

# Textbook Evaluation: Analyzing English Textbook I of Federal Board at SSC Level in the Light of Bloom's Taxonomy of Educational Objectives

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## Abstract

*Textbooks play a vital role in a successful teaching-learning process. This means that quality education heavily depends on the quality of textbooks. Therefore, it is imperative to maintain their quality by passing them through rigorous evaluation and assessment procedures. The study at hand analyzes English Book I of Federal Textbook Board by applying the Cognitive Domain of Bloom's Taxonomy of Educational Objectives. The said textbook is taught in federal schools at SSC level, which is a fundamental stage in the cognitive development at early childhood phases. The research employs mix-method approach as it is both qualitative and quantitative in nature; qualitative due to its nature of an in depth study of the texts and quantitative because textual analysis was carried out. The research tool used is "question analysis". The study aims at finding out the degree to which the exercises of the textbook satisfy the Cognitive Domain, existing/missing domains, order followed by the sub levels of the Cognitive Domain and congruency of the exercises with the content of the units in the textbooks. The results show a lack of balance with regard to Cognitive Domain. In other words, all the sub-levels of the Cognitive Domain are present but their order is random. There is no congruency of the content with the exercises as well. It is, therefore, suggested that the textbook needs rigorous revision from time to time. Their designing should be performed according to set criteria and there should be clear learning objectives. The research proposes a link between English Textbook and its role in ESL/EFL teaching thus claiming a valid and continuous evaluation of the textbooks as the call of day for quality ESL/EFL teaching.*

**Keywords:** Bloom's Taxonomy, Cognitive Domain, English Textbook, Federal Board, Educational Objectives

## 1. Introduction

It is from the times of Plato and Aristotle that education was idealized and considered as the foundation of a balanced society. Education is not something haphazardly imparted; it is the result of a careful planning. Curriculum is one such example of planning. According to Kelly (2004, p.2), curriculum means the various types of programs of teaching and instruction.

Various educational factors collectively make curriculum, hence it can be considered a broad phenomenon carrying various tools to impart education in an educational setting. Among them, textbooks play a central and fundamental role in teaching learning situations for all subjects including English language teaching. In the underdeveloped and developing countries, textbooks are the first medium that children come across and have an exposure to, and in many situations, they are the only source which the learners have access to. Naturally, it applies to Pakistan too. According to Hamza (2004, p.03), the main teaching, learning, and reference tool for language teaching in Pakistan is the textbook.

A textbook comprises content carrying material to mold and modify the ideologies, values and behaviors of learners. But the content alone is not sufficient; exercises at the end of each lesson are provided in order to further clarify the content thus making learners imbibe the material to the fullest. This efficient procedure of evaluation, if adopted, will affect all the stakeholders i.e. students, teachers and the education system per se and will lead to plausible solutions for the improvement and upgradation of textbooks. Keeping in mind the importance of textbook evaluation and the gap in Pakistani context, especially with regard to English textbooks at SSC Level vis-à-vis Bloom's Taxonomy, the present study was carried out.

### **1.1 The Statement of Problem**

In Pakistan, a variety of textbooks are used as instructional material in the educational institutions at lower and higher levels. There is a lack of composite procedure to evaluate these texts on regular intervals. Different models are available to check and test the prescribed educational objectives through evaluation of the texts. In this context, a possibility exists which allows analysis of English Textbook I of Federal Board at SSC level in light of the selected model, Bloom's Taxonomy.

### **1.2. Objectives of Study**

The objectives of the study are;

- To explore whether the exercises of English textbook I of Federal Board at SSC level follow Bloom's Taxonomy of Educational Objectives

- To investigate the existing/missing domains and trace the order followed by exercises according to the Cognitive Domain
- To find out the conformity of content with exercises

### **1.3. Research Questions**

1. To what extent do the exercises of English textbook I of Federal Board at SSC level follow Bloom's Taxonomy of Educational Objectives?
2. How many sub levels of textbook are existing/missing in accordance to the Cognitive Domain of Bloom's Taxonomy?
3. What is the order followed by the sub-levels of Cognitive Domain in the selected exercises of the textbook?
4. How far do the contents of the lessons conform to the question items in the exercises of English textbook?

## **2. Literature Review**

As English language teachers, it is surprising to encounter the vastness of English language. There are half a million symbols with millions of sentences and millions of people using it across the world. There are thousands of publications in the form of magazines and newspapers every year. How to grab all this huge bulk and how to deal with it? Labrant (1940) asks, "What can or must youth do with this? How can and must we help him?" The best answer is to ponder over the part played by language in civilization and its function as the only communicative tool. Language is a reliable tool for imparting and receiving information and here begins the hurdle of successful communication of ideas and in turn, their understanding.

Labrant (1940) comments that, to meet the needs of living in our society our students need: Experiences with literature which will extend and enrich understanding of others; experiences with literature which will extend understanding of one's self; experiences in reading, speaking, and writing which will promote mental hygiene, wholesome attitudes and expression; experience which will enable the individual to use intelligently the abundant literature, broadcasts, and cinemas produced by machines and men; experiences which will make him, in short, understanding of himself and others.

In Pakistan, Urdu's status is of national language whereas the official language of government and its higher education institutions (HEIs) is English. The constitution of Pakistan is written in English. Ali, S. et al., (2014) are of the view that Pakistan should emphasize promotion of English language among general people if it wants to compete with the world in the fields of technology, trade, science, economic development and commerce.

According to Marckwardt (1963), English as a Second Language means that it is used as an instructional medium in schools. It is quite true in case of Pakistan since the use of English is quite common in educational set-up around the country.

Pakistan is a country with multilingual and multicultural social make-up. All the provinces have more than one language. The representative nature of English has made it a prestigious language (Haque, 1982; Rahman 1998, 2002). Governments, when elected, pay special attention to the teaching of English and make it a part of their policy with the objective of achieving democratic epitomes of equality in opportunity. But certain hindrances appear in the course of action as Shamim (2008) says that Pakistan has two-stream education policy which hinders providing equal chances of ELT learning at various level. This has resulted in the unsolved nature of the problem till this time.

According to Doll (1964), the definition of curriculum from only a content of a course has changed to all other related activities for the learners in the learning process. As mentioned above, there are a number of definitions attached to the word curriculum but Tanner and Tanner (1980) provide the most encompassing one. They believe that it is the systematic giving of knowledge and experience to the learners to enable them gain control of the both. The brief discussion above can be inferred in terms of curriculum being a program not only in classrooms with textbooks but a pervasive concept having co-curricular and extra-curricular activities as well.

In the case of Pakistan, curriculum designing has hardly ever been ideally systematic in terms of the ground realities and new challenges. Hence, the new concepts and methodologies should be adopted from time to time to update the curriculum. This vast view attached to the curriculum makes it a

pervasive concept carrying bulks of factors, all contributing directly or indirectly to the development of learners.

In Pakistan, the task of curriculum revision or development has been assigned to the Curriculum Wing, an organization specifically designed for the said purpose which works under the legislation of Ministry of Education. Curriculum wings are also established at provincial level, which work according to the instructions of the central authority. Alongside, CRDCs, the Curriculum Research and Development Centers have also been formed to design or revise curricula. The Curriculum Wing sends the curriculum to the provincial wings or CRDCs where after the required procedures, it is sent back to the Ministry of Education for approval. There are committees at national level as well to assist in such tasks and they are also major stakeholders in the process. The final draft, after all the consultations, is sent to the Secretary of Education at Federal Level where, after the approval, it is dispatched for the formulation of the textbook to the provincial textbook boards.

Textbooks are a primary source in formal and informal educational set up. These textbooks prove to be of huge assistance for the teachers and students both. The instructional content for assessment and testing along with the examination system depends on the textbooks. Rehman et al., (2006) supports the grading and assessment system by saying that textbooks have significant role in our teaching-learning situation because they provide confidence to teachers by saving their time, energy and enable them to deploy their skills successfully and at the same time, enabling learners acquire multidimensional development.

The formal medium of communication i.e. English bears the status of second/foreign language in Pakistan. This has been a long journey but still many of the goals are unachieved. A number of ways have so far been applied to teach English but the most fundamental medium of instruction and study is the textbook. Hamza (2004, p. 3) states that, "The main teaching, learning, and reference tool for (English) language teaching in Pakistan is the textbook".

A comprehensive set of goals and objectives have been set for English language teaching but they are not followed and hence do not reflect the

guidelines in the policies. The reason is, "Textbooks prescribed for the level do not include the needs of the learner. Moreover, there was no change/modification/development incorporated in them during last two decades (Shah, 2007, p. 101). Another gap in the textbook is the lack of further development resulting in the inappropriate assessment of the adeptness of the curriculum. Shah (2007) opines again that analyzing the achievement of learners is linked to a valid evaluation. However, in Pakistan, the examination system measures the memory of the learners rather than focusing on the assessment of skills of language. The result is absence of upgradation of these books according to the necessary needs as mentioned by Rahman (2002, p. 317), "The textbooks at the higher secondary level had not been revised for nearly twenty years." The absence of interest produced inappropriate textbooks which were not only lacking the intended outcomes but hindered the various strategies to English language teaching. Siraj (1992) suggested that both the secondary and college textbooks do not give relevant skills to the learners needed for English.

A systematic and well organized set of methods in evaluation and monitoring would help in strengthening the teaching and learning in classroom (OFSTED, 1999c). Generally, it is the principals who bear the responsibility of monitoring and evaluation at school level. It renders chances to share information, propositions, perceptions, responses about success and failure. Ellis (1994) states, "individuals are more motivated when they are communicated clearly."

According to Gay (1985), evaluation means an organized way of data collection and analysis to make decisions. Chambers (1997) is of the view that the selection of an appropriate textbook is not simple as there can be many stakeholders and thus the plausible solutions can be resisted due to the difference of perceptions. The better way is to involve a whole team relevant to the task.

## **2.1. Bloom's Taxonomy**

Dr. Benjamin S. Bloom along with his colleagues, Frost, Hill, Englehart and Krathwol, in 1956, devised a taxonomy called Bloom's Taxonomy of Educational Objectives which is a key paradigm in the testing, evaluation and curriculum development. The taxonomy comprised three domains:

Cognitive, Affective and Psychomotor. The sub categories of Cognitive Domain were *Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation*. According to Woolfolk (2005), the real life of the learners includes behaviors from these three domains which may occur simultaneously. If students are indulged in writing (psychomotor), they are also involved in remembering (Cognitive) and at the same time pose emotional responses (Affective) to the assigned activities/tasks as well.

The group of researchers and experts devised the objectives of the Cognitive and Affective Domains, but could not succeed in framing the objectives for the third domain, the Psychomotor. It was then attempted by many other researchers to give a valid domain of the Psychomotor. Kumari & Mohamma (2007) comment that as discussed already, there was no model proposed by the committee for the psychomotor domain but different people attempted to devise it in various ways.

Hamblen (1984) has exemplified the peculiar ways in which the taxonomy can be applied in Art studies. He explained the level and type of thinking related to understanding a specific work of art, for example, Guernica, as below:

- (a) Who has painted Guernica? : Knowledge
- (b) Describe the subject matter of Guernica: Comprehension
- (c) Relate the theme of Guernica to the current work: Application
- (d) What compositional principles did Picasso use in Guernica? Analysis
- (e) Imagine yourself as of the figures in Guernica and describe your life history: Synthesis
- (f) What is your opinion of Picasso's Guernica? Evaluation

Kegan (1977) in his research study "Using Bloom's Cognitive Taxonomy for Curriculum Planning and Evaluation in Nontraditional Educational Settings" has mentioned the taxonomy to be a useful tool in evaluation. Forehand (2005) in his study "From Emerging Perspectives on Learning,

Teaching and Technology” claimed that in all the contexts the taxonomy can render help. He stated that Bloom’s Taxonomy can be helpful in any learning process initiated by an instructor.

### **3. Theoretical Framework**

The theoretical framework for this study is the Cognitive Domain of Bloom’s Taxonomy of Educational Objectives. In 1956, Benjamin Bloom led a group of educational specialists who categorized the way people learn into three spheres. One of them is the Cognitive Domain, which focuses on perceptive results. There are six major levels within the Cognitive Domain, as specified by Bloom, and these are: Knowledge, Comprehension, Application (lower level cognition), and Analysis, Synthesis and Evaluation (higher level cognition). The purpose of selecting Bloom's taxonomy is its importance since its development. It has been very important and influential since it was introduced first as it puts forward a comprehensible framework for understanding and appreciating the varying levels of learning which a normal learner goes through during his formal schooling. Bloom’s taxonomy very clearly suggests that students must get hold of lower levels of learning in order to be able to attempt more complicated and challenging tasks during the later stages of learning. Bloom's taxonomy suggests encouragement and fostering of higher-order thought in the minds of students by building up from lower-level cognitive skills.

A brief description of the theoretical framework is given below:

#### **3.1.1. The Cognitive Domain**

##### **Level One (Knowledge)**

This level involves remembering and recalling of the previously learned information from simple facts to theories as a whole. The information is recalled to the mind as it was.

##### **Level Two (Comprehension)**

This is the second level in which the understanding of the academic goals is the base towards knowing the trends. The learners are expected to convert a

thing from one medium of interaction to another and also to acquire the expertise of presentation and extrapolation of issues.

### **Level Three (Application)**

It is the third stage where the learned knowledge and skills can be applied in new and novel situations. The learners become able to apply the theories and formulae in the practical scenario where ever a need arises.

### **Level Four (Analysis)**

This is the fourth level where the learners learn to split apart the major chunk of information into smaller bits and pieces and then study it in separate sections. Every piece of information bears an underlying organizational structure and principles. The learners at this level learn to understand this underlying structure and to read and grab the idea of the constituent parts of this structure. The learners in this way even understand the internal relationship in this bulk of information or knowledge.

### **Level Five (Synthesis)**

This is the fifth level of the taxonomy where the learners master the skills of combining the separate bits of information into a united whole. This level, in theory and practice, is opposite to the analysis level i.e. the fourth level. The learners become able to formulate something new out of the existent bulk of information which is mainly in pieces. The writing skills of the learners are enhanced at this level and they become able to express various issues in a valid manner.

### **Level Six (Evaluation)**

This is the highest and complicated level of taxonomy where the learners are supposed to make judgments about the value of the concepts, ideas and materials. In the process, the learners are to select the most effective way out or solution. The learners become able to probe into a matter and view its philosophical aspects. A critical ability is the outcome of the mastery of this stage where learners become able to find the merits and demerits of issues and phenomenon.

## **3.1. Research Methodology and Research Tools**

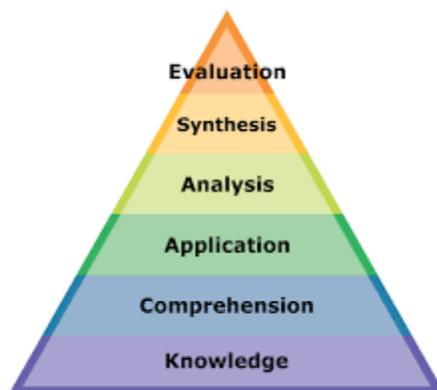
This study is mixed method research i.e. qualitative and quantitative both. An in-depth study of the textbook has been carried out which makes it

qualitative research. According to Krippendorff (2004), reading and analyzing the textbooks come under the category of qualitative approach. The study has used the technique of “question analysis”. This technique analyses the questions in a textbook in order to know whether the questions fulfill the intended purpose or not. The content and question items in the exercises were cross checked to find the relevancy of the questions with the material in the content, thus creating the categories of relevant and irrelevant questions. The existing and missing domains of the taxonomy were identified.

Further, the research data was analyzed quantitatively in simple numbers, percentages and calculations. So, this study is also evaluative, and analytical in nature as well as qualitative and quantitative. The primary research sources was the English textbook I of Federal board at SSC level.

#### **4. Data Collection and Interpretation**

Cognitive Domain is the first and the foremost domain in the taxonomy of educational objectives. It tries to test and enhance the development of the cognition of the learners through information which assists the task from LLC to HLC. Affective and Psychomotor are the two other domains within the taxonomy which check the emotional and physical grooming of the learners but they are not addressed in this thesis. It can be proposed that the major focus during the designing of instructional materials is on the Cognitive Domain and that is the reason that books are devised in way so as to deal and function in response to the Cognitive Domain.



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**Figure 1 Cognitive Domain**
**4.1. Analysis of Federal Board English Textbook I**

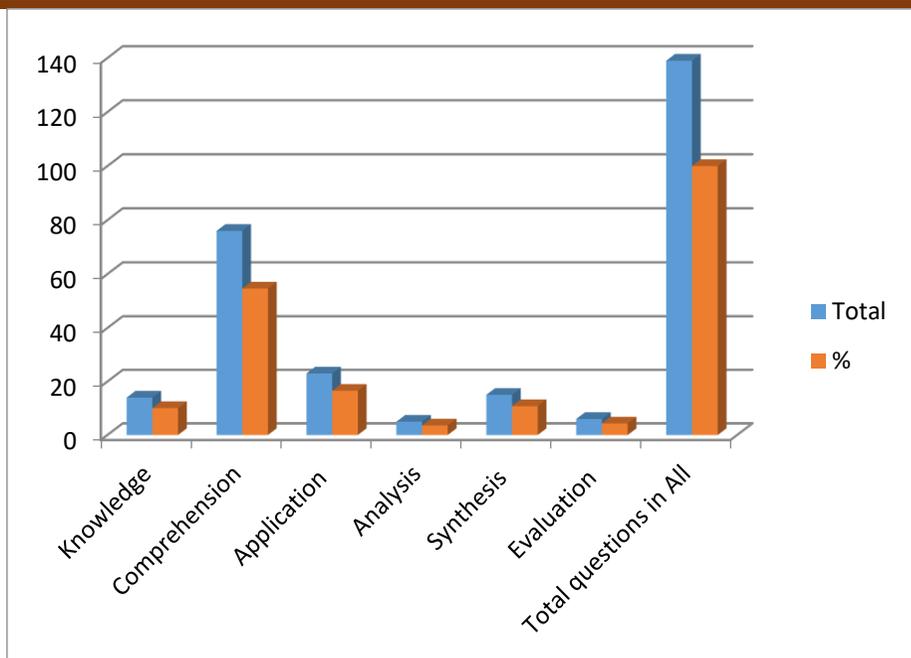
Federal Board of English Textbook I contains 12 units.

**Blooms Taxonomy of Educational Objectives: Cognitive Domain****Units 1-12**

The data has been shown in the table and graph 1 below.

<b>Lev els</b>	<b>Knowl edge</b>	<b>Comprehe nsion</b>	<b>Applic ation</b>	<b>Anal ysis</b>	<b>Synth esis</b>	<b>Evalua tion</b>	<b>Total questi ons in All</b>
Total	14	76	23	5	15	6	139
%	10.07	54.67	16.54	3.59	10.79	4.31	100

**Table 1 All Levels of Cognitive Domain of FTBB Book 1**



**Graph 1 All Levels of Cognitive Domain of FTBB Book 1**

The table 1 contains total questions and percentage of Cognitive Domain in English Book I of Federal Board along with graphical representation. After placing all the question items into the relevant sub levels of the Cognitive Domain along with a critical discussion on their nature, the data has been converted into tabulated form as seen above.

Looking at Table 1, it can be observed that a total of 139 questions were found in relevancy to the Cognitive Domain. Out of them, 14 were placed in the sub level of Knowledge comprising a ratio of 10.07 % of the total. 76 questions were of *Comprehension* mounting to 54.67% which makes the largest proportion among all the sub levels. *Application* contains 23 items making a percentage of 16.54. *Analysis* is 3.59 with 5 items, *Synthesis* is 10.79 with 15 items and *Evaluation* is 4.31% with 6 queries. There is a plain discrepancy among the number of question items allotted to the respective six sub levels of the Cognitive Domain as is shown in Table 1. The major portion has been allotted to the sub level *Comprehension* with a percentage of 55 while the least has been given to *Analysis* and *Evaluation* with 3 and 4

percent. The only sub level which shows a tendency of proportion is *Application* with a percentage of almost 17.

#### **4.2. Existing/Missing Sub Levels**

Regarding the second research question which deals with the existing and missing domains, it can be put forwarded after an in depth analysis that the prime focus was on the Cognitive Domain and its sub level and all of the sub levels are present in the exercises, although the ration of each sub level is different. There is no question item in all the exercises designed with the intention to incorporate or improve the Affective ability within the learners. The third domain, Psychomotor is present but to a negligible extent. There are few questions in all the twelve units designed to enhance the learning process through psychomotor skills.

#### **4.3. Order of the Sub Levels of Cognitive Domain**

The order of the domains and the order of the sub levels within the Cognitive Domain are not systematic. There is randomness within the exercises from the perspective of LLC and HLC. From unit-1 till the end, there are questions related to Cognitive Domain and Psychomotor Domain with Affective Domain being absent. Taking into consideration the Cognitive Domain, there is not visible format of LLC-HLC; furthermore, there is no calculated allocation of question items of each sub level within the exercises of the allocated units.

#### **4.4. Conformity of the Content with the Exercises**

Considering the conformity of the content with the exercises, it can be argued that the exercises carry a lot of questions which do not conform with the content taught to the learners. The exercises are mainly divided into two portions, one part dealing with the questions based on the content addressing the various domains and the sub levels within the Cognitive Domain and the other part carrying the concepts of grammar. This discrepancy is within the exercises, there is content meant for reading and based on those reading, questions about grammar are given to be answered. It seems that there are two contents simultaneously, one, the content of the lesson, and the other, the content within the exercises which is exactly demands the same rigorous reading and then answering the questions. Such

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questions have been tagged as Non-conformed (NC) and hence, will be termed as “Irrelevant questions”.

#### **4.5. Critical Discussion: FTBB Book I**

It is evident from the analysis of sub levels of Cognitive Domain that they are not systematically inculcated. In FTBB Book I, the sub level of *Comprehension* carries the largest number with 76 items while *Application* is second with 23 items out of a total 139 questions in the exercises of the textbook. Synthesis is on position three with 15 items. The sub level of *Knowledge* carries 14 items in total which is the fourth position. The minimum number of items is within Evaluation with 6 items and Analysis with 5 items out of a total of 139 questions within the exercises of the textbook.

There is a lack of balance and equilibrium of the question items in the exercises of Federal textbook in terms of allocating to each sub level of the Cognitive Domain of Bloom’s Taxonomy. This can be supplemented from the above data which shows the imbalanced number of items allocated to the sub levels of the Cognitive Domain. The division of items shows one extreme or the other. Some of the sub levels carry highest number of items while others contain lowest. A balanced division would have been desirable.

There are no missing sub levels of the Cognitive Domain in the book. All of the sub levels are present, although the balance in terms of number of items has not been maintained and the order of each sub level has not been considered either.

There is absence of order in terms of placing the questions in each category as well as in terms of placing the sub levels from Lower order to Higher order as is demanded by the theme of Bloom’s Taxonomy where the central proposition is devising the questions in way so they may support the learning process from Lower order to Higher order and thus achieve cognitive development of the learners systematically. The first three sub levels cater the lower level cognitive needs (LLC) while the last three sub levels address the high order cognition (HLC). A comprehensive pattern would be to address them in order in the exercises of the textbook, i.e. starting from putting the questions of *Knowledge* and *Comprehension* in the initial exercises and moving forward systematically to place the questions of

*Application, Analysis, Synthesis* and lastly, *Evaluation*. This would have provided an ordered, composed, comprehensive and coherent structure to the exercise.

The last point of consideration was to find the congruency of the questions in the exercises to the content of the textbook. Questions should be devised from the material taught in the content. If the learners are taught about a concept or viewpoint in the content, but the questions in the exercises ask about some other issues, it may create a sense of discomfort among the young learners. The better situation would be to ask about what is taught. In this way, the goal of a more valid learning can be achieved. Based on this proposition of the congruency of the questions in the exercises to the content of the units, the questions have been divided into 'conformed' and 'non-conformed'. The questions dealt in the content have been categorized as conformed while the unaddressed questions have been categorized as non-conformed. Almost two third of the questions in the exercises fall in the category of the non-conformed; they deal with hard concepts of grammar having no clue in the content. This again might create an unfavorable situation for the young learners in terms of their cognitive development.

## **5. Findings**

This study was carried to find whether the questions in the exercises of FTBB Book I follow the Cognitive Domain of Bloom's Taxonomy or not.

- It is evident from the Table that there is a lack of balance in terms of distribution of question items within each sub level of Cognitive Domain. The sub levels are either allocated too large number of questions or a smaller number otherwise.
- The second point of inquiry was finding the existing/missing sub levels of the Cognitive Domain. To this, it is said that no sub level of the Cognitive Domain has been skipped. All the sub levels are present in the exercises of the textbook as is shown in the tables.
- Regarding the order of the sub levels, it was found that a random placement is visible. There is no systematic order of placing the sub levels of the Cognitive Domain from the perspective of Lower Level

Cognition to Higher Level Cognition within the exercise. Right from the first exercise till the last within the textbook, all types of question items could be found ranging from Knowledge to Evaluation.

- The last point of concern was to know about the congruity of the content with the exercises of the textbook which meant that the questions asked in the exercise should carry information in the content of the lessons. There was a huge discrepancy found in response to this point of inquiry.
- Mainly, two types of questions were found in the exercises, those which were based on the content and those which were related to the concepts of grammar. All the questions related to improve the grammar skills of the learners were found to have no link with the content and thus were tagged Non-conformed (NC) questions. Almost two third of the questions in the exercises were related to the concepts of grammar having no link to the content taught to the learners.

The research was restricted to the application of only the Cognitive Domain with the exception of Affective and Psychomotor domains. The reasons were; while designing textbooks, the focus relies mainly on the development of the Cognitive Domain of the learners and the length of the study was increasing beyond the maximum limits if the textbook would have been checked for all the three domain of the taxonomy.

### **5.1. Recommendations**

It is necessary that textbooks should be designed in accordance to a certain model which might cater the needs of the learners and thus fulfill their language learning goals. Clear and simple objectives of language learning in terms of cognitive development should be set which would channelize the teaching learning process to achieve the purpose with ease. Clear instructions should be provided for both the teachers and learners to handle the textbooks and exercises.

Exercise should be congruent to the content taught to the learners. This would ensure quality learning on the part of the learners who otherwise, would feel difficulty to retain their interest in the exercise if they do not carry

information in the content. And lastly, an on-going review, assessment and evaluation of the textbooks in the context of the needs of the students in terms of ELT through experts in the relevant field should be assured.

There is no denial of the fact that teaching English as ESL/EFL needs the teaching of grammar as well. But grammar should be properly planned and systematically divided in both the book I and II of the SSC level. It would ensure the quality teaching at teachers' end and a comfortable comprehension on the part of the learners.

The textbooks for the young learners especially at SSC and HSSC levels should be planned and devised by the experts in their relevant fields. These experts, in the areas of curriculum, syllabi, textbook adaptation, assessment and evaluation would enhance the quality to a higher level and ensure a quick achievement of the goals to a successful teaching of ELT

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## **Appendix 1**

### **UNIT 1-12**

#### **Knowledge Level**

##### **Unit 1**

What was the first revelation?

Match column A with B to find the exact meanings of the words.

<b>Column A</b>	<b>Column B</b>
Charm	Eliminate

(There are 14 more similar items)

### **UNIT 3**

What are the two major means of communications?

### **UNIT 4**

Who was Hazrat Abdullah Bin Zubair?

#### **Vocabulary**

**Choose the correct meaning of the underlined words**

It was so delicate situation.

- a) Difficulty                      b). easy  
c). sensitive                      d) fragile

(There are three more similar questions)

**Fill in the blanks with suitable prepositions given below each sentence.**

The Rasool migrated \_\_\_\_\_ Makha to Madinah in 622 A.D.

- Between      b.      from   c.      after   d.      into

(There are six more similar questions)

### **Unit 7**

Who was appointed as the architect of the masjid?

Who constructed Masjid Sophia?

**Circle the correct antonyms from the given choices of the underlined words.**

The Sultan masjid is one of the most impressive monuments in the world.

Ugly

Unimpressive

Remarkable

(There are four more similar questions)

### **Unit 8**

Who is the speaker in the poem?

### **Vocabulary**

**Here are some words opposite in meaning. Match the columns.**

Column A	Column B
Village	Melt

(There are seven more similar words for column A & B)

## Unit 9

### Vocabulary

**Match column A with column B.**

Column A	Column B
Beside	Prove myself right

(There are three more similar column A&B)

## Unit 11

### Vocabulary

Write the synonyms of the following words.

Disrupts (Para 1)      nuisance (Para 2)

Rapid (Para 3)      piercing (Para 4)

Unmonitored (Para 5)

## Unit 12

Who was Helen Keller?

### Comprehension Level

## UNIT 1

What type of land Arabia is?

(There are seven more similar questions)

### Vocabulary

**Consult a thesaurus and find out the synonyms of the following words.**

Dazzling, imaginations, remarkable, composed, preservation, bestowed, message, superstition, abandon

### UNIT 2

**Answer the following questions.**

How will you define patriotism?

(There are four more similar questions)

What makes us stay alert in the wake of foreign invasion?

### Vocabulary

**Guess the meaning of the following words. Confirm your meaning from the dictionary.**

No.	Word	Guessed meaning	Dictionary meaning
1.	Conservation		

(There are three more similar questions)

### UNIT 3

**Answer the following questions.**

What is the most important function that media performs?

(There are three more similar questions)

## Vocabulary

**Explain the following phrases as used in the text.**

Geared up, global villages, a click away, constructive role, raise awareness, to keep an eye, a mouth piece of the downtrodden.

### UNIT 4

**Answer the following questions.**

What happen when Abu Jehl asked about Hazrat Abu Bakr Sidque?

(There are four more similar questions)

### UNIT 5

**Answer the following questions.**

What is the central idea of the poem?

(There are two more similar questions)

List the words that heighten the sound effect in the poem.

**In "Daffodils" similes are used in stanzas 1 and 2. Can you tell what two things are compared to in each of these stanzas?**

**Pick out one example of personification from the poem.**

**Underline the words and phrases that depict clear imagery in the poem.**

**Which imagery the poet refers to in the poem?**

## Vocabulary

**Use thesaurus to find three more synonyms of the following words.**

Saw    glance            gaze

Shine twinkle

sparkle

## UNIT 6

**Answer the following questions.**

How much confidence did Quaid e Azam have in his nation?

(There are seven more similar questions)

Vocabulary

**Encircle the option for the underlined words that relates to the next.**

“We are a nation” he affirmed three years before the birth of Pakistan.

told

said emphatically

broke in

(There are four more similar questions)

**Consult a thesaurus and find the synonyms of the following words.**

Morale, voyage, ambition, nomenclature, Identity, distinctive, emergence, struggle, numerous, strong, ideology

**Write the antonyms of the following words.**

Confidence, honor, belief, separate, unity, political

## UNIT 7

**Answer the following Questions.**

Why Sultan Ahmad Masjid is also known as Blue Masjid?

(There are three more similar questions)

**Vocabulary:**

**Consult a thesaurus and find out the synonyms of the following words.**

Embellish, integrate, splendor, majesty, illuminate

**UNIT 8**

**Answer the following questions.**

Whom does the speaker refer to in the first stanza of the poem?

Why does the speaker stop on 'the darkest evening of the year'?

Why does the horse impatiently await the next move of his master?

(There are two more similar questions)

The speaker in the poem is captivated by the beauty of nature. Why doesn't he stop for long to enjoy nature's beauty?

**Some statements are directly supported by the poem; some are inference based on evidence from the text while some are to be supported by any evidence. Put a tick in right column.**

Statements	Directly supported by the poem	Inference base on some evidence from the poem	Statement not supported by and evidence
It is a cold and dark winter.			

(There are six more similar questions)

**Underline the words and phrases that depict clear imagery in the poem.**

Identity alliterations and metaphor in the poem

**Circle the correct option.**

**The poem is suggestive of profound thoughts about**

A scene of woods in winter

Reality of life and death

A song of enjoyment

(There are four more similar questions)

## **UNIT 09**

**Answer the following questions**

Why did the nurse ask Hira sister to come and talk to her?

(There are four more similar questions)

**Rearrange these sentences in correct sequence.**

We do not have much hope for her.

(There are seven more similar statements)

## **UNIT 10**

**Answer the following questions.**

What are the effects of drug addiction?

(There are seven more similar questions)

**Vocabulary**

**Guess the meaning of the following words from the text. Write the meaning in the middle column. Confirm the meaning by using a dictionary.**

No.	Words from text	Guessed meaning	Dictionary meaning
1	Long-term		

(There are seven more similar words)

### **UNIT 11**

**Answer the following questions.**

How do you define noise pollution?

(There are five more similar questions)

### **UNIT 12**

**Answer the following:**

Describe the thought expressed by the author in the first paragraph.

(There are seven more similar questions)

**Read the life history of Helen Keller. Arrange the details in chronological order.**

**Vocabulary**

**Consult a dictionary to find meanings of the given words.**

Sluggish, quiver, animate, panorama, buoyant, dormant, manifold, convolutions, kaleidoscopic, epicurean, impending

**Encircle the option that relates to the text.**

**For each of these words from the passage, give one word or short phrase which has the same meaning.**

Emphasize (line.....2)                      appreciative (line.....10)

Lush (line.....43)                      pageant (line....21)

### **Writing Skills**

**What is the epicurean motto? Discuss.**

### **Application Level**

#### **Unit 1**

**Use the following words in the sentences.**

Century, conquest, influential, determination, delegation, quietly, urge, ignorance

### **Writing Skills**

**B-Write an essay on "The kindness of the Rasool SAW"**

#### **UNIT 2**

**Use the following words in sentences.**

Sacrifice

(There are six more similar words)

### **Writing Skills**

**D-Write an essay on any one of our national heroes. (170-200 words)**

**E-Write a short dialogue between a political activist and a teenager in which the political activist tries to make the teenager understand the importance of patriotism.**

### UNIT 3

**Complete the sentence choosing the right option.**

Media \_\_\_\_\_ a very constructive role for the society . (play/ plays)

(There are five more similar statements)

### WRITING SKILLS

**Write a paragraph on “Uses and abuses of Internet /mobile phones”**

**Write an essay on Advantage and Disadvantages of Television” (Word limit 170-200)**

### UNIT 4

**B-Consult a dictionary to find the meanings of the following words/phrases and use them in sentences.**

Mad with anger, fit of fury, reveal the secret, resolute, alleviate, migration, companion, refuge, gave away, determined.

### Unit 5

**D-Here is a list of few similes, Metaphors and personifications. Can you identify them? Write ‘S’ for Simile ‘M’ for Metaphor and ‘P’ for personification.**

Time is money		The apple of my eye	
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(There are five more similar columns)

### UNIT 7

**C-Use the following words in sentences.**

Impressive, dexterously, spacious, humility, Flamboyant

## WRITING SKILLS

**B-Describe in your own words the architecture of any historical place in Pakistan.**

### UNIT 8

## WRITING SKILLS

**B-Write an essay contrasting living in the city with living in the country. (170-200 words).**

### Unit 9

**B- Identify the phrases and idioms in the lesson and use them in sentences.**

## WRITING SKILLS

**B- Write a personal narrative. Focus on the following points.**

Include choice of time period in your life.

Include clear statement of personality traits at that time.

Include significant details and an incident to portray personality.

### Unit 10

**B- Write an essay on “Drug Abuse, a Threat to Society”. (170-200 words).**

### Unit 11

#### Cause and effect and solutions

**Do you worry about pollution? Complete the table below with your partner. List the causes of noise pollution. What are their effects? Can you think of some solutions to these problems?**

Causes Noise Pollution	Effects of noise pollution	Solution
Honking	Irritability	Strict rules to check honking

## VOCABULARY

**B- How many words can you form from these root words?**

Pollute          Construct          Develop

**C- Chose five words you have made from the root words and use them in sentences.**

## WRITING SKILLS

**Write a paragraph on “Effects of land Pollution on Human Health”**

**Write an application to the principal of you school for arranging separate bins for dry waste (plastic, glass, paper.)**

**Write a letter to Executive Officer Environmental Protection Agency in you city, informing him about the irregular collection of solid waste in you are.**

## Unit 12

## WRITING SKILLS

**C-Write a paragraph on the difficulties of a special child. .**

**Analysis Level**

## UNIT 2

**How will you elaborate Quaid-e-Azam Muhammad Ali Jinnah’s quote?**

“We must develop a sense of patriotism which galvanizes us all into one united and strong nation”

## **UNIT 5**

Paraphrase the last stanza of the poem.

## **UNIT 6**

What can be the possible solution to our present problems?

## **UNIT 8**

**E-Paraphrase the following.**

The woods are lovely, dark and deep.

But I have promises to keep.

And miles to go before I sleep

And miles to go before I sleep.

The set of units 9-12 carries no item pertaining to the level of analysis.

## **Synthesis Level**

### **UNIT 1**

#### **Writing Skills**

Summarize paragraph 2 of the lesson in three to four sentences.

### **UNIT 2**

#### **Writing Skills**

Summarize paragraph 4 of the lesson in three to four sentences

Summarize the lesson in your own words.

### **UNIT 3**

Summarize the lesson with the help of following mind map.

### **UNIT 4**

#### **Writing Skills**

Summarize the lesson by completing the following mind map.

Write a character sketch of Hazrat Asma (RA).

### **Unit 5**

**B- Write a summary of the poem “Daffodils”.**

### **UNIT 6**

#### **Writing Skills**

Write a paragraph on Quaid e Azam as a progressive and moderate democrat. (60 to 70 words.)

Write an essay on “Quaid e Azam our National Hero” with the help of following mind map.

### **UNIT 7**

#### **Writing Skills**

Write down the summary of the lesson. Focus on the following points.

History of Mosque, Architecture, Importance

### **UNIT 8**

#### **Writing Skills**

Summarize the poem “stopping by the Woods on A Snowy Evening”  
adverb Phrases.

## **UNIT 9**

### **Writing Skills**

Write a summary of the story in your own words retelling the nurse's struggle and how the problem was solved.

## **Unit 10**

### **Writing Skills**

Summarize the lesson "Drug Addiction" with the help of following mind map.

## **UNIT 11**

C- In paragraphs 3,4, 5, 6, and 7 the writer is describing the cause, effect and solution of noise pollution . Identify and summarize these.

## **UNIT 12**

### **Writing Skills**

What does the author mean by saying the seeing see little? Explain in a paragraph.

### **Evaluation Level**

## **UNIT 2**

C- Which steps should be taken to make our nation patriotic?

## **Unit 3**

**B- Answer the following questions.**

5-Give three reasons in support of your favorite TV program.

## **Unit 4**

**C-Answer the following questions.**

7-What message do you get from the life of Hazrat Asma (RA)?

8-Her life would always be a beacon of light for us. How?

**UNIT 6**

**A-Answer the following questions.**

5-How can we become a strong nation?

**UNIT 12**

**A-Answer the following**

6-“To me the pageant of seasons is an unending drama,” comment.

The last set of units 9-12 carry one question in unit-12 pertaining to the level of evaluation. Units 9, 10 and 11 carry no question of Evaluation.