འབྲི། བཞེས། བཟའ། ལྷག། ཟེར་མི་ཚུ་ ལྷ་ཡོདཔ་ལས་བྱ་ཚིག་དང་ འབྲས། ཁྲིམས། ཁྲི། རྒྱུམ། ཁང་། དེབ། ཟེར་མི་ཚུ་ མིང་ཨིན།



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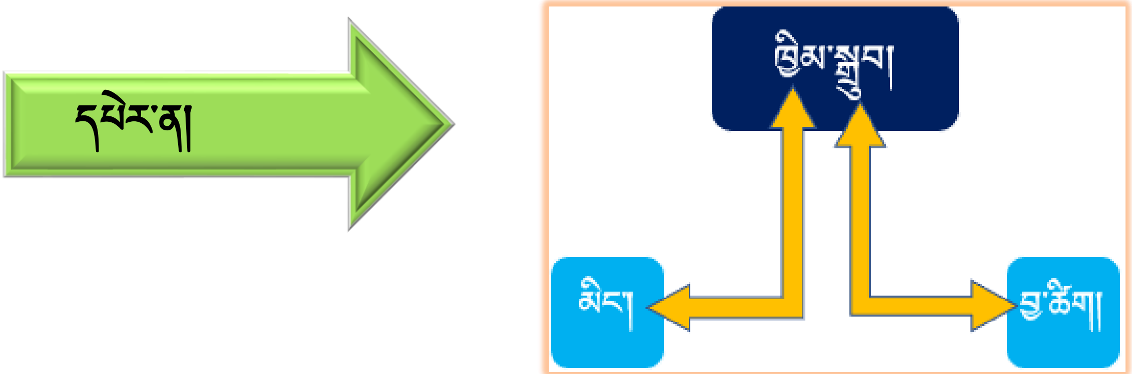
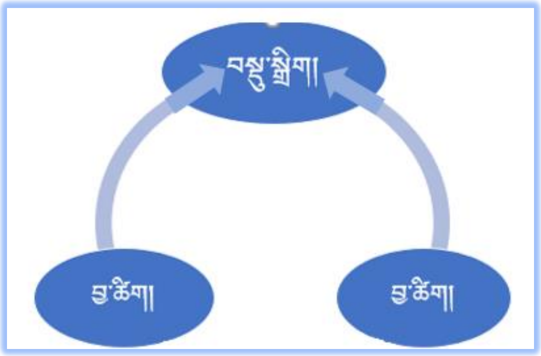
མིང་གི་ཤུལ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་འགྲུབ་པའི་མིང་ཟེར་མི་འདི་ ཧེ་མ་མིང་ཅིག་དང་ ཤུལ་མ་བྱ་ཚིག་ཅིག་ གཅིག་ཁར་བསྡོམས་སྦྲེ་འོང་པའི་སྐབས་ མིང་སོ་སོ་ཅིག་སྟོན་མི་ལུ་གོཔ་ཨིན། **དཔེར་ན།** ཁྲིམ་སྲུབ། བྱང་ཕུད། དཔེ་སྟོན། གཏམ་རྒྱུད། ཟེར་དོ་བཟུམ། ཁྲིམ། བྱང་། དཔེ། གཏམ། ཟེར་མི་ཚུ་མིང་དང་ སྲུབ། ཕུད། སྟོན། རྒྱུད། ཟེར་མི་ཚུ་ ལྔ་ཨིནམ་ལས་ བྱ་ཚིག་ཨིན།



༤༽ **བྱ་ཚིག་གཉིས་བརྩེགས་ལས་འགྲུབ་པའི་མིང་།**

བྱ་ཚིག་གཉིས་བརྩེགས་ལས་འགྲུབ་པའི་མིང་ཟེར་མི་འདི་ བྱ་ཚིག་གཉིས་གཅིག་ཁར་བསྡོམས་སྦྲེ་འོང་པའི་སྐབས་ མིང་སོ་སོ་ཅིག་སྟོན་མི་ལུ་གོཔ་ཨིན། **དཔེར་ན།** བསྡུ་སྙིག། འོང་འབབ། འབྲི་སྲུབ། ཟེར་མི་བཟུམ་ བསྡུ། སྙིག། འོང་། འབབ། འབྲི། སྲུབ། ཟེར་མི་ཚུ་ག་ར་ ལྔ་སྟོན་པའི་ཚིག་ཨིནམ་ལས་ བྱ་ཚིག་གཉིས་བརྩེགས་ལས་འགྲུབ་པའི་ མིང་ཟེར་སླབ་ཨིན།

དཔེར་ན།



སྦྱོང་ལཱ་ ༢ པ།

བཀོད་རྒྱ། འོག་གི་དཔེ་ལུ་ལྟ་སྟེ་ ཁྱོད་རའི་དཔེ་ལྟ་ལྟ་བྲིས།

མིང་གི་ཧེ་མ་བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་ འགྱུར་པའི་མིང་།	མིང་གི་ཤུལ་མ་བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་ འགྱུར་པའི་མིང་།	བྱ་ཚིག་གཉིས་བསྡོམས་ལས་ འགྱུར་པའི་མིང་།
དཔེར་ན། འཐྲོན་ལམ།	ཕྱག་འབྲི།	བརྟ་བསྐྱི།

བཅུད་བསྡུས།

མིང་ཟེར་མི་འདི་ གང་ཟག་དང་དངོས་པོ་ག་ཅི་ར་ཨིན་རུང་ དེ་ཚུ་གི་ལཱ་དང་བྱ་བ་ བཟོ་རྣམ་དང་ཁྱད་པར་ཚུ་ ག་ནི་ཡང་མ་སྟོན་པར་ དོན་གྱི་ངོ་བོ་ཙམ་སྟོན་མི་ལུ་སླབ་ཨིན། **དཔེར་ན།** རྟ། བང་ཅུང་། སེམས་ཅན། ལྷ། གཡུས། ཞིང་ཁམས། ལྷ་མོ། ཟེར་མི་བཟུམ་ཨིན།

བྱ་ཚིག་ལས་འགྱུར་པའི་མིང་ཟེར་མི་འདི་ བྱ་བའི་ལཱ་ལུ་བརྟེན་ཏེ་ འགྱུར་པའི་མིང་ལུ་སླབ་ཨིན། བྱ་ཚིག་ཟེར་མི་འདི་ ལཱ་འབད་བའི་དོན་སྟོན་པའི་ ཚིག་ཅིག་ལུ་གོ་ནི་ཨིན། **དཔེར་ན།** སླབ། སྟོན། འབད། འོང་། སྦྲོད། ལྷག། ཟེར་མི་བཟུམ་ཨིན། བྱ་ཚིག་ལས་འགྱུར་པའི་མིང་ལུ་ **མིང་གི་ཧེ་མ་བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་འགྱུར་པའི་མིང་། མིང་གི་ཤུལ་མ་བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་འགྱུར་པའི་མིང་། བྱ་ཚིག་གཉིས་བསྡོམས་ལས་འགྱུར་པའི་མིང་།** ཟེར་དབྱེ་བ་གསུམ་ཡོདཔ་ཨིན།

རང་ཉིད་དབྱེ་ཞིབ།

༡། མིང་གི་ཤུལ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་འགྱུར་བའི་མིང་ཟེར་མི་འདི་ ག་ཅི་བཟུམ་ཅིག་ལུ་སླབ་སྨོ? དཔེ་གཉིས་བྲིས།

༢། མིང་གི་ཏེ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་ མིང་འགྱུར་བའི་ དཔེ་གཉིས་བྲིས།

ལན་གསལ་དཔེ།

སྦྱོང་ལཱ་ ༡ པ།

མིང་འགྱུར་ཚུལ་གྱི་དབྱེ་བ་དང་ བྱ་ཚིག་ལས་འགྱུར་བའི་མིང་གི་དཔེ་ཚུ་ ལེགས་ཤོམ་འབད་ལྷག་དགོཔ་ཨིན།

སྦྱོང་ལཱ་ ༡ པ།

དཔེ་ལུ་ལྟ་སྟེ་ ཨ་ལོ་གིས་ དཔེ་ལྷ་ལྷ་བྲི་དགོཔ་ཨིན།

རང་ཉིད་དབྱེ་ཞིབ་ཀྱི་ལན།

༡། མིང་གི་ཤུལ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་འགྱུར་བའི་མིང་ཟེར་མི་འདི་ ཏེ་མ་མིང་ཅིག་དང་ ཤུལ་མ་བྱ་ཚིག་ཅིག་ གཅིག་ཁར་བསྡོམས་སྦྲི་འོང་པའི་སྐབས་ མིང་སོ་སོ་ཅིག་སྟོན་མི་ལུ་སླབ་ཨིན། དཔེར་ན། ཁ་དྲུག། མཛུག་བསྐྱུ། ཟེར་བའི་སྐབས་ ཁ། མཛུག། (**མིང་།**) དྲུག། བསྐྱུ། (**བྱ་ཚིག།**) ཡོད་དོ་བཟུམ་ཨིན།

༢། མིང་གི་ཏེ་མ་ བྱ་ཚིག་ཅིག་ལུ་བརྟེན་ཏེ་ འགྱུར་བའི་མིང་གི་དཔེ་གཉིས་ཡང་ **འཐོན་སྒོ། ལྷག་དེབ།** ཚུ་ཨིན།

འཆར་གཞི་ཨང་ ༢ **ཚོས་ཚན་** ཇོང་ཁ། **སློབ་རིམ་** ལྔ་པ། **དུས་ཡུན་** སྐར་མ་ ༤༠
དོན་ཚན་ ཡི་གུའི་སྦྱོར་བ། **ནང་གསེས་དོན་ཚན་** ལ་དོན་གྱི་འཇུག་ཡུལ།

ལས་དོན།

- ལ་དོན་གྱི་གོ་དོན་ སླབ་ཚུགས།
- ལ་དོན་གྱི་སྒྲ་ངོས་འཛིན་འབད་དེ་ དཔེ་བྲི་ཚུགས།
- ལ་དོན་གྱི་འཇུག་ཡུལ་དང་འཁྲིལ་བའི་ དཔེ་ཚུ་བྲི་ཚུགས།

ངོ་སྤྲོད།

སུམ་རྟགས་ནང་ལས་འབད་བ་ཅིན་ ལ་དོན་ཟེར་མི་འདི་ ལ་དོན་གྱི་སྒྲ་ ༼སུ། ར། རུ། དུ། ན། ལ། ཏུ།༽ ཟེར་བདུན་ཡོད་ས་ལས་ སྒྲ་ཚུ་གི་ཚབ་སྦེ་ མང་ཤོས་ར་ སྒྲ་**ལ**་འདི་འགྱོ་བཏུབ་ནི་འདི་གིས་ མིང་ཡང་ **ལ་དོན་**ཟེར་སླབ་ཨིན།

ལ་དོན་གྱི་སྒྲ་ཚུ་ རྗེས་འཇུག་བཅུ་དང་ འཁྲིལ་མ་དགོ་པར་ རྗེས་འཇུག་ག་ར་གི་མཐའ་མར་ དབྱེ་བ་མེད་པར་འཇུག་མི་ཅིག་ལུ་ སླབ་ཨིན།

མནོ་ཡུན།

ལ་དོན་གྱི་སྒྲ་ ག་དེམ་ཅིག་ཡོདཔ་ཨིན་ན?

སྐར་ཆ་ ༥

ལ་དོན་གྱི་ཕད་དང་ དཔེ།

ལ་དོན་གྱི་དཔེ། → ཕད་ → ན་ → སྤང་ན་སྡོད། → ཐང་ན་སྡོད།

ལ་དོན་གྱི་དཔེ། → ཕད་ → ར་ → ས་ཁར་བཞག། → གདོང་ཁར་སོང་།

ལ་དོན་གྱི་དཔེ། → ཕད་ → ལུ་ → བོད་ལུ་སོང་། → ཨའི་ལུ་སླབ།

ལ་དོན་གྱི་དཔེ། → ཕད་ → སུ་ → ཤིང་སུ་བཟོ། → འབྲི་ཁྲི་སུ་དཔེ་དེབ།

སྦྱོང་ལྷ་ ༡ པ།

བཀོད་རྒྱ། འོག་གི་ ལ་དོན་གྱི་འཇུག་ཡུལ་དང་དཔེ་ཚུ་ ལེགས་ཤོམ་འབད་ལྷག། ལ་དོན་གྱི་ཕད་ཚུ་གིས་ འཇུག་ཡུལ་གསུམ་ལུ་ འཇུགཔ་ཨིན། དེ་ཚུ་ཡང་

༡. རྣམ་དབྱེ་ ༢ པ་
ལས་སུ་བྱ་བ།

༢. རྣམ་དབྱེ་ ༤ པ་
དགོས་ཆེད།

༣. རྣམ་དབྱེ་ ༧
པ་གནས་གཞི།

༡༽ རྣམ་དབྱེ་གཉིས་པ་ ལས་སུ་བྱ་བ།

ལས་སུ་བྱ་བའི་གོ་དོན།

ལས་སུ་བྱ་བ་ཟེར་མི་འདི་ བྱ་བའི་ཡུལ་ ཡང་ན་ ལྟ་ཅིག་ལ་ བྱེད་པ་པོ་ཅིག་གིས་ ལྟ་ཅིག་འབབ་པའི་དོན་སྟོན་པའི་ཚིག་ཅིག་ལུ་སླབ་ཨིན། ལས་སུ་བྱ་བ་ལུ་ཕྲད་ **ན། ར། ལུ། གྱུ།** བཞི་ཡོདཔ་ཨིན།

ལས་སུ་བྱ་བའི་རྣམ་དབྱེ་གི་དཔེ། དཔེར་ན།

༡༽ ཁྱིམ་ནང་**ན་**སྡོད།

༢༽ རྟ་ཁ**ར་**ཞོན།

༣༽ ཨའི་**ལུ་**སླབ།

༤༽ ཤིང་**གུ་**འཛེགས།

༢༽ རྣམ་དབྱེ་བཞི་པ་ དགོས་ཆེད།།

དགོས་ཆེད་ཀྱི་གོ་དོན།

དགོས་ཆེད་ཟེར་མི་འདི་ ཕྲད་ **ར། ལུ། གྱུ།** གསུམ་གྱིས་ བྱ་བའི་ལྟ་ཅིག་འབབདཔ་ད་ ལྟ་འདི་གི་ དོན་དག་ ཡང་ན་ དགོས་པ་ག་ཅིའི་དོན་ལུ་འབབདཔ་ཨིན་ན་དང་ ཡུལ་དང་བྱེད་པ་པོ་ག་འབབ་རུང་ཅིག་ལུ་ ཕན་པའི་དོན་སྟོན་པའི་ ཚིག་ཅིག་ལུ་སླབ་ཨིན། དགོས་ཆེད་ལུ་ ཕྲད་ **ར། ལུ། གྱུ།** གསུམ་འཇུགཔ་ཨིན།

དགོས་ཆེད་ཀྱི་དཔེ།

༡༽ ༼**ར**༽ དབང་ཞུ་བ**ར་**འགྱོ།

༢༽ ༼**ལུ**༽ ནོར་**ལུ་**རྩྭ་བྱིན།

༣༽ ༼**གྱུ**༽ མིག་ཏོ་**གྱུ་**མིག་ཤེལ་བཙུགས།

༣༽ རྣམ་དབྱེ་བདུན་པ་ གནས་གཞི།

གོ་དོན།

གནས་གཞི་ཟེར་མི་འདི་ གང་ཟག་དང་དངོས་པོ་ ག་ཅི་ར་འབབ་རུང་ ཡུལ་དང་དུས་ཀྱི་གཞི་ལུ་ གནས་པ་དང་ཡོད་པའི་ དོན་ཅན་སྟོན་མི་ཅིག་ལུ་སླབ་ཨིན།

གནས་གཞི་ལུ་ཕྲད་ **ན། ར། ལུ། གྱུ།** བཞི་ཡོདཔ་ཨིན།

གནས་གཞི་གི་དཔེ།

ལྷ་ཁང་ནང་ན་སྐུ་ཡོད། | ཐིམ་ཕུག་ལུ་མི་སྣ་ཚོགས་འཛོམས་ནུག། | ཁྱིམ་ནང་ན་མི་འཛུལ་ནུག།

སྦྱོང་ལཱ་ ༢ པ།

བཀོད་རྒྱ། འོག་གི་ དྲི་བ་གཉིས་ཀྱི་ལན་བྲིས།

༡༽ འོག་གི་དཔེ་ལུ་ལྟ་སྟེ་ ལ་དོན་གྱི་ཕྲད་ **ན། ར། ལུ། གུ།** བཞི་གི་ དཔེ་རེ་རེ་བྲིས།

ཀ༽ སློབ་གྲྭ་ནང་ན་སློབ་ཕྲུག་ཡོད།	ར༽ ཐབ་ཁར་ ཇམ་འདུག།	ལུ༽ སྤྲུག་ལུ་ཡོད།	གུ༽ ཁྱིམ་ཐོག་གུ་དར་ཤིང་ཡོད།

སྦྱོང་ལཱ་ ༣ པ།

༢༽ ལས་སུ་བྱ་བ། དགོས་ཆེད། གནས་གཞི། གསུམ་གྱི་ དཔེར་བརྗོད་བྲིས།

ལས་སུ་བྱ་བའི་དཔེ།	དགོས་ཆེད་ཀྱི་དཔེ།	གནས་གཞི་གི་དཔེ།
དཔེར་ན། ར༽ ལྷ་སར་སོང་།	**དཔེར་ན།** ལུ༽ ནདཔ་ལུ་ སྨན་བྱིན།	**དཔེར་ན།** གུ༽ ཏ་གུ་ཁུར་ཆ་བཀལ།
ཀ༽	ཀ༽	ཀ༽
ར༽	ར༽	ར༽
ལུ༽	ལུ༽	ལུ༽

བཅུད་བསྡུས།

ལ་དོན་ཟེར་མི་འདི་ ཕྲད་ **ན། ར། ལུ། གྱི།** ཚུ་ རྗེས་འཇུག་བཅུ་དང་ འབྲེལ་མ་དགོ་པར་ རྗེས་འཇུག་ག་ར་གི་མཐའ་མར་ འཇུག་མི་ཅིག་ལུ་སླབ་ཨིན། ལ་དོན་གྱི་ཕྲད་ཚུ་ འཇུག་ཡུལ་གསུམ་ལུ་འཇུག་པ་ཨིན། དེ་ཡང་ རྣམ་དབྱེ་ ༢ པ་ལས་སུ་བྱ་བ། རྣམ་དབྱེ་ ༤ པ་དགོས་ཆེད། རྣམ་དབྱེ་ ༧ པ་གནས་གཞི་ཚུ་ལུ་འཇུག་པ་ཨིན། ལ་དོན་གྱི་དཔེ་ཚུ་ཡང་

ན༽ ཁྱིམ་ནང་**ན་** མི་ཡོད།	ར༽ ས་ཁ**ར་**བཞག་ནུག།
ལུ༽ གནམ་ཁ་**ལུ་**བྱ་འཕུར་དེས།	གྱི༽ དར་ཤིང་**གྱི་**བྱ་འདུག།

རང་ཉིད་དབྱེ་ཞིབ།

༡༽ ལས་སུ་བྱ་བ་ཟེར་མི་འདི་ ག་ཅི་བཟུམ་ཅིག་ལུ་ སླབ་ཨིན་ན?

༢༽ དགོས་ཆེད་ཀྱི་གོ་དོན་བྲིས།

༣༽ གནས་གཞི་ཟེར་མི་འདི་ ག་ཅི་ཨིན་ན?

ལན་གསལ་དཔེ།

སྤྱོད་ལཱ་ ༡ པའི་ལན་གསལ་དཔེ།

ལྷག་ཉེའི་སྤྱོད་ལཱ་ཡིནམ་ལས་ ཁྱེད་ཀྱིས་ལྷག་དགོཔ་ཨིན།

སྤྱོད་ལཱ་ ༢ པའི་ལན་གསལ་དཔེ།

དཔེ་ལུ་ལྟ་སྟེ་ ཨ་ལོ་གིས་ ལ་དོན་གྱི་དཔེ་བྲི་དགོཔ་ཨིན།

སྤྱོད་ལཱ་ ༣ པ།

དཔེ་ལུ་ལྟ་སྟེ་ དབྱེ་བ་རེ་རེ་ལུ་ **ནི། རི། ལུ། གི་**དཔེ་རེ་རེ་བྲི་དགོ།

རང་ཉིད་དབྱེ་ཞིབ་ཀྱི་ལན་གསལ་དཔེ།

༡༽ ལས་སྣ་བྱ་བ་ཟེར་མི་འདི་ བྱ་བའི་ཡུལ་ ཡང་ན་ ལཱ་ཅིག་ལུ་ བྱེད་པ་པོ་ཅིག་གིས་ ལཱ་ཅིག་འབད་

བའི་དོན་སྟོན་པའི་ ཚིག་ཅིག་ལུ་ སླབ་ཨིན།

༢༽ བྱ་བའི་ལཱ་ཅིག་འབདཝ་ད་ ལཱ་འདི་གི་ དོན་དག་ ཡང་ན་ དགོས་པ་ག་ཅིའི་དོན་ལུ་ འབདཝ་

ཨིན་ན་དང་ ཡུལ་དང་བྱེད་པ་པོ་ག་འབད་རུང་ཅིག་ལུ་ ཕན་པའི་དོན་སྟོན་པའི་ ཚིག་ལུ་སླབ་ཨིན།

༣༽ གནས་གཞི་ཟེར་མི་འདི་ གང་ཟག་དང་དངོས་པོ་ ག་ཅི་ར་འབད་རུང་ ཡུལ་དང་དུས་ཀྱི་གཞི་ལུ་

གནས་པ་དང་ཡོད་པའི་ དོན་ཅན་སྟོན་མི་ཅིག་ལུ་སླབ་ཨིན།