

Appraisal of Intermediate English Textbooks Exercises in the Light of National Curriculum for English 2006 and Bloom's Taxonomy



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Abstract

This study assesses the alignment of intermediate-level English textbooks from all four provinces in Pakistan with the National Curriculum for English (2006) and Bloom's Taxonomy. It identifies significant deviations and suggests improvements to enhance students' cognitive skills and English language proficiency. Pakistan is a developing country where traditional methods and techniques are used to teach language; hence, it becomes necessary to minutely evaluate the teaching materials. For the purpose, textbooks taught at intermediate-level English classes are evaluated on the parameters mentioned in Bloom's Taxonomy and the objectives stated in the National Curriculum. The data has been taken from the first three exercises and the content of the intermediate English Books-I to IV from the Punjab Textbook Board, Book 1 and Book 2 of Sindh, Khyber Pakhtunkhwa, and Balochistan Textbook Boards, respectively, for analysis, keeping in mind the consistency of the format. The study employs a mixed method approach. Summation and calculations are involved in the analysis. Every question of the selected exercise is mapped with the Students Learning Outcomes (SLOs) and their sub-SLOs of the National Curriculum as well as Bloom's Taxonomy. The detailed analysis reveals that the exercises and content do not fully align with the National Curriculum's competencies, standards, and benchmarks. Furthermore, the analysis highlights that the textbooks' questioning patterns are not balanced across various cognitive skill levels, potentially hindering the development of students' critical thinking abilities. The study also reveals some basic flaws in the exercises and the content such as non-synchronization of foreign content, marginalization of minorities, outdated topics, gender biases, inconsistencies of competencies, and promoting rote learning.

Table of Contents	
Abstract	ii
Table of Contents	iii
List of Tables	xiii
List of Charts	xvi
Chapter 1	1
1.1 Introduction	1
1.2 International English Proficiency Tests: A Challenge for Pakistani Students	1
1.3 Curriculum as the Backbone of the Education System	2
1.4 Importance of Textbooks in Education	3
1.5 Material Evaluation	4
1.6 Role of Questions and Exercises	6
1.7 Role of Clear Objectives in the Language Learning Process	6
1.8 The National Curriculum and Learner's Need	7
1.9 Delimitation of the Study	7
1.10 Significance of the Study	8
1.11 Objectives of the Study	9
1.12 Research Questions	9
1.13 Chapter Division	9
Chapter 2	12
Literature Review	12
2.1 Curriculum	12
2.1.1 The Tyler Model	15
2.1.1.1 Defining Objectives	15

2.1.1.1 Learning Experiences	17
2.1.1.3 Organizing Learning Experiences	17
2.1.1.4 Evaluation	18
2.2 The Importance of Alignment between Curriculum and Textbooks	19
2.2.1 Curriculum Alignment Models	22
2.2.1.1 English's Model	22
2.2.1.2 Leitzel and Volger's Model	22
2.2.1.3 Webb Model	23
2.3 Survey of Enacted Curriculum	24
2.3.1 The Achieve Model	24
2.3.1.1 Alignment Protocol	25
2.3.1.2 Alignment Procedure	25
2.4 Textbooks Alignment	26
2.5 Alignment Literature in Pakistan	28
2.5.1 Examination System	29
2.6 Development of Inquiry among Children	30
2.6.1 Language Learning Ability	31
2.6.2 Importance of Translingualism in Language Teaching	31
2.7 Importance of English Language	32
2.8 Syllabus and Importance of Outcome Based Education	34
2.8.1 Language Teaching and Textbooks	34
2.8.2 Importance of Good Questions	35
2.8.3 Importance of Questions in Teaching	36
2.8.4 Types of Questions	37
2.9 Role of Curriculum Wing (MoE) in Textbook Development and Selection	37

2.10 Identifying Research Gap	38
Chapter 3	39
3.1 Methodology	39
3.2 Bloom's Taxonomy	39
3.2.1 The Original Bloom's Taxonomy	41
3.2.2 Revised Bloom's Taxonomy	41
3.2.2.1 Changes at Terminology Level	41
3.2.2.2 Changes at Structure Level	42
3.2.2.3 Changes at Emphasis Level	42
3.2.3 Cognitive Domain	43
3.2.3.1 Remembering	43
3.2.3.2 Understanding	43
3.2.3.3 Applying	44
3.2.3.4 Analyzing	44
3.2.3.5 Evaluating	45
3.2.3.6 Creating	45
3.2.4 Affective Domain	46
3.2.4.1 Receiving (Attending)	46
3.2.4.2 Responding	47
3.2.4.3 Valuing	47
3.2.4.4 Organization	47
3.2.4.5 Characterization by a Value or Value Complex	48
3.3 National Curriculum 2006	49
3.4 The Data	49
3.5 Delimitations of the Study	51
Chapter 4	54

4.1 Introduction	54
4.2 Composition of National Curriculum 2006	54
4.2.1 Objectives of National Curriculum(SLOs)	55
4.2.2 Questions or Assessment in the Curriculum	56
4.2.3 Themes and Sub-themes for the Textbook	56
4.3 Intermediate English Books I, II, III and IV, Punjab Textbook Board	57
4.3.1 Intermediate English Book-I (Short Stories)	57
4.3.1.1 Introduction of the Book	57
4.3.1.2 Types of Questions in the Book-I	58
4.3.1.3 First Three lessons: Question Types	58
4.3.1.4 Alignment of Students' Learning Outcomes of the National Curriculum with Book-I	59
4.3.1.5 Culture in English Language Textbooks	70
4.3.1.6 Gender Equality	70
4.3.1.7 Nationalism	71
4.3.1.8 Criticism of the Book-I	72
4.3.2 Intermediate English Book-II (Modern Prose and Heroes)	74
4.3.2.1 Introduction of the Book	74
4.3.2.2 Types of Questions in Book-II	74
4.3.2.3 First Three lessons: Question Types	75
4.3.2.4 Alignment of Students' Learning Outcomes of the National Curriculum with Book-II	75
4.3.2.5 Criticism of the Book-II	83
4.3.3 English Book-III for Intermediate Classes (Plays and Poems)	86
4.3.3.1 Introduction of the Book	86
4.3.3.2 Types of Questions in Book-III	87

4.3.3.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book-III	88
4.3.3.4 Criticism of Book-III	99
4.3.4 Intermediate English Book-IV: Goodbye, Mr. Chips (Punjab Textbook Board)	101
4.3.4.1 Introduction of the Book	101
4.3.4.2 Types of Questions in the Book	101
4.3.4.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book-IV	101
4.3.4.4 Criticism of the Book-IV	109
4.4 Intermediate English Books One, Two, Sindh Textbook Board	111
4.4.1 Introduction of the Book One for Class XI	112
4.4.4.1 Types of Questions in the Book	113
4.4.4.2 Alignment of Students' Learning Outcomes of the National Curriculum with Book One	113
4.4.4.3 Criticism of the Book One	124
4.5 Intermediate English Book Two (Sindh Textbook Board)	126
4.5.1 Introduction of the Book Two for Class XII	126
4.5.2 Types of Questions in the Book	127
4.5.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book Two	127
4.5.4 Criticism of the Book Two	138
4.6 Intermediate English Books 11, 12 (Balochistan Textbook Board)	139
4.6.1 Introduction of the Book 11	140
4.6.2 Types of Questions in the Book	141
4.6.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book 11	141

Curriculum with Book 11	
4.6.4 Criticism of the Book 11	156
4.7 Intermediate English Book 12 (Balochistan Textbook Board)	159
4.7.1 Introduction of the Book 12	159
4.7.2 Types of Questions in the Book	160
4.7.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book 12	160
4.7.4 Criticism of the Book-12	174
4.8 Intermediate English Books 11, 12 (Khyber Pakhtukhwa Textbook Board)	177
4.8.1 Introduction of the Book 11	178
4.8.2 Types of Questions in the Book	179
4.8.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book 11	179
4.8.4 Criticism of the Book-11	195
4.9 Intermediate English Book-12 (KPK Textbook Board)	199
4.9.1 Introduction of the Book	199
4.9.2 Types of Questions in the Book	200
4.9.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book 12	200
4.9.4 Criticism of the Book 12	214
Chapter 5	220
Evaluation of Textbooks through Bloom's Taxonomy	219
5.0 Bloom's Taxonomy	219
5.1 Cognitive Domain	219
5.1.1 Analysis of English Textbooks of Punjab Textbook Board (Book-I, II,	220

III & IV)	
5.1.1.1 Remembering/Knowledge/Recalling	220
5.1.1.2 Understanding/Comprehension	221
5.1.1.3 Applying/Application	225
5.1.2 English Book-I(PTBB)	226
5.1.3 EnglishBook-IIIPlaysandPoems (PTBB)	228
5.1.3.1 Analyzing/Analysis	229
5.1.4 EnglishBook-I (PTBB)	229
5.1.5 EnglishBook-II Modern Prose and Heroes (PTBB)	230
5.1.6 EnglishBook-IIIPlaysandPoems (PTBB)	231
5.1.7 EnglishBook-IV Mr. Chips (PTBB)	231
5.1.7.1 Evaluating/Evaluation	232
5.1.8 EnglishBook-II Modern Prose and Heroes (PTBB)	232
5.1.8.1 Creating/Synthesis	232
5.1.9 English Book-I (PTBB)	233
5.1.10 EnglishBook-IIIPlaysandPoems (PTBB)	233
5.1.11 EnglishBook-IV Mr. Chips (PTBB)	235
5.2 Analysis of English Textbooks of Sindh Textbook Board (Book-One, Two)	236
5.2.1 Intermediate English Book-One	236
5.2.1.1 Remembering/Knowledge/Recalling	236
5.2.1.2 Understanding/Comprehension	238
5.2.3 English Book-One	238
5.2.4 English Book-Two	240
5.2.4.1 Applying/Application	242
5.2.5 English Book-Two	245

5.2.5.1 Analyzing/Analysis	247
5.2.6 English Book-One	247
5.2.7 English Book-Two	247
5.2.7.1 Evaluating/Evaluation	249
5.2.8 English Book-Two	250
5.2.8.1 Creating/Synthesis	251
5.2.9 English Book-One (STBB)	251
5.2.10 English Book-Two (STBB)	252
5.3 Analysis of English Textbooks of Balochistan Textbook Board (Book-11, 12)	251
5.3.1 Intermediate English Book-11	254
5.3.1 Remembering/Knowledge/Recalling	254
5.3.2 Intermediate English Book-11	254
5.3.3 Intermediate English Book-12	254
5.3.3.1 Understanding/Comprehension	255
5.3.3.2 Applying/Application	258
5.3.4 Intermediate English Book-12	259
5.3.4.1 Analyzing/Analysis	262
5.3.5 Intermediate English Book-11	262
5.3.5.1 Evaluating/Evaluation	263
5.3.6 Intermediate English Book-11	263
5.3.7 Intermediate English Book-12	263
5.3.7.1 Creating/Synthesis	264
5.3.8 Intermediate English Book-11	264
5.3.9 Intermediate English Book-12	267
5.4 Analysis of English Textbooks of Khyber Pakhtukhwa Textbook Board (Book-11, 12)	268

5.4.1 Intermediate English Book-11(KPKTB)	268
5.4.1.1 Remembering/Knowledge/Recalling	268
5.4.2 Intermediate English Book-11	268
5.4.3 Intermediate English Book-12	269
5.4.3.1 Understanding/Comprehension	271
5.4.4 Intermediate English Book-11	272
5.4.5 Intermediate English Book-12	273
5.4.5.1 Applying/Application	276
5.4.5.2 Analyzing/Analysis	278
5.4.6 Intermediate English Book-11	278
5.4.7 Intermediate English Book-12	279
5.4.7.1 Evaluating/Evaluation	280
5.4.7 Intermediate English Book-12	280
5.4.8.1 Creating/Synthesis	280
5.4.9 Intermediate English Book-11	281
5.4.10 Intermediate English Book-12	282
5.5 Affective Domain	284
5.5.1 Intermediate English Book-12(STBB)	284
5.5.2 Intermediate English Book-11(KPKTB)	284
5.6 Existing and Missing Domains of Bloom's Taxonomy	285
5.6.1 Analysis of English Textbooks of Punjab Textbook Board (Book-I to IV)	285
5.6.1.1 English Book-I (PTBB)	285
5.6.1.2 English Book-II (PTBB)	286
5.6.1.3 English Book-III (PTBB)	287
5.6.1.4 English Book-IV (PTBB)	288

5.6.2 Analysis of English Textbooks of Sindh Textbook Board (Book-One & Two)	289
5.6.2.1 English Book-One (STBB)	289
5.6.2.2 English Book-Two (STBB)	290
5.6.3 Analysis of English Textbooks of Balochistan Textbook Board (Book-11 & 12)	291
5.6.3.1 English Book-11 (BTBB)	291
5.6.3.2 English Book-12 (BTBB)	292
5.6.4 Analysis of English Textbooks of Khyber Pakhtunkhwa Textbook Board (Book-11 & 12)	292
5.6.4.1 English Book-11 (KPKTBB)	293
5.6.4.2 English Book-12 (KPKTBB)	294
Chapter 6	297
Conclusion	297
6.0 Introduction	297
6.1 Research Aims	297
6.2 Recommendations	302
6.3 Conclusion	304
6.4 Areas for Future Research	305
Model Questions/Lesson	307
References	308
Appendix 1: Reading Notes (English Book-I, PTBB)	320
Appendix 2: Exercises (English Book-I, PTBB)	330
Appendix 3: English Book-II Modern Prose and Heroes (PTBB)	338
Appendix 4: English Book-III Plays and Poems (PTBB)	340
Appendix 5: English Book-I (STBB)	352

Appendix 6: English Book-II (STBB)	356
Appendix 7: English Book-I (STBB)	363
Appendix 8: English Book-I (BTBB)	368
Appendix 9: English Book-II (BTBB)	379
Appendix 10: English Book-I (BTBB)	382
Appendix 11: English Book-11 (KPKTBB)	388
Appendix 12: English Book-12 (KPKTBB)	396
Appendix 13: National Curriculum for English, 2006	402
Appendix 14: Revised Bloom's Taxonomy	425

List of Tables

Tables	Page No.
Table 4.1 Themes and Sub-themes in National Curriculum	57
Table 4.2 Competency 1: Reading and Thinking Skills	59
Table 4.3 Competency 2: Writing Skills	62
Table 4.4 Competency 3: Oral Communication Skills	63
Table 4.5 Competency 4: Formal and Lexical Aspects of Language	65
Table 4.6 Competency 5: Appropriate Ethical and Social Skills	69
Table 4.7 Competency 1: Reading and Thinking Skills	75
Table 4.8 Competency 2: Writing Skills	77

Table4.9Competency3: OralCommunicationSkills	78
Table4.10Competency4:FormalandLexicalAspectsofLanguage	79
Table4.11Competency5AppropriateEthicalandSocialSkills	81
Table4.12Competency 1:Reading andThinkingSkills	88
Table4.13Competency 2:WritingSkills	91
Table4.14Competency 3:OralCommunicationSkills	93
Table4.15Competency4:FormalandLexicalAspectsofLanguage	94
Table4.16Competency5AppropriateEthicalandSocialSkills	97
Table4.17Competency 1:Reading andThinkingSkills	101
Table4.18Competency 2:WritingSkills	104
Table4.19Competency 3:OralCommunicationSkills	106
Table4.20Competency 4: FormalandLexicalAspectsofLanguage	106
Table4.21Competency5AppropriateEthicalandSocialSkills	108
Table4.22Competency 1:Reading andThinkingSkills	113
Table4.23Competency 2:WritingSkills	115
Table4.24Competency 3:OralCommunicationSkills	117
Table4.25Competency4:FormalandLexicalAspectsofLanguage	118
Table4.26Competency5AppropriateEthicalandSocialSkills	123
Table4.27Competency 1:Reading andThinkingSkills	127

Table4.28Competency2:WritingSkills	130
Table4.29Competency 3:OralCommunicationSkills	132
Table4.30Competency4:FormalandLexicalAspectsofLanguage	134
Table4.31Competency5AppropriateEthicalandSocialSkills	136
Table4.32Competency1:ReadingandThinking Skills:	142
Table4.33Competency 2:WritingSkills	147
Table4.34Competency 3:OralCommunicationSkills	148
Table4.35Competency4:FormalandLexicalAspectsofLanguage	150
Table4.36Competency5AppropriateEthicalandSocialSkills	155
Table4.37Competency 1:Reading andThinkingSkills:	161
Table4.38Competency 2:WritingSkills	164
Table4.39Competency 3:OralCommunicationSkills	166
Table4.40Competency4:FormalandLexicalAspectsofLanguage	169
Table4.41Competency5AppropriateEthicalandSocialSkills	172
Table4.42Competency 1:Reading andThinkingSkills:	180
Table4.43Competency 2:WritingSkills	183
Table4.44Competency 3:OralCommunicationSkills	185
Table4.45Competency4:FormalandLexicalAspectsofLanguage	187
Table4.46Competency5AppropriateEthicalandSocialSkills	193

Table 4.47 Competency 1: Reading and Thinking Skills:	201
Table 4.48 Competency 2: Writing Skills	205
Table 4.49 Competency 3: Oral Communication Skills	207
Table 4.50 Competency 4: Formal and Lexical Aspects of Language	209
Table 4.51 Competency 5: Appropriate Ethical and Social Skills	212

List ofCharts

Charts	PageNo.
Charts4.1	73
Charts4.2	86
Charts4.3	100
Charts4.4	111
Charts4.5	126
Charts4.6	139
Charts4.7	158
Charts4.8	177
Charts4.9	198
Charts4.10	218
Charts5.1	285
Charts5.2	286
Charts5.3	287
Charts5.4	288
Charts5.5	289

Charts5.6	290
Charts5.7	291
Charts5.8	292
Charts5. 9	293
Charts5.10	294

Chapter1

1.1 Introduction

The main objective of the National Curriculum for English 2006 is that English language should reach the masses without discrimination in terms of opportunities for personal, professional, and economic development. English is widely used in the media, education, and government institutions. The Government of Pakistan has been making efforts to promote English language learning across the length and breadth of the country. The government has taken several initiatives to achieve this end. The most important thing is to make English a compulsory subject from class 1 to Higher Secondary School Certificate (HSSC). Further, the Higher Education Commission of Pakistan (HEC) had made it compulsory for public and private universities to include English language courses (Functional English Courses: English-I, English-II and English-III) in their undergraduate curricula. Given the importance of English language learning, the National Curriculum for English Language Grades I-XII (2006) clearly elaborates, “with this perspective, teaching of English has been introduced as a language from grade one and would be used as a medium of instruction across the curriculum for various subjects. This, as well as the wide-spread exposure to English language through media, endorses the present curriculum revision exercise, along with development of new textbooks and assessment strategies to improve the quality of teaching and learning, nationwide.

1.2 International English Proficiency Tests: A Challenge for Pakistani Students:

Despite all these endeavors, standard English proficiency tests, such as IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language), GRE (Graduate Record Examination) and SAT (Scholastic Aptitude Test) have always been challenging for Pakistani candidates, especially from

government schools, colleges, and universities. TOEFL is “a large-scale language assessment. It is, arguably, “the most well-known and widely used large-scale language assessment in the world” (Kunnan, 2008, p. 140). There are many reasons for low scores in these tests, such as the inconsistency of the testing content material (vocabulary, types of questions and ambiguity in question types) from students’ previous knowledge of the English language which is based on current curriculum, cramming, sit-in paper-based writing exams (as opposed to Computer-based TOEFL/IELTS Tests) and marking criteria (Band Score, Computer Adaptive Marking) in these tests.

1.3 Curriculum as the Backbone of the Education System

Curriculum is not just a collection of books, but rather it is a means to academic learning, based on physical, psychological and social activities. It can be called as an umbrella term, which includes syllabi, intellectual growth, aims and objectives. It must be brief and clear so that its synchronization in the education setting does not compromise. Ossorio states that “the connection between each student and the curriculum needs to be harmonious to provide a high standard of quality education for the student” (2018, p. 274). It should be precise and cater the needs of the learners and should, by design, measure the quality and effectiveness of the learning process. Saylor and Alexander (cited in Farooq, 1994, p. 25) also supported these arguments as, “The curriculum is the sum total of the school’s efforts to influence learning, whether in the classroom, on the playground, or out of school”. In the light of the above stated facts, it is clear that curriculum plays a crucial role in any educational system. Moreover, revision and assessment of the curriculum are important factors. By such measures, new inputs based on revision and assessment may be included to improve the teaching and learning process.

According to a UNESCO report, a curriculum is based on “the need of the

learners/child,” their “existing knowledge and environmental experience.” It also measures their analytical abilities, such as “cognitive, affective and psycho-motor domains,” and finally, focuses “on attaining the objectives” of the curriculum (UNESCO, 1998, p. 109).

1.4 Importance of Textbooks in Education

All the aforementioned points in the UNESCO report hold immense significance, particularly the third one that is directly linked to this research, because textbooks are considered a primary source of instruction. Whether it is a formal or non-traditional education system, they are used as instructional material for students as well as for teachers. Apart from instructions, they are used as a major source for examination/paper setting. Therefore, it can be rightly said that textbooks play a vital role in every sphere of education.

Our education revolves around the use of text. It has a great impact on the whole teaching learning process, because on one hand it saves the time and energy of the teacher and makes him able to utilize his skills effectively, and on the other hand, it helps students to get all-around development (Rehman et al. 2006).

It is also a matter of concern to select such kinds of textbooks, which can facilitate the language learning process in a smooth way. Consequently, these should produce the desired results based on the aims and objectives set in the curriculum. Cunningsworth (1984) suggests the following steps in evaluating a textbook:

1. Decide what your view of language learning is. Do the materials reflect this?
2. Decide what your aims for a particular course are.
3. Decide what your aims for each particular lesson are.
4. Does the textbook satisfy all/some/any of these aims?
5. Use or adapt accordingly.

In view of the foregoing, it is very important to analyze whether the textbooks selected for English Language teaching fulfill the desired goals and objectives mentioned in the curriculum. However, in Pakistan, there is less reflection of curriculum in the textbooks. In this scenario, it is pertinent to revise the curriculum and syllabi considering contemporary requirements of students and teachers.

There are two different opinions regarding importance of textbooks in English Language teaching. Tomlinson (2001) divides them into proponents and opponents of textbooks. The first group believes that textbooks are important because of their consistency and systematicity, while the others opine that they are superficial and unable to cover the diversified and broader needs of the users. It is important to evaluate the textbook on a regular basis. Genesee stated, “evaluation in TESOL settings is a process of collecting, analyzing, and interpreting information. This process enables us to make informed decisions through which student achievements will increase and educational programs will be more successful” (2001, p. 144).

1.5 Material Evaluation

This mixed-method evaluator study uses the past scholarly conversation on material evaluation as its point of departure. There are two stages to undergo the material evaluation of textbooks as suggested by Ellis which are “pre-use or predictive evaluation” and “post-use or retrospective evaluation” (1997, pp. 36-37). Pre-use evaluation examines the future or potential performance of a textbook and post-use evaluation is reflective and is used after the textbooks have been used in a specific institution or situation.

Although Ellis’s approaches help evaluate textbooks, Bloom’s Taxonomy is more useful in the context of present research. Aviles believes that “Bloom’s taxonomy of educational objectives is a tool that can be used in the wider context of education to help both new and experienced educators to think more precisely about what it means to teach and test for critical thinking” (2000, P. 3).

Aviles (2000) further elaborates that “Textbooks can be affected by other aspects of an instructional situation” (for instance, by the teacher’s use of different approaches, by students’ preferences for one part over another, or other environmental factors), the effect of these instructional materials on the other components is more significant as “texts have the potential to change the objectives of the situation or alter students’ motivation”. However, “it seems that all the components involved in teaching and learning situations are in constant interaction to enhance learning achievement”. Hutchinson and Torres (1994) suggest, “The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries...No teaching-learning situation, it seems, is complete until it has its relevant textbooks”(as cited in Litz, 2005, p. 315).

Many input factors such as students’ needs, prior language knowledge, cultural background, teachers’ attitudes, training and expertise, time for instruction, and class size and composition, affect the teaching and learning. It is further strengthened by Genesee “one can regard input factors as prerequisites to the development of sound instructional objectives and plans and to the effective implementation of classroom practice” (1996, p. 58). Consequently, the textbooks mainly impact the language teaching and learning. They play an important role especially in English language teaching and learning. These are the primary sources of learning. Therefore, they need to be revised and modified according to the changing needs and requirements. In Pakistan, the curriculum for English language grades I-XII was revised in 2005-06 with the intentions to “make it comparable with the international standards” (Ministry of Education [MoE], 2006). It is important to evaluate if this basic source of learning is fulfilling the requirements of teachers, students and the examiners. Therefore, the contents of textbooks should be modified, and if required, altered according to the new circumstances, needs and challenges.

In Pakistan, the contents of English textbooks taught at Intermediate level(11th& 12th grades) were designed approximately 10 years ago. The educational system and inconsistencies in the government policies are the main reasons of this delay. According to Mahmood (2006):

Since objectivity is missing in the review and approval procedure there were inconsistencies in review and/or approval of textbooks. Absence of explicit procedures for textbook review/evaluation and approval was the major cause for overlooking less/over coverage of contents given in the approved textbooks especially in books developed by the private publisher, as demanded in the National Curriculum. (cited in Lashari & Afsar, 2010, p. 2)

1.6 Role of Questions and Exercises

Likewise, appropriate and standard questions play a very important role in better understanding of the text. They further sharpen the intellectual abilities of the students. Through this, the consistent language learning progress is evaluated. Moreover, the teachers use exercise testing/questioning as an influential tool. Harvey, Goudvis and Marzano(2007)state “Questions can be the important aspect for teachers to use to encourage student thinking”as cited in (Apriani & Marchelina, 2018, p. 402).From these facts, it can be concluded that the type of question being asked is directly proportional to the learning outcomes of the text. Therefore, exercises in the textbooks play a pivotal role in understanding the textbooks.

1.7 Role of Clear Objectives in the Language Learning Process

This study also explores the contents of the questions. Language learning requires clear goals and objectives to be achieved and lack of these may provide low levels of proficiency in language learning. It is further explained by Jilani Warsi (2004) that “In designing English courses for students of varying levels of proficiency, most language

programs do not set clear curricular objectives” (as cited in Afsar and Lashari, 2008, p. 3). Due to this, the text materials do not improve the language abilities of the students in Pakistan. English language teaching in government institutions starts from Grade-1 and it is expected that the learners would improve it gradually and attain language proficiency till the Intermediate level. At the terminal level, HSSC students extensively require clear objectives and goals in language learning and their achievements up to optimum level. This would help them perform well at undergraduate level in universities and in International English Language Exams such as IELTS and TOEFL etc.

1.8 The National Curriculum and Learner’s Need

The terminal developmental level (Level-5) set in National Curriculum for English Language Grades I-XII, 2006, is a level “for those who discontinue education to look for jobs, while others branch off into their respective specialized areas for further study. The language curriculum for this level considers the general and specialized language needs of both aforementioned categories. The curriculum is, therefore, designed to cater for these groups. The content and type of reading texts, as well as the skills, functions and vocabulary to be taught are all determined by these concerns” (2006, p. 4).

1.9 Delimitation of the Study

The study will be delimited only to the following intermediate English textbooks of all four provinces:

1. Punjab Textbook Board: Intermediate English Books I, II, III and IV
2. Balochistan Textbook Board: Intermediate English Books 11 and 12
3. Sindh Textbook Board: Intermediate English Books One and Two
4. Khyber Pakhtunkhwa Textbook Board: Intermediate English Books 11 and 12

The study is also delimited to the test items; thematic evaluation of the texts. It will not

gauge language teaching methodologies and assessment methods e.g. formative and summative assessment. Additionally, the study is delimited to the first two domains of Bloom's Taxonomy i.e., Cognitive and Affective Domains and their objectives. The third domain (Psychomotor) of Bloom's Taxonomy cannot be applied for analysis as it lacks guidelines because Bloom's Committee did not formulate its handbook and learning objectives. Anderson and Krathwohl did revise the Taxonomy but remained focus to the first two domains.

1.10 Significance of the Study

In the light of Benjamin Bloom's Taxonomy and National Curriculum for English Language (Detail attached as Appendix B) and their application on the Intermediate English Textbooks of all four provinces, this study gives a better understanding of the textbooks and provides guidelines to address the existing flaws as the available literature covers memorizing, understanding and applying parts which fall in Lower Order Thinking Skills (LOTS), whereas, analyzing, evaluating, and creating are considered Higher Order Thinking Skills (HOTS) and not illustrated in the text material or syllabus of HSSC. Furthermore, this devises ways to address the shortcoming of the syllabus and to equate it up to international testing standards. This research is based on Outcome-based Education. As the National Curriculum for English contains parameters for Students Learning Outcome (SLO), it is not based only on objectives. It has set certain competencies, standards and strands on which textbooks contents and exercise items/questions based on these contents also set certain parameters for assessment of the students. All these factors contribute towards the overall final product that is students. After this study, it is hoped that the students will be able to enhance their language skills and develop critical thinking. A document "Minimum Standard for Quality Education in Pakistan" states the standard for learners that a student should be able "to draw conclusions, make informed decisions, apply knowledge to a new situation, and create new knowledge." It should also "provide a variety of assessment opportunities to evaluate the

cognitive, psychomotor and affective abilities.”

1.11 Objectives of the Study

The objectives of this study are to:

- explore the strengths and weaknesses of the textbooks on standard parameters (Bloom’s Taxonomy and National Curriculum for English Grades I-XII, 2006) so that students can reap maximum benefits.
- to examine the intermediate level English textbooks of the four provinces of Pakistan in the light of the National Curriculum (2006)
- to show the extent to which the domains of the Bloom’s Taxonomy have been incorporated in the intermediate level English syllabus of Pakistan’s four provinces
- to explore the possible directions for curriculum designing upto international standards.

1.12 Research Questions

The research questions are as follows:

1. What are the strengths and weaknesses of the English language syllabus at the intermediate (higher secondary) level in Pakistan?
2. How far are Pakistan’s intermediate English textbooks in alignment with the National Curriculum for English (2006)?
3. Which levels of Bloom’s Taxonomy have been incorporated in the intermediate-level English textbooks in Pakistan?

1.13 Chapter Division

To bring clarity and for better understanding, the thesis has been divided into six chapters.

Chapter 01

Chapter 01 describes the importance and the rationale of the study. Importance of the textbooks, their systematic usage and varying views of the scholars are given about them. It also

states the research objectives and research questions of the study. This study analyzes Intermediate English textbooks in Pakistan's four provinces, identifying gaps in Higher Order Thinking Skills (HOTS). It aims to provide guidelines to enhance critical thinking and language skills, aligning with Outcome-based Education and international testing standards.

Chapter 02

This chapter examines existing research on curriculum development and syllabus designing. Literature review unfolds the importance of curriculum in education system and the role of governments in designing them. Various types of curriculum models are discussed used in the US and the UK. It also discusses the importance of multiple alignment models and describes the importance alignment between curriculums and the textbooks. It also describes the examination system the discrepancies in the assessment system. Further, it states the development of cognitive skills amongst the students by focusing on the importance of good questions in Pakistan the focusing on the discrepancies between the curriculums. The chapter overall describes curriculum development, syllabi design, and textbook evaluation and its application in teaching English in Pakistan.

Chapter 03

This study evaluates the alignment of Intermediate English textbooks of all four provinces in in Pakistan with the National Curriculum and Bloom's Taxonomy. The exercises of books have been mapped with competencies, standards and benchmarks of the National Curriculum. Revised Bloom's Taxonomy has been used to find out anomalies in the percentage of questions pertaining to Lower Order Thinking Skills and Higher Order Thinking Skills. The strengths and weaknesses of the textbooks have been identified by the researcher area of improvements have also been proposed through this study.

Chapter 04

Composition of the National Curriculum has been described in terms of its themes, sub-themes and Students' learning Outcomes(SLOs). This chapter analyzes all the Intermediate English language Textbooks of the four provinces in the light of National curriculum.

Students' competencies such as reading, writing, listening, speaking and functional aspects and their SLOs are matched with every single question of the exercise of first three lessons of each book. The data has been drawn in the tabular form for better understanding of the reader. Selected textbooks, examining their alignment with the National Curriculum for English and Bloom's Taxonomy, and partially evaluating content relevance to curriculum themes and sub-topics.

Chapter 05

This chapter starts with the importance of Bloom's Taxonomy. Again, Intermediate English Textbooks of all the four provinces have been evaluated on the basis of first two domains and their sub-domains of Bloom's Taxonomy. Every single question of the exercises of first three lessons has been mapped with sub-domains of Cognitive and Affective Domains. The frequency of questions fall in specific domain or sub-domain have been projected through table and then in percentage through charts.

Chapter 06

This chapter describes the findings of the study. Findings of the study have been synchronized with the research questions and objectives. The study also points out the grey area of English language teaching in Pakistan especially the content and its usage of textbooks. The study also focuses on the need for enhancement of students' critical abilities. Lastly, it points out the need for such kind of content that fosters learning a language skill instead of drilling of skills.

Chapter2:Literature Review

This chapter reviews literature on curriculum development and syllabi designing. Supported by scholarly conversation, it also provides an insightful view of curriculum alignments, various approaches, and the use of different models in curriculum development. This discusses the aims of the curriculums and how these are applied in teaching the English language, especially in Pakistan. Further, the utilities of the textbooks in teaching the language, the people involved in the development of textbooks and the evaluation of the content and the textbooks is discussed in detail. This chapter also discusses the importance of different domains of Bloom's Taxonomy in the light of the scholarly work for the analysis of the question items of the selected textbooks.

2.1 Curriculum

There are many definitions of curriculum. Parkay, Hass and Anctil (2010) identify at least five (as cited in English 1992, p.10). There are usually three different types of curriculum identified by English (1992, pp.15-16) as "formal, informal and hidden curriculum". A formal curriculum is the one that "usually appears in curriculum guides, state regulations, or officially sanctioned scope and sequence charts." Informal curriculum is the one that describes "the unrecognized and unofficial aspects of designing or delivering the curriculum". The third one is hidden curriculum which is the one that is "taught without formal recognition." Respect for elders, abiding time and being dutiful are norms taught to the students at schools although these are usually not the part of the written curriculum.

Curriculum is mostly prepared by the federal or provincial/state governments having standards, benchmarks and students' learning outcomes. Curriculum is mostly misunderstood with the syllabi that are comprised of books and

reference material etc. It is not a collection of texts, instructions and guidelines to be followed as prescribed.

Broadly, it is an umbrella term that includes “multiple activities, ranging from mental to physical, abstract to concrete and psychological to social grooming.” Oliver is also of the opinion that: “curriculum is something to be felt rather than something to be seen” (1965, p.1). This is also stated as amongst one of the main aims of the British National Curriculum that describes the importance of social and psychological development of the learners. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. Hence, curriculum is not only a set of learning and instructional material applied in academic setting. It is a broader term that encompasses environment, teachers, syllabi, aims and objectives and the foremost aesthetic and intellectual development. It also covers the formal and informal aspects of learning that influence the studies and the practical life. Curriculum is the systematic way of achieving the aims and objectives; hence, it can be considered as a backbone of any educational activity.

Owing to its importance, a curriculum should have a vast spectrum and should cover all types of learning requirement of the students. This is also elaborated by English as “the content of schooling in all of its forms (written or unwritten) is called the curriculum” (1992, p. 5). However, the content of the curriculum is usually decided by the state to fulfill the obvious and hidden agenda of the state. Usually the hidden agenda or the politics of curriculum is not quite prominent, but it works in its own way in shaping the minds of the students. English has further pointed out that:

In the US, and the most societies the public schools are the agents of

the state, and state is run by those in power, the definition of the state, whether it is secular or sacred, becomes the screening framework for what is eventually included and excluded in school curriculum. (1992, p. 6)

The curriculums and their various aspects can be understood with the help of the following charts.

Curriculum	Formal	Informal	Hidden
Written	Curriculum Guides	TrackingPlans	Livedrules
	Textbooks		
Taught	Content taught(Instruction)	Personality variables of the teacher	Authorityroleof the teacher
Tested	Standardizedtests Teacher tests	Test behavior	Culturalnorms Socioeconomic status

Chart2.1

(AdaptedfromEnglish,1992,p. 18)

InPakistan,the curriculumis provided in the written form by the government.

The taught curriculum is the textbooks used as a major source in the classes. The third one is the tested curriculum evaluated through annual boards' exams (summative assessments) conducted across the country.

According to Marsh and Willis (2007), there are three different types of curriculum. These three types are planned curriculum, enacted curriculum and experienced curriculum. Teaching the most important aspects to the students comes under planned curriculum. It is most likely to be enacted as a "National Curriculum" developed by the curriculum authorities. Pakistan, England, Hong Kong and many other countries follow a national curriculum. Through this type of curriculum, some standards are met, and objectives are achieved. This type of curriculum is also called "prescriptive curriculum" as defined by Ellis (2004). The

developer of the curriculum prescribes and proposes which is subsequently followed by the teachers.

On the other hand, Marsh (1997) believes that these sort of planned curricula are based on idealism. The most important thing is what happens in the class. Here comes the difference between planning and happening. The enacted curriculum is actually the implementation of the curriculum. The authorities in education develop it to convey the directions to the school authorities and then finally it reaches the teachers. The curriculum which is generated on the basis of the interactions of the teachers and the students is termed as “experienced curriculum” a term used by Marsh and Willis (2007). From this above stated discussion, it is evident that there are gaps in theory and practice; what is developed and what is implemented in actual sense. This is also acknowledged by Kelly that a gap exists between “theory and practice” (2009, p. 11).

2.1.1 The Tyler Model

The Tyler Model was presented in 1949 and is considered one of the most effective models of curriculums (Marsh, 2009). The rationale tries to identify four fundamental questions which help “in developing any curriculum and plan of instruction” (Tyler, 1949, p. 51) stated as:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being achieved?

The answers to these questions vary according to the context and the content being taught in different cultures and institutions. However, a procedure has been adopted to answer these questions. This would help in examining “the problems of curriculum

and instructions” (1949, p. 51).

2.1.1.1

Defining Objectives: Defining objectives is the first and most important

component for decision about school objectives. Taylor opines that it is the “Decision about the objectives of the school” (1949, p. 5). The importance of Tyler’s model is because of its flexibility to accommodate diverse values and educational philosophies. It is still being implemented in many countries in the world because it allows the curriculum to be contextualized as per the need and requirements (Marsh, 2009). The importance of this model lies in its flexible nature which accommodates the revisions of the curricula by the educators. As stated by Madaus and Stufflebeam “It remains a widely respected and widely used process to develop, review, and revise curricula at all levels of education” (1989, p. 200). They further present its significance because of its clarification of purpose, selection of learning experiences, the organization of these experiences and the assessment of progress toward the attainment of the school objectives.

The National Curriculum for English, 2006 has been devised by following the Tyler’s rationale of objective approach. As stated earlier because of its flexibility it is suitable in the context of Pakistan having diversified and multicultural society with different values. Curriculum is designed by following the objective approach. Students’ Learning Outcomes (SLOs) have been mentioned separately. The curriculum illustrates what is expected from the students after the completion of a year. It also contains the national philosophy which is based on nationalism and social cohesion. Moreover, the curriculum also aims to promote English language learning that can be useful for the students in various ways. The curriculum follows the objective approach mentioned by Tyler to accommodate the students in facilitating them in their academic goals. These aspects are also stated in the curriculum as:

Cumulative student learning outcomes for a particular academic year specify what the students will be able to do at the end of the academic

year. The outcomes are realistic, observable, achievable and measurable.

(GoP, 2006a, p. 5)

2.1.1.2 Learning Experiences: Apart from curricular learning, many external factors and aspects can also affect the process of learning. The importance of learning experiences cannot be ignored in the curriculum. As the learning experiences are not only confined to the classroom they should also cater to the studies of contemporary happenings. According to Tyler, these should not be limited “to content, teaching material and activities.” He states that it “refers to the interaction between the learner and the external conditions in the environment to which he can react”. Proper implementation and execution of the curriculum can achieve these goals. Students may have various learning experiences. The teacher should be “careful in implementing the learning experiences and must be tightly aligned” (1949, p.63).

Tyler (1949) mentions that the learning objectives and experiences should be screened through the following parameters. Firstly, the institution’s philosophy should be included, and the learners must be given ample opportunities to practice the behavior expected from them. Secondly, the objective should also be synchronized with the theories of learning which fulfill the requirements of the learners. This should satisfy the learner with these objectives and learning experiences stated in the curriculum. Thirdly, the learning experience should be formulated by keeping in view the level of the students and their past experiences. Fourthly, various types of experiences and activities can be used to accomplish desired objectives. It is also pertinent to mention that the feedback of the tutor is also significant in achieving the objectives and it should also be accommodated in the taught curriculum. Lastly, the outcomes of the learning experience can correlate with the objectives or may not bring forth the desired outcomes.

2.1.1.3 Organizing Learning Experiences: It is a long process which needs consistency. Multiple internal and external factors affect students’ learning behavior.

The synchronization of these factors may bring positive improvements in the learning experiences of the students. If one aspect is missing from these factors, it may affect the overall learning process. It is also stated by Tyler (1949) that “a single learning experience cannot bring a huge change in the behavior of the learner”. Moreover, it is also important to mention that skills and experience cannot be learnt in isolation. For example, some reading comprehension questions are integrated with writing tasks. This integration would help the learner to acquire reading skills and at the same time getting proficiency in writing skills. For an effective organization, Tyler has described three criteria such as “Continuity, sequence and integration” (1949, p. 84).

The students’ learning experiences learnt in the previous stage should be included in the next learning stage. This strategy will bring continuity and sequence in the learning process. As is a known fact that no learning process is accomplished in isolation and it requires the integration of the skills. Hence, the process of integration refers to the logical connectivity of the activities. This important aspect is also mentioned in the National Curriculum as “The teaching strategies ensure that work in speaking, listening, reading and writing is integrated” (GOP, 2006, p. 4).

2.1.1.4 Evaluation: Evaluation is a process by which a feedback of the learning process is sought. It helps the teachers to improve their teaching methodologies, lesson plans, etc. and also gives a clear picture to the students about their learning. The objectives of the curriculum are designed by the authorities and are ultimately conducted by the teachers through textbooks. In this way, the evaluation process identifies the strength and weaknesses of the learning program. Evaluation can also provide a framework for the achievement of the objectives stated in the curriculum. Tyler opines that evaluation is “the effectiveness of a learning process” and also identifies “the strengths and weakness of the plan” (1949 p. 105).

There are multiple factors that are directly linked to the improvement of students' learning process. These factors can be categorized as internal and external factors. Internal factors include classroom environment, students' motivation level, teaching material and methodologies, etc. The external factors include role of examinations, teacher training, allocation of resources and budget and the role of curriculum setting bodies and publishers. All these factors are directly or indirectly linked and contribute in the learning process. Amongst all these above stated factors, the content is considered more important. This is pointed out in 'Lessons from a Comprehensive Appraisal Project'. Manatt (1987) reported that student achievement is influenced by "(a) entry-level ability (51 percent), (b) how teachers teach (8 percent), (c) what teachers teach (38 percent), and (d) all other factors (3 percent)" (cited in Clarke et.al. 2006, p.258).

A study indicated that if improvements are to be made in student learning results, school leaders need to make curriculum and assessment development, implementation, and monitoring a higher priority. These researchers found that school leaders routinely maintain "hands-off" activities, relying entirely on teachers and not personally supervising the implementation of curriculum and assessment (Ruebling et al. 2004, p. 260)

2.2 The Importance of Alignment between Curriculum and Textbooks

It is important to elaborate the concept of alignment before the discussion takes place about the correlation of the curriculum and the intended textbooks.

According to the International Bureau of Education (UNESCO) alignment is defined as:

A process aimed at ensuring coherence and consistency between the intended outcomes as specified in the formal curriculum and teaching

methods, assessment tasks, and learning activities in the classroom.

(UNESCO, 1998)

Pakistan is an underdeveloped country with meager resources; hence, budget allocation for education is less than the 3% of the GDP. Moreover, factors such as provision of resources and facilities, classroom environment, students' previous knowledge and teachers' capacities to impart knowledge affect the overall learning process. Therefore, it becomes very necessary to see whether all the components of learning process are aligned or not. This is also supported by Biggs that constructive alignment is "a method to supplement the quality of learning of curriculum" (2002, p.20).

Alignment can be seen between the objectives of the curriculum and their achievements through designed assessments. If the curriculum is aligned it may produce outstanding results. Squires (2009) pointed out this aspect as:

Many of the studies show that aligned curriculum can level the playing field for poor and minority students and reduce the achievement gap.

Alignment under some circumstances produces dramatic results after the first year of implementation, in some cases increasing scores on state testing by over 50 %.

In Pakistan, two types of assessments are conducted like formative assessment that takes place during the running course(s) includes classroom activities, tests, sessional etc. whereas, summative assessment is based on annual exam conducted at the end of the course. In both types of assessments, it depends upon the teacher and the annual paper setters to evaluate the students according to the given objectives of the curriculum and their reflection in the teaching environment. It can be stated in other words that the process of alignment is positive if the intended objectives are achieved

through assessments, and these are not aligned if the results are in negative correlation.

Alignment can be defined as a process which encompasses various aspects such as measuring consistency between the given objectives and the outcomes of the specific course. It also gauges the students' activities performed in the class as well as their participation and feedback about various phenomena. Porter et. al. (2007) is of the view that curriculum alignment has extensive implication among all stakeholders and the educationists (cited in Ahmad & Mahmood, 2015).

A good alignment of textbooks with curriculum would help the teachers to teach the objectives of the curriculum to the students. Consequently, it may also facilitate the assessment system which judges the students on objectives of the curriculum. It is elaborated by Ahmad and Mahmood as "the textbooks play a major role in bringing the alignment of written, taught, and assessed curricula" (2015, p.2). In Pakistan, two types of assessments are conducted like formative assessment and summative assessment. The process of alignment is positive if the intended objectives are achieved through assessments and these are not aligned if the results are in negative correlation. Other study conducted by Moss-Mitchel (1998) cited in Squire (2009) also accedes to the concept that alignment of textbooks and instructions with the tests can provide good results.

Clear instructions given by the teacher in the class bring positive results and unclear instructions may lead to the otherwise situation. Cohen's (1987) concept of instructional alignment as stated by Shah (2012, p.39) that "poor alignment results in the failures of students with lower level of aptitudes. If alignment is enhanced, students of different aptitude achieve good results".

In Pakistan, mostly school and college teachers are not directly linked to the development of curriculum, selection of the text, publication of the books and with limited resources, the alignment of multiple aspects is very much crucial to produce maximum learning outcomes. Moreover, the schools are not directly engaged in the process of curriculum designing usually follow the objectives taken from the mission statement of the national education policy. The objectives are linked to the policy document (curriculum) when it is formulated at micro level like the Ministry of education. The aims of the curriculum should be implemented in its real sense through the textbooks. Moreover, the testing should have clear reflection of the aims of the curriculum. The objectives are directly linked to the national curriculum when it is formulated at micro level like the Ministry of education.

2.2.1 Curriculum Alignment Models

Different educationists have suggested various curriculum alignment models such as English's Curriculum Alignment Model, Leitzel and Volgar's Alignment Model, Webb's Alignment Model, the Survey of Enacted Curriculum and the Achieve Model. These models can be used to see the alignment in different curriculum models.

2.2.1.1 English's Model: This model is based on two aspects; one is front loading, and the second one is back loading. Front loading is the teaching as per the curriculum and back loading is curriculum development according to matching of tests. These concepts are better defined in the below mentioned illustration.

2.2.1.2 Leitzel and Volgar's Model: Leitzel and Volgar state that "alignment occurs when delivery of content (taught curriculum) and analysis of learnt curriculum (assessed curriculum) are congruent with the planned content (written curriculum)" (1994, p.32). This model has three

aspects i.e., planning to deliver, delivery to evaluation and planning to evaluation. They are of the view that “planning, delivery and evaluation should be synchronized for achieving alignment”.

2.2.1.3 Webb Model: Webb (1997) alignment model provides quantitative measure of alignment between the written curriculum and the assessed curriculum. He has presented three methods such as sequential development, expert review and document analysis to ensure alignment. Sequential Development states that the document will be developed in a sequence, the first will be rectified by the second. Material and the assessments would be aligned to the prescribed standards set by the state. The second procedure is “Expert Review”, in which a panel comprised of specialists see the document and gives the reviews. In the third method, the documents are analyzed and coded according to the various policy elements. Webb (1997) states that by integrating these three methods, test developers, instructional leaders, and educational policy makers can increase the coherence of reform efforts and accountability programs.

This model measures alignment on the basis of the following four areas.

Categorical Concurrence. It measures the extent to which the same or consistent categories of content appear in the standards and the assessments. It also measures how much of the state content standard is covered by the assessment.

Depth-of-Knowledge Consistency. It states that good alignment occurs when the students should be cognitively measured what they are expected to know and doing as prescribed in the standards. “Depth-of-knowledge consistency between standards and assessment indicates alignment if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards” (Webb, 2002, p. 4).

Range-of-Knowledge Correspondence. It measures to how much the assessment covers the knowledge and skills as stated by the standards. He states, “The range-of-knowledge criterion is used to judge whether a comparable span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge that students need in order to correctly answer the assessment items/activities” (Webb, 2002, p.6).

Balance of Representation. It measures whether the objectives fall in one category and are given equal emphasis in assessment or not. Webb (2002) states, “The balance- of representation criterion is used to indicate the degree to which one objective is given more emphasis on the assessment than another.” (as cited in Shah, 2012, p. 44).

2.3 Survey of Enacted Curriculum

Porter and Smithson (2002) have developed a set of procedures for conducting content analyses, and subsequent data analyses, of different sets of educational materials (e.g., assessments, standards, and textbooks). It measures theory and practice i.e., what is taught and what is assessed. In this model, alignment between classroom instructions and assessments are explored quantitatively. The salient features of the model include a common language framework for examining the content of curriculum, instruction, and assessment, a single alignment statistic, and graphical output of curriculum, instruction, and assessment (CIA) content (Porter & Smithson, 2001).

2.3.1 The Achieve Model

The model was developed in 1998 at the Learning Research and Development Center at the University of Pittsburgh. This model can be used to study alignment and additional services to states and districts in the area of reading or language arts, science and mathematics. It is based on “assessment-to-standards alignment protocol” (Roach et al. 2008, p. 167). Test item precision and quality are measured quantitatively and qu

aliterativelythroughthismodel.These can be applied to individual items and at the same time used for in general assessments covering all the components.

2.3.1.1 Alignment Protocol. Teachers, subject specialists and experts in curriculum designing are included in it. The experts' analysis is based on the four areas mentioned as: content centrality, performance, centrality, challenge, balance, and range (CCSSO, 2002).

2.3.1.2 Alignment Procedure. The alignment process is checked by applying individual item to test as a whole. At the item level, blueprint is created to evaluate each test item to a corresponding standard. Once the blueprint has been confirmed, alignment between test items and standards is analyzed by several panels across the following criteria such as content centrality, performance centrality, and source of challenge. After the analysis at individual level, the reviewers continue to evaluate the test as a whole via the range, balance, and level of challenge criterion. At this point, the protocol guides reviewers to assess whether the test samples the standards comprehensively and with appropriate emphases across standards and objectives (Roach et al. 2008, p.167).

From these above models of alignment, it is quite evident that the concept of alignment is important in the US. Another aspect is alignment and the textbooks. In the US, textbooks are given to the teachers and freedom to teach according to the given textbooks. It is also pointed out by Squires that "Teachers use textbooks as one lens through which to make teaching decisions" (2009, p. 27).

In the same way, textbooks play an important role in teaching process in Pakistan. Usually the teachers follow the textbooks in letter and spirit whereas in the US teachers can use other sources in addition to the textbooks. Olsson & Fredriksson (2006) state that textbooks are not the only source, and the teachers have the leverage to use the

other resource material. In the alignment studies it has been furnished that curriculum objective, teaching methodologies and classroom activities and assessment the alignment of textbook is an important factors. The alignment of the textbooks cannot be undermined if the desired results are to be sought. This would help in determining whether the textbooks are delivering what they are intended to deliver or not. Furthermore, as the textbooks are following the objectives of the curriculum and if these are followed then obviously this would be reflected in classroom activities and assessments.

2.4 Textbooks Alignment

Many studies have been conducted in alignment categories by the scholars. There are various categories of alignment such as instruction, textbooks and tests. In the context of this research, the main emphasis is on the textbook category, whereas the instructions and the tests which are not the basic domain of this research have been touched generally. The importance of textbooks in a learning process has been strengthening at various places in the research and because of this importance it becomes crucial to evaluate them thoroughly. If the textbooks are aligned with the objective may bring improvement in the learning process otherwise they may results in futile exercise thus affecting the learning process. This is elaborated by Stern and Roseman (2004) that textbooks, although not responsible for all the problems in students' learning, contribute to the difficulties students have in learning key ideas and skills in science.

To see the alignment of the textbooks with the intended objectives of the states, different studies and projects have been initiated in the US to see alignment of the textbooks. These studies in the American context are important not only as an international example, but also because Pakistan's National Curriculum shares several features with the US curriculums. There are multiple projects and studies of this

nature. For instance, The AAAS project was started in the US in the last few years. This project includes school teachers, scientists, curriculum developers and cognitive researchers across the country. In this project, different procedures have been developed for “evaluating science curriculum materials in terms of how likely they are to contribute to the attainment of the Benchmarks and the NSES” (Stern & Roseman, 2001, p.54). The result of the report shows that it helps the educators to make better decisions about how to choose the most effective textbooks for their students or how to supplement textbooks already in use.

Another study is conducted by Goodman (1986) that describes the alignment of basal readers. According to him basal readers dominate the reading instruction in the United States. There are certain observations as pointed out by him which are as:

1. Basal are becoming outdated and be replaced with more effective and soundly based material.
2. Students should be taught, which is purposeful in real life.
3. Material must be meaningful and self-motivating.
4. Teachers should be given freedom to select material for basal.

This study further suggests that:

Publisher, editors, authors, teacher, administrators, supervisors, teacher educators, and parents must join in either replacing or turning around the basals and eliminating the growing gap between the basals and the best knowledge about helping pupils become literate. (Goodman, 1986 p. 363)

Lorin W. Anderson states the importance of curriculum alignment in the following ways:

Alignment should be “what students have learned as a result of their schooling experience than with what they know and can do regardless of the source of that

knowledge or those skills”. He further asserted the value of alignment as it “enables us to understand the differences in the effects of schooling on student achievements and poorly aligned curriculum results in our underestimating the effect of instruction on learning”. The final reason he gives for curriculum alignment is “educational accountability”(Anderson, 2002, p.259).

There are three important aspects mentioned by Nancy A. Clarke that need to be understood before developing a curriculum and assessments. Firstly, the written curriculum should give “direction, focus, and accountability in the learning environment. Secondly, the learner outcomes that define “what students are expected to learn by the time they graduate must be aligned with the state's content standards” and lastly “the quality-control principle of the alignment of written, taught, and tested curriculum must be applied”(2006, p.258).

Freeman et al. (1983) conducted another study to check the alignment of fourth grade mathematics’ book and standard tests. Independent raters analyze each textbook and the test in the study. A classification manual was used as a guide to evaluate the content and the tests. Test specifications were used to summarize the topics in the standardized tests and also checked the coverage of the topics in the textbook. The result of the study shows that “except in the case of one textbook, the topic coverage was lower than fifty percent” (as cited in Shah, 2012, p. 50).

The above-mentioned studies highlight the issues faced by the educators in the US regarding textbooks alignment along with certain other aspects of education. In Pakistan, where the literacy rate is less than 50% and the traditional methods are used to teach language, a proper mechanism should be devised to find out the gaps between the curriculum and the textbooks. It becomes more important if the objective is to improve the proficiency levels of the English language learners.

2.5 Alignment Literature in Pakistan

The above stated alignment studies have been conducted in the US. However, they have a way for countries like Pakistan; having limited resources can start in a simplified way to ensure alignments. Special training programs can be started to give awareness to the teachers and the assessment experts to implement it effectively. This would clarify the misconceptions and help the teachers to select and teach that content aligned to the curriculum's standards.

In Pakistan, 18th amendment gave provincial autonomy to the province. Through this amendment, responsibilities/subjects were given to the provincial governments to implement the state policies including education. The provincial governments were given autonomy in selecting the material and the textbooks keeping in view the aims of the National Curriculum. It was perceived that the students would learn the required competencies in language as prescribed in the Curriculum. However, the situation is almost different as perceived. Therefore, it can be either the alignment is not conducted in the true sense, or the prescribed textbooks are not exploited to develop the required skills of the students as stated in the National Curriculum.

2.5.1 Examination System

In Pakistan, the examinations for Intermediate classes are held at two levels i.e., first year (Grade- XI) and second year (Grade-XII) conducted by the BISEs on yearly basis. These exams are based on summative testing and they simultaneously put a burden on the students to get good grades and on the teachers to show good results. To achieve such superficial goals, the students are encouraged to memorize the content and the teachers are compelled to teach such kind of material which is exactly asked in the annual examinations. Thus, the process of real learning is compromised at both ends. This is also pointed out by Rehmani (2003) that "assessments in Pakistan have deficiencies, including the promotion of the unethical practice of

teaching to the test by selectively preparing students for examinations.” (as cited in Shah, 2015, p. 60). He further states that assessments can be beneficial if these are used for the improvement of teaching and learning and not used for accountability or incentives.

Likewise, tests encourage the teachers to find out the positive and the negative aspects. The teacher can identify the problems and take necessary steps to overcome these issues. Like, once a test is conducted, the teacher usually may find out which programs are not producing intended results. Even the teacher may get fair feedback through classroom activities and assessments but still it is unclear whether these results are based on the objectives or just basing on the content taught in the classes.

High-stake testing has certain negative impacts on the teachers because it overburdens the teacher. The teachers get involved in preparation and the standardized testing instead of following the aims of the curriculum. This practice is called “teaching to test”. However, Bushweller (1997) considers high-stake testing valuable and states that “teaching to test is actually teaching to the curriculum because the test evaluates what is in the curriculum” (as cited in Shah, 2012, p.61).

Besides, there is another important aspect which needs attention. The teaching should be according to the test or according to the policy document. If teaching to test is implemented, students find same types of activities i.e., ‘clone-items’ or slightly changed items in the test and find it is to answer easily. However, in teaching the concept of curriculum enhances their cognitive skills and makes them prepare to answer any aspect of the item. This point is also elaborated by Popham as “curriculum teaching” and “item teaching” (2001, p.170).

2.6 Development of Inquiry among Learners

The development of cognitive skills in students from the early stages of learning helps them throughout their academic career and beyond. Its importance further increases

when students learn a new language. It is also stated by Eisner (2003) that inquiry develops intellectual and cultural development, and it is also responsible for human development in childhood and for advances in science and all of civilization.

2.6.1 Language Learning Ability

Language learning is an innate human capability. There are multiple factors required for development and attaining a certain level of proficiency in a language. Krashen and Terrell (1983) highlighted the factors of learning a language: Student learning a second language moves through five predictable stages: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency.

There are many elements that influence the process of learning a language. A student proficient in one language i.e. mother language has brighter chances to learn another language and attain proficiency. De Mado (1995) elaborated this aspect: “If a child functions in one language, he is already a viable candidate to function in other languages; and ability to function in the native language expands the student’s candidacy as a learner of other languages” (as cited in Jensen, Sandrock & Franklin, 2007, p.3).

2.6.2 Importance of Translingualism in Language Teaching

Use of various languages in teaching a particular language cannot be considered as a hindrance; its frequent use may help in better understanding of the language concepts learnt. In Pakistani context, students have fair impressions of their mother tongues while learning English Language. Therefore, the influence of mother tongue in learning a language can be considered as facilitation rather than an impediment. This is further supported by the academicians who consider the usage of translingualism as an apt way of learning a language. Although a precise meaning of translingualism is “still unsettled” (Horner & Tetreault, 2017, p. 4), with various scholars employing the term in various ways. In general, however, a translingual approach supports the

following ideas:

- Language diversity is a resource, not a liability.
- Languages are not fixed and stable but are dynamic and fluid in their use.
- Multilingualism is the norm for most people around the world.
- Language use is shaped and negotiated in concrete social and material contexts.

Gallagher and Noonan describe translanguaging as “an orientation to language difference and the reading, writing, and teaching practices that emerge from that orientation” (2017, pp. 175-176). Language difference in the translanguaging approach is not error; an unexpected word, use of a word, phrase, or syntactical structure is seen not as a mistake that reflects a paucity of language knowledge. Instead, a translanguaging orientation takes that difference as a point of language interaction that demands negotiation between reader and writer.

Therefore, the importance of teaching English language through translanguaging provides space to the teachers and the learners both. The Teachers can communicate their messages effectively and efficiently as per the requirements of the learners. Further, the teachers may tailor the activities according to the contextual needs of the learners. Secondly, some ground realities such as mother tongue influences, low level of interaction with foreign material and intelligibility to understand various novice prevailing western concepts cannot be entirely ignored in language teaching. Especially in Pakistan’s context where students have multi-cultural and multi-lingual backgrounds starting from Grade-1 till the culmination of university education, its importance increases further. Hence, blending languages would help teacher to explain the concepts in a better way and the students to easily understand and absorb them.

2.7 Importance of English Language

Language plays an important role in teaching and learning. It is the medium through which concepts and skills are learned and assessed, social relationships and identities are formed and increasingly deeper and more complex disciplinary understandings are constructed over time (Bloom, Carter, Christian, Otto, & Shuart-Faris, 2004). Since the last century, English language has strengthened its dominance over other languages and attained the status of an international language. There have been various factors that contributed to acquiring this status. “The number of people” as stated by Crystal, “who speak English as a native language is estimated to be about 400 million around the world; other English speakers, estimated at about a billion at least, are those who have learned English as a second or foreign language” (Crystal, 2006). Crystal (2003) and Grabe (1998) are also of the view that “Despite challenges from other languages, English is not only the most frequently used language in various international agencies and transnational companies; it is also widely seen as the most useful language for accessing information and scientific findings” (as cited in Cha & Ham, 2011).

The world has become a global village and more of a global economy. In this global world, it is very necessary to learn skills which can enhance the economic prospects of an individual. English as a skill has compelled the educationists in different parts of the world to make it the integral component of their education policy. Because of the usefulness of English language in the international scenario, it is considered as one of the important factors for promoting national development. Yun-Kyung Cha and Seung-Hwan Ham (2012) state that because of its usefulness, English seems to be an important factor for countries to promote the language in their education systems. Spolsky further elaborated “English language education has emerged as an important policy issue that needs to be taken into account in its language policy by any nation-state” (2004, p. 91).

2.8 Syllabus and Importance of Outcome Based Education

According to Brown (1995) the syllabus is a way or ways of organizing the course and materials. He states nine types of syllabus which are “structural syllabus, situational syllabus, topical syllabus, functional syllabus, notional syllabus, skill-based syllabus, task-based syllabus, mixed syllabus and layered syllabus” (as cited in Diebaa & Ali 2010). Syllabus design should produce desired results. Outcome based education (OBE) is the best method to gauge the learning experience. It has gained momentum over the past five decades to prepare a professional workforce that meets societal needs (Ebel et al., 2019, p. 239). In this way, the focus of attention is the students’ acquired knowledge and how to further enhance their overall language proficiency and skills. It facilitates learners through knowledge and skills advancement, which is a result of or it will lead to positive attitude changes that at the end may affect their values and judgment. Smith further elaborates that it helps the student to demonstrate a skill or understanding (outcome) which is meaningful and relevant to their present and future life.

2.8.1 Language Teaching and Textbooks

Textbooks play a pivotal role in most of the education systems. One of the most obvious reasons is that they function as an intermediary between teachers and students. The curriculum is interpreted through textbooks as these are directly derived from the main document. In Pakistan, the textbooks are “the widely used tool for curriculum interpretation and implementation” (Mahmood et al., 2009, p. 1).

Apart from the role of other sources in imparting knowledge to the students, textbooks still enjoy the main status, especially in teaching English languages. Garinger (2002) illustrates that “even with the development of new technologies that allow for higher quality teacher-generated material, demand for textbooks continues to grow” (as

cited in Shah, 2012, p.1). The reason for the extensive use of textbooks can be the tailored material that facilitates the teachers and the students. Similarly, in certain situations the textbooks are considered the substitute of curriculum.

This reflects the importance of the textbooks in teaching. The textbooks derive this importance due to multiple factors. Usually, the textbooks have clearly mentioned the aims and objectives, and also provide a framework for effective teaching and students' to learn with clarity. Most of the textbooks contain guidelines for teachers and instructions for students to follow, hence, saving their time and energy. Owing to the above-stated reasons, the textbooks are used extensively in imparting knowledge. Rehman (2006) pointed out the extensive use of textbooks in English language teaching as: "It has been estimated that 85% of classroom teachers follow the textbook."

2.8.2 Importance of Good Questions

There are a number of debates that decide which question is good, average or worse. The questions are asked according to the content and importantly the context. The quality of a good question is that it is answered after some thinking process. Classroom discussions and asking questions may impact students positively. It not only engages the students but also helps in monitoring students through feedback. Answering a question does not only require thinking of an idea but learning the skills required to understand those ideas. Levin and Long (2001) state that on average teachers ask "300-400 questions per day" (as cited in Volgar, 2005). Seymour and Osana (2003) elaborate on the importance of asking the questions. They are of the view that teachers should be expert in asking questions, otherwise, unclear or ambiguous questions would hamper the process of learning. It is essential that teachers should know how to ask questions. "Unfortunately, research on teachers' use of verbal questioning has shown that this skill is typically less effective than it could be" (as cited in Volgar, 2005).

A question is considered a “Good Question” as it engages the minds of the student to analyze it, poses problems and resolves it. It also uncovers assumptions, and finds out the evidence which would help reach logical conclusions. As Mary Wallace said, good questions help us “open doors to new ways of thinking and feeling. They transcend our immediate sensations” (Barell, 2003, p. 80).

2.8.3 Importance of Questions in Teaching

The significance of questions cannot be undermined in teaching. They help teachers in various aspects. They are used for classroom management, verifying students understanding and progress and dissemination of information. The main rationale in asking a good question is to encourage the students to think critically. Dillon (1988) also describes this aspect as “to stimulate more thinking, the teacher should ask more questions, and to stimulate higher thinking, higher questions” (as cited in Hokanson, 2015 p. 16). These are not only necessary for the students but also equally important for the teachers to evaluate their teaching. As Aschner (1961) called the teacher “a professional question maker” and claimed that the asking of questions is “one of the basic ways by which the teacher stimulates student thinking and learning.” (as cited in Gall, 1970). Similarly, Flanders (1970) is also of the view that “asking questions is one of the 10 major dimensions for studying teachers' behavior in the widely used System for Interaction Analysis.” Bloom (1956) also reiterated, “not only students need the questions, but also teachers.” He believes, “the latter make use of questions to evaluate their methods of teaching and improve the efficiency of the educational process.” It can be said firmly that the role of questioning cannot be negated from the overall teaching domain. Redfield & Rousseau further illustrated this concept that “...indeed, the professional consensus today is that teachers' questioning of students is an important variable in student achievement” (1981, p. 245).

2.8.4 Types of Questions

Researchers and educationists have categorized various types of questions. The questions can be classified according to their description. At least 11 classification systems have been proposed in recent years (Adams, 1964; Bloom, 1956). According to the above-stated information, it is a fact that every question whether it is simple or complex demands a response as per the context and requirements given in the instructions. Sigeland and Saunders also describe “the primary function of every question ... is to elicit a response” (1977, p. 9).

Here, I briefly show how textbook selection works in Pakistan as against global practices. In the US, the state institutions select the content, and the teachers have a minimum role. Although the teachers have freedom to select the content suitable for teaching but still they have to remain in the ambit of the curriculums’ objectives. Thus, it gives very limited freedom to the teacher to select the material. Therefore, the decision to select the material remains in the hands of the higher authorities. Starr (1989) also elaborates that “approximately twenty-four states have the leverage to approve or disapprove a course before it starts” (cited in Ahsanullah & Afsar, 2013). Similarly, in Pakistan, a committee selects the content of the textbooks under the garb of Curriculum wing and the textbooks are published by the textbook boards.

2.9 Role of Curriculum Wing (MoE) in Textbook Development and Selection

In Pakistan, the textbooks for English language teaching are developed according to the National Curriculum for English. The alignment of the curriculum and textbooks is seen afterwards. Curriculum Wing of the Federal Ministry of Education caters for the evaluation of the textbooks and is authorized to approve or withdraw any textual material from Grade-I to Grade-12 (GOP, 1976). After the approval, HSSC boards of the four provinces publish the books. Teachers use this published material to impart knowledge to students.

2.10 Identifying Research Gap

Many works have been carried out by applying Bloom's Taxonomy in different fields at various levels. Forehand (2010) undertook a research applying Bloom's Taxonomy by topic, "From Emerging Perspectives on Learning, Teaching and Technology". According to him, it is proved that "Bloom's Taxonomy is helpful in all contexts." He endorsed, "In almost all circumstances when an instructor desires to move a group of students through a learning process utilizing an organized framework, Bloom's Taxonomy can prove helpful." (p.6). Kegan (1977) conducted a research, "Using Bloom's Cognitive Taxonomy for Curriculum Planning and Evaluation in Non-traditional Educational Settings." He also termed the taxonomy "useful in his assessment of curriculum planning." In the Pakistani context, Lashari (2008) applied Bloom's Taxonomy in evaluating Intermediate English Sindh Textbook Board in his M.Phil thesis. Afsar and Lashari (2013) published "Classifying Exercises of Intermediate English Book One of Sindh Textbook Board in the Light of Bloom's Taxonomy". In addition to that, "the research studies carried in various fields proved it very useful towards the goals directed towards assessment and evaluation" (Everett, 1977; Risner et al., 1991; Kegan, 1977 and Vidakovic et al., 2003).

However, the present study delves into the exercises of intermediate level English textbooks of all the four provinces of Pakistan and figure out which textbooks are aligned with National Curriculum for English (2006) and the domains of Bloom's Taxonomy. As no such study is available, it is therefore necessary that an evaluative and descriptive study be conducted. This aspect of English textbooks need to be explored to not just see how systematic they are but also suggest measures that will help improve these books for their efficient use.

Chapter 3:

Methodology

3.1 Introduction

This study uses a mixed-method combining both quantitative and qualitative approaches to investigate the research questions as this approach allows for a comprehensive analysis of the lessons' exercises. This chapter outlines the methodological framework, data taken from the lessons and subsequently its analysis techniques used to address the research objectives.

The study evaluates the alignment of Higher Secondary School English textbooks in Pakistan with the National Curriculum (2006) and Bloom's Taxonomy. It examines the textbooks' content partially; only correlation of themes and sub-themes of the text and exercises in detail against the curriculum's parameters and Student Learning Outcomes. The study identifies shortcomings and analyzes exercises using Bloom's Taxonomy to assess their effectiveness. The goal is to provide insights for improvement.

This mixed-method evaluative study is conducted to examine the alignment of textbooks of English taught at Higher Secondary School levels in Pakistan with the National curriculum and Bloom's Taxonomy. While also criticizing some of its weakness, the study underscores the significance of the National Curriculum as the only resource other than Bloom's Taxonomy and tries to find out how faithfully the textbooks follow the parameters like selection of lessons' contents and Student's Learning Outcomes mentioned for grades XI-XII in the National Curriculum for English, 2006. It has pointed out the asynchronization of the thematic content and the exercises in relation to the criteria and themes given in the Curriculum. It also investigates and analyzes the selected exercises (first three) of each of the textbooks according to Bloom's Taxonomy of Educational Objectives. This chapter introduces Bloom's Taxonomy, the National Curriculum 2006, the data for the present study, its delimitations, significance, research objectives and questions.

3.2 Bloom's Taxonomy

The present research uses Bloom's Taxonomy as its contributions in the curriculum and syllabus development have been uncontested. It was first developed in 1960s and at that time, the developers could only draft the Cognitive and Affective Domains of the Taxonomy. Later on, the disciple of Bloom, Krathwohl revised it and amended some aspects of the Taxonomy. Psychomotor Domain is developed by Dave because Bloom and his disciples could not devise the rules for this domain. To bring synchronization, the author would analyze the data only on the basis of first two domains of the Taxonomy. As far as the importance of Taxonomy is concerned, it is extensively used to evaluate the educational material in all spheres and levels of education throughout the world. The developers of the Taxonomy also stated: "It should provide a basis for suggestions as to methods for developing curricula, instructional techniques, and testing techniques" (Bloom et. al., 1956, p. 21). The Taxonomy also paved way for other theorists. Evans (2010) states that Kolb's Theory of Experiential Learning is "similar to the domains of Bloom's Taxonomy of Learning".

The researcher has used the revised version of the Taxonomy to evaluate the exercises. The revised Taxonomy has been used because of its comprehensiveness in terms of terminologies, structure and emphasis as compared to the Original Taxonomy. Quantitative and qualitative methods are used to analyze the data for this research. Although there is a debate whether quantitative methods could be used for qualitative research, these two methods are considered as separate paradigms. The quantitative method emphasizes that research should be objective and for times to come. Hughes and Tight (2001) state "qualitative research stresses on the investigation of meaning and culture, however, information can be explained through quantitative terms and quantitative data can be interpreted in qualitative terms". The quantitative and qualitative methods are based on extreme points and to bridge this gap, a blended

method may provide more pragmatic and perceptive outcomes. The shortcomings of one method can be covered by the other method and vice versa.

Campbell and Fiske (1959) introduced a new paradigm termed as ‘mixed-method research’. This method has various advantages because it provides detailed pictures of the phenomenon as the data is evaluated qualitatively and quantitatively. This evaluation process allows the researchers to analyze the data from various angles. In this study, summative evaluation methods are used to find out its impact. It would further see the effectiveness of English language Syllabus taught at HSSC in the provinces of Pakistan. The study also puts forward futuristic suggestions. On the basis of the findings, it would also recommend to alter the textbook if deem appropriate. The task of the researcher is to give the judgments and not make decisions or implementing the decisions.

3.2.1 The Original Bloom’s Taxonomy

The original Bloom’s Taxonomy was developed by a committee headed by Dr. Benjamin S. Bloom in 1956. The objective of the Taxonomy was to promote higher-order thinking skills amongst the students. It was designed to measure the learning objectives of a specific field but could also be used for evaluation. Since its development, the framework of the Taxonomy is used to develop the curricula. The first domain is cognitive that is considered the core of the learning domains. Mostly, the educational work falls in cognitive domain. The next domain is affective, that mostly deals with literature to interpret its various aspects. Lastly, the psychomotor domain is learning by doing which is defined as, “when found, they were most frequently related to handwriting and speech and to physical education, trade, and technical courses” (Bloom, 1956). The objectives of the second domain i.e. affective domain were compiled in 1964 by following the first model. The educationists could not develop the objectives of the Psychomotor Domain. Bloom’s Taxonomy is “a very useful way of assessing both

learning activities and teaching materials” (Zareian, Davoudi, Heshmatifar, & Rahimi, 2015).

3.2.2 Revised Bloom’s Taxonomy

Lorin Anderson and Krathwohl (2001), former students of Bloom, along with cognitive psychologists, curriculum theorists, and testing and assessment specialists developed the revised version. This revised version was published in 2001, which includes quite significant changes at three levels: terminology, structure and emphasis.

3.2.2.1 Changes at Terminology Level: Depending on Bloom’s Taxonomy

which reflects active thinking process, six major categories were changed from *noun* to *verb* forms. Basic rationale behind this change was that *verbs* describe actions, whereas *nouns* do not.

Old Version	New Version
Evaluation	Creating
Synthesis	Evaluating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering

3.2.2.2 Changes at Structure Level: The first four levels of the Cognitive domain remain the same. However, the last two levels are swapped with one another. In the old Taxonomy, evaluation was placed at the highest level of learning and synthesis was the second highest level. In the new version of the Taxonomy, Synthesis (creating) is at the highest level and evaluation (evaluating) has been downed to the second last level. The reason for doing this change is to create

something new and demands creative processes whereas evaluation requires critical thinking. One can evaluate information without putting any creative thinking but for creating something new you may require both i.e., critical and creative thinking (Anderson and Krathwohl, 2001).

3.2.2.3 Changes at Emphasis Level: The revised version is broader in scope as to address a wider range of audience. Emphasis is placed more on its usage by curriculum designers, instructional delivery and assessment. This revised version of the taxonomy can also be used to understand and effective implementation of the curricula (Anderson and Krathwohl, 2001).

3.2.3 Cognitive Domain

It is the first domain of Taxonomy. It “involves knowledge and the development of intellectual skills” (Bloom, 1956). It has six levels such as, remembering, understanding, applying, analyzing, evaluating and creating. These levels start from the simplest and end at the most difficult level. It is also assumed that one has to master a specific level before moving on to the next level.

3.2.3.1 Remembering: It is the first level of Cognitive Domain. This level demands to remember the information which is learnt. This information can be a fact, a concept or a procedure. “Remembering involves retrieving relevant knowledge from long-term memory. The two associated cognitive processes are *recognizing* and *recalling*. The relevant knowledge may be *Factual, Conceptual, Procedural, or Metacognitive*, or some combination of these” (Anderson & Krathwohl, 2001, p. 66).

Keywords. Which, who, what, where, when, what, why, when, where, which, how

Assessment. Students can be assessed through matching tasks i.e. matching vocabulary items. Remember the vocabulary items. Tell the names, dates, place etc.

3.2.3.2 Understanding: This is the second level of Cognitive Domain. In this level, students build the connection between the previous knowledge to the new gained knowledge. The learners are required to interpret, summarize, classify or explain the things. “Students understand when they build connections between the "new" knowledge to be gained and their prior knowledge. More specifically, the incoming knowledge is integrated with existing schemas and cognitive frameworks” (Anderson & Krathwohl, 2001, p. 70). It demonstrates understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

Keywords. Interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.

Assessment. Paraphrase as speech, interpret a picture i.e., convert the picture to words and words to picture. Define the features of a general concept. Detect the relevant features or patterns. Summarize the given information. Find out the patterns from examples. Detect similarities, differences, cause, and effect.

3.2.3.3 Applying: This is the third level of Cognitive Domains. In this level, learners use the already learnt procedure to the new situation. Applying knowledge is at two levels: one is executing when the task is familiar and the second one is implementing when the task is unfamiliar. “Apply involves using procedures to perform exercises or solve problems. Thus, Apply is closely linked with Procedural knowledge” (Anderson & Krathwohl, 2001, p. 77).

Keywords. executing, implementing, identifying etc.

Assessment. Carry out a procedure with familiar task and also with unfamiliar task.

3.2.3.4 Analyzing: This is the fourth level of Cognitive Domain. The learners

would break the material into its units and see or analyze the overall structure. Students would analyze the information in three ways such as to differentiate, organize or attribute.

[Analyzing] involves breaking material into its constituent parts and determining how the parts are related to one another and to an overall structure. This process category includes the cognitive processes of differentiating, organizing, and attributing. Objectives classified as Analyze include learning to determine the relevant or important pieces of a message (differentiating), the ways in which the pieces of a message are organized (organizing), and the underlying purpose of the message (attributing). (Anderson & Krathwohl, 2001, p. 79)

Keywords. Analyze, differentiate, organize, attribute. Classify etc.

Assessment. Distinguish facts from opinion. Find out the main points. Organize the information. Deconstruct the information to understand author's or narrator's point of view.

3.2.3.5

Evaluating: This is the second highest level of Cognitive Domain. The learners have to make judgments based on certain criteria and prescribed standards.

[Evaluating] is defined as making judgments based on criteria and standards. The criteria most often used are quality, effectiveness, efficiency, and consistency. They may be determined by the student or by others. The standards may be either quantitative (i.e., Is this a sufficient amount?) or qualitative (i.e., Is this good enough?). The standards are applied to the criteria {e.g., is this process sufficiently effective? Is this product of sufficient quality?}. The category Evaluate includes the cognitive processes of checking judgments about the internal consistency) and critiquing judgments based on external criteria). (Anderson & Krathwohl, 2001, p. 83)

Keywords. Check, critique, judgment, detect, monitor etc.

Assessment. Carry out a solution to the problem or performing a task. Critique your own hypotheses or creations or those generated by someone else.

3.2.3.6 Creating: This is the highest level of the revised taxonomy. The learners are supposed to create something new which they have not encountered before. In this level, the students need creativity to produce something new but sometimes they have to follow the given instructions or guidelines to follow.

[Creating] involves putting elements together to form a coherent or functional whole. Objectives classified as Create have students make a new product by mentally reorganizing some elements or parts into a pattern or structure not clearly present before. The processes involved in Create are coordinated with a student's previous learning experiences. Although Create requires creative thinking on the part of the student, this is not completely free creative expression unconstrained by the demands of the learning task or situation. (Anderson & Krathwohl, 2001, pp. 84-85)

Keywords. Construct, create, develop, make, produce etc.

Assessment. Students need to produce constructed response formats in which a student is asked to produce alternatives or hypotheses. Students have to develop worked-out solutions, describe solution plans, or select solution plans for a given problem. They may be asked to produce schematic plans for a new high school that include new ways for students to conveniently store their personal belongings.

3.2.4 Affective Domain

The second domain in Taxonomy is the Affective Domain. It is developed to observe the feeling, tone, emotion or a degree of acceptance and rejection in the learners. It is used in literature expressed as interests, attitudes, appreciations, values and emotional

sets or biases. The categories of Affective domain and their subdivisions areas under:

3.2.4.1 Receiving (Attending): This is the first level of Affective Domain. In this level, the learner is orientated what he is intended to learn. Receiving or attending to the phenomena has three levels i.e. awareness, willing to receive and controlled or selected attention. At this level we are concerned that the learners are sensitized to the existence of certain phenomenon and stimuli that he be willing to receive or attend to them.

Keywords. Listen, attend, recognize, capture, take part, aware, willing, attention feel etc.

Behavior Descriptions. Ready to experience and willing to hear

3.2.4.2 Responding: This is the second level of Affective Domain. In this level, the learner is not only just willing to attend but actively attending to a phenomenon. It has three further levels such as acquiescence in responding, willingness to respond and satisfaction in response. “At this level we are concerned with responses which go beyond merely attending to the phenomenon. The student is sufficiently motivated that he is not just willing to attend, but it is correct to say that he is actively attending” (p. 118).

Keywords. respond, commit, involve, motivate, clarify, contribute, present,, write, perform

Behavior Descriptions. Obedience and compliance, willingness to respond, emotional response of pleasure, zest or enjoyment.

3.2.4.3 Valuing: This is the third level of affective Domain. In this level, the students value or assess the phenomenon at their own. It has three levels like acceptance of a value, preference for a value and commitment. Valuing employs in,

Its usual sense: that a thing, phenomenon, or behavior has worth. This abstract concept

of worth is in part a result of the individual's own valuing or assessment, but it is much more a social product that has been slowly internalized or accepted and has come to be used by the student as his own criterion of worth. (p. 139)

Keywords. argue, challenge, debate, refute, confront, justify, persuade and criticize,

Behavior Descriptions. ready to accept the characteristic of a belief or attitude with consistency. Individual's own valuing or assessment.

3.2.4.4 Organization: This is the fourth level of Affective Domain. In this level, learners need to organize the values into a system, determination of the interrelationships among them and the establishment of the dominant and the pervasive ones. It has two levels: conceptualization of a value and organization of a value system. "Organization is intended as the proper classification for objectives which describe the beginnings of the building of a value system" (p. 154).

Keywords. build, argue, defend, modify, relate, choose, reconcile, hold etc.

Behavior Descriptions. organization of values, reconcile internal conflicts, develop value system.

3.2.4.5 Characterization by a Value or Value Complex: This is the last level of the Affective Domain. The learners act consistently with the values. It has two aspects like generalized set and characterization.

At this level of internalization the values already have place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challenged. (p. 165)

Keywords. act, control, internalize, integrate, influence, arrive, practice etc.

Behavior Descriptions. Readiness to revise judgments and to change behavior in the light of evidence. Willing to face facts and conclusions. Develops a consistent philosophy of life.

3.3 National Curriculum 2006

In Pakistan, the National Curriculum for English was developed in 2006. The curriculum encompasses all aspects of the education from learning to professional growth. The aim of this curriculum is,

To enhance the quality of learning opportunities through formal instruction over the twelve years of schooling in Pakistan. This curriculum also aims to provide holistic opportunities to the students for language development and to equip them with competencies in using the English language for communication in academic and social contexts, while enabling them to be autonomous and lifelong learners to better adapt to the ever changing local and world society, and to knowledge advancement. (National Curriculum, 2006)

The development of curriculum is a dynamic process, which needs continuous and continual changes according to the changing requirements. Ladson-Billings, G. (2016) states that the “real future of the curriculum among education researchers will be to defend the right for the curriculum to be fluid and changing rather than fixed and rigid” (p, 104). The National Curriculum also requires constant revisions and updates in the light of present day changing realities. The curriculum was developed almost nineteen years ago (2006) to cater to the needs of the English language learners at that time and onwards. After that no revision or changes have been made in this important document. The present government has started the phase-wise revision process such as Phase-1 (Class I-V), Phase-2 (Class-VI-VIII) Phase -3 (Class IX-X) and final Phase-5 (Class XI-XII) but to date only Phase-1 has been completed and the rest of the phases are in progression.

3.4 The Data

The data has been taken from English Language textbooks of the four provinces of Pakistan. The numbers of the textbooks taught at the Punjab are 04 and 02 each in

Sindh, Balochistan and Khyber Pakhtunkhwa. The Textbooks include variety of genres such as prose, short stories, and poetry etc. Textbooks taught in the Punjab are as English-I (short stories), English-II (Modern Prose and Hero), English Book-III (Plays and Poems) and a novelette (*Mr. Chips*). Textbooks taught in Sindh Intermediate English Book One (Prose) and Intermediate English Book Two (Prose). Balochistan Textbook Board has assigned two books; one book, A Textbook of English Grade-XI for first year of intermediate and another A Textbook of English Grade-XII for second year of intermediate. Both the books contain a variety of materials such as prose, poetry and general types of informative lessons. The exercises are designed in such a way to develop all aspects of the language such as phonology, grammar, lexis, discourse, and language functions and skills. Khyber Pakhtunkhwa has also assigned two books; A Textbook of English Grade-XI for first year of Intermediate and another A Textbook of English Grade-XII for second year of Intermediate. Exercises of both the books cover all aspects of a language i.e. phonology, grammar, lexis, discourse, and language functions and skills.

Rationale behind the selection of all the textbooks of the four provinces is to cover all types of texts like prose, short stories and poetry etc. This wide array of selected material provides holistic analysis and captures the multifaceted nature of language learning. The data has been taken from the exercises of the first three lessons of every textbook. First three are selected in a sense to provide consistency and the same pattern of the exercises. Every textbook taught in a particular province has almost same types of questions in the exercises and in most of the lessons the numbers of questions are more or less same.

Textbooks' exercises have been evaluated on main domains and their sub-domains of Bloom's Taxonomy. This evaluation process definitely points out the strengths and weaknesses of the textbooks. This would also provide the textbooks setters to sort out and address the existing flaws by following the taxonomical levels

of the Bloom's. Therefore, it would be beneficial for both the teachers and the students. The teachers can use the textbooks to design the learning material following the taxonomical levels and the students learning performance can be gauged through performance at various taxonomical levels.

The study evaluates English textbooks against the Students Learning Outcomes (SLOs) of the National Curriculum. It has been minutely evaluated whether the textbooks follow the SLOs in their exercises or not. Every single question has been examined in relation to SLOs. This minute evaluation would help point out the prevalence and non-prevalence of the SLOs' reflection in questions. The gaps in the theory and the practice would be pointed out with the calculations and ratios. This would also help the teachers to teach intended Curriculum in depth rather than just teaching textbook's existing materials. This would also help students to understand the basic essence of the Curriculum i.e. development of critical thinking through textbook exercises as the foremost objective of the Curriculum is to foster critical and analytical thinking.

Hence, the questions in the exercises of all the textbook of English taught at HSSC are examined at two levels: to see whether the questions are aligned with the Students' Learning Outcomes (SLOs) at Grade XI & XII mentioned in the Curriculum and secondly which domain and its sub-levels are more prevalent in the exercises. The data is checked in such a way that the presence and the absence of the missing items are pointed out in numbers and appropriate ratios. Findings have been drawn on the basis of the presence and absence ratios of the items in relation to the SLOs and their sub-SLOs and the Domains and their sub-levels in the Taxonomy.

3.5 Delimitation of the Study

The present study is conducted in the ambit of exercises comprising activities/questions of English language textbooks of all four provinces of Pakistan.

It also partially evaluates content that contains the inclusive aspects of education such as gender, nationalism, religion and social attributes that are also the part of the mentioned themes and the sub-themes in the Curriculum. Functional effects of the textbooks have also been analyzed along with the exercise, up to date material and textual aids. Partial content analysis has been carried out on the themes and sub-themes stated in the Curriculum. As stated above, to maintain consistency only three exercises are selected from each textbook. The study does not evaluate the teaching methodologies or the teaching practices in the classrooms. However, the study covers the evaluation of all four skills i.e., reading comprehension, writing, speaking and functional aspects of a language and also the ethical aspects given in the Curriculum.

Another important aspect is that the learning domains and their sub-levels in the Bloom's Taxonomy may overlap within the domain. Therefore, it is possible that at a time the test item may fall in sub-levels of the same domain. The developing committee of the Taxonomy showed this concern at a number of occasions in the original work.

Chapter4:

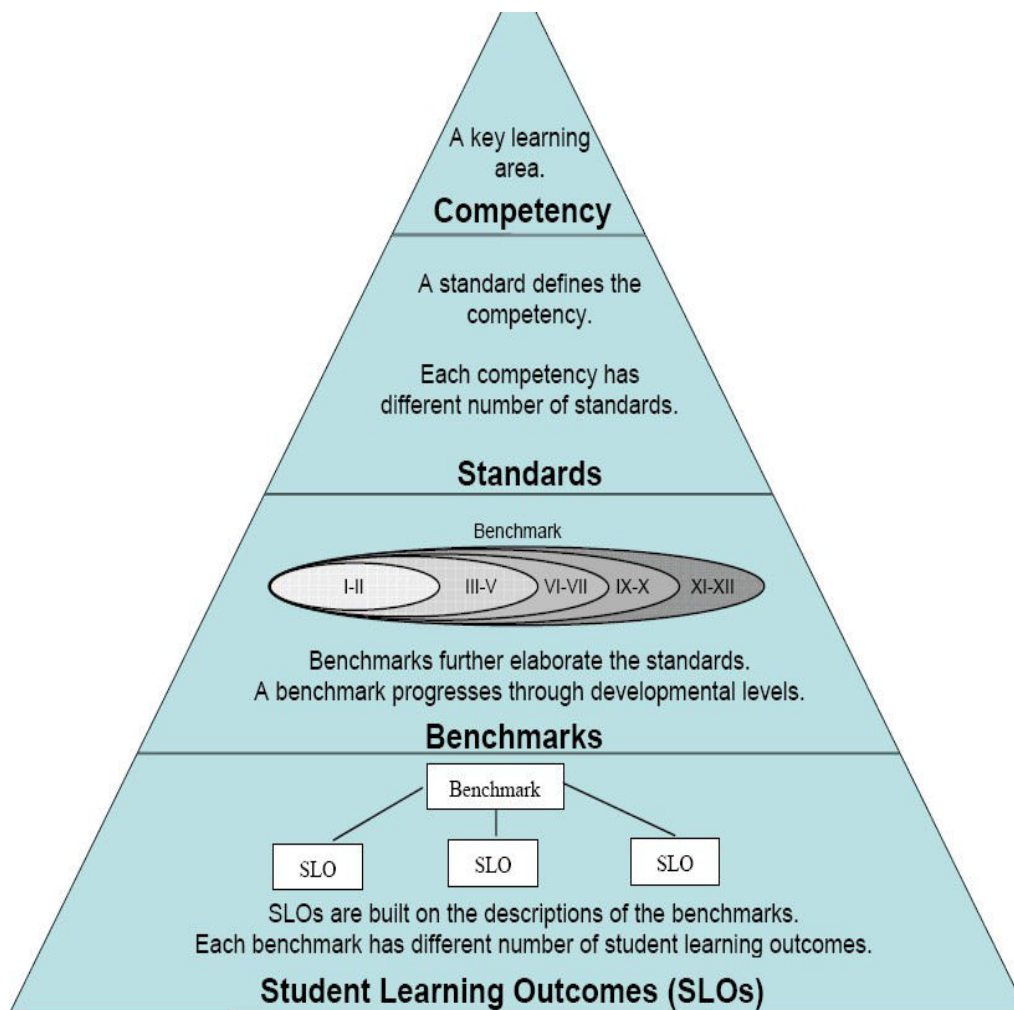
AlignmentofTextbookswiththe NationalCurriculum forEnglish

4.1 Introduction

This chapter presents the analysis of the selected textbooks. The analysis has been carried out based on two aspects. Firstly, it was checked whether the exercises of the selected textbooks are aligned with the National Curriculum for English, Grade I-XII, 2006 and with Bloom's Taxonomy of Educational Objectives. It is important to mention that the curriculum committees of the Ministry of Education select and edit the content of the textbooks. Proper guidelines and instructions are given in the National Curriculum for thetextbookeditorswhoselect and/or design thecontentsofthetextbooks.Asstatedinthe Curriculum: "In fact, a textbook will be a contributing resource for acquisition of theSLOsgiveninthisdocument"(NationalCurriculum,2006,p.160).The studyalso partially evaluates the content of the lessons in the textbooks on the given themes and sub-topics of the policy document.

4.2 CompositionofNationalCurriculum2006

National Curriculum for English Language 2006 has set guidelines for learning English language from Grade-I to Grade-XII. It has also set Competencies (Cs), Standards (Ss), Benchmarks (Bs) and Students Learning Outcomes (SLOs) for each class. Overall language learning is a continuous process and cannot be confined to specific classes or grades, hence, these competencies, standards and benchmarks have been connected in such a way to enhance the learning capabilities of the studentsgrade wise. Students learnnewknowledgein each grade and also connect it with the prior knowledge learnt in the previous grade.



(Adapted from “National Curriculum for English Language: Grades I–XII”, 2006:6)

4.2.1 Objectives of National Curriculum (SLOs)

Objectives of the National Curriculum are envisaged in the Students Learning Outcomes (SLOs). The SLOs are developed grade-wise for different stages of schooling. A learner will only be able to meet the student learning outcome specified for his/her level if the skill is first introduced, explained and then reinforced through practice activities. For this, it is essential that all major skills identified are taught in a spiral progression. Such activities are to be incorporated at each grade that cater for progressive cognitive development from lower level intellectual skills of simple

knowledge and comprehension to higher-order skills of analysis, synthesis and evaluation so as to nurture the ability of reasoning, problem-solving, critical thinking and creativity.

The terminal developmental level (Level-5), which is set in National Curriculum for English Language Grades I-XII, 2006 states, “This level is the terminal level for those who discontinue education to look for jobs, while others branch off into their respective specialized areas for further study” (p. 4). The language curriculum for this level considers the general and specialized language needs of both aforementioned categories. The curriculum is, therefore, designed to cater for these groups. The content and type of reading texts, as well as the skills, functions and vocabulary to be taught are all determined by these concerns.

4.2.2 Questions or Assessment in the Curriculum

The types of questions or assessment tools mentioned in the National Curriculum are “multiple choice items, binary choice items, matching items, interpretive exercises”. All these types of questions should not only focus on knowledge but rather on measuring higher-order thinking abilities of the learners. This will include interpretive exercises, which would enhance the measurement of higher-order thinking skills in depth. It would also enable students to create or produce their own answers in response to the questions. This would help the teachers to get clear insight into the students’ thinking and creative process.

4.2.3 Themes and Sub-themes for the Textbook

The National Curriculum also provides themes and sub-themes to be included in the textbooks. The following themes along with their sub-themes are suggested for selection of topics and content of teaching material. These themes should primarily nurture ethical and social attitudes relevant to Pakistani context, and also create an awareness, tolerance and understanding of global audiences. The chosen material

should demonstrate gender and cultural neutrality, and should not contain any hate material.

Themes	Sub-Themes
<p>1. Ethics and Values Ethics (Moral character in accordance with rules of right and wrong)</p> <p>Values (established ideals of life, objects, customs, ways of acting that given members of a society regard as desirable)</p>	<ul style="list-style-type: none"> • Character building • Austerity • Respect for Pakistani values and those of other nations • Tolerance, humanism, equity between groups and nations
2. Peaceful co-existence/ Peace education	<ul style="list-style-type: none"> • Handling/sharing responsibilities • Conflict resolution
3. Self, people and places	<ul style="list-style-type: none"> • Understanding international cultural diversity • The World
4. Patriotism/National Pride	<ul style="list-style-type: none"> • Rise of nation through national pride
5. Nature	<ul style="list-style-type: none"> • Appreciation and preservation of Nature
6. Gender equality	<ul style="list-style-type: none"> • gender inequality detrimental to society
7. Festivals and cultural events	
8. Role models Male/female (Past and Present.)	
9. Environmental education	<ul style="list-style-type: none"> • Environment and health
10. Population education	<ul style="list-style-type: none"> • Population growth and its implications
11. Travel and Transport	<ul style="list-style-type: none"> • Tourism, its impact on society
12. Technology	<ul style="list-style-type: none"> • Technology and society of future
13. Education and Employment (careers/ occupations)	<ul style="list-style-type: none"> • Choosing careers / occupations
14. Dignity of labor	<ul style="list-style-type: none"> • Respect for all professions. (Valuing

	disparity and equality among professions)
15. Media	<ul style="list-style-type: none"> • Mediaskillsandcommunication
16.Crisisawarenessandmanagement	<ul style="list-style-type: none"> • Roleofyouthincrisismanagement

Table 4.1 (Themes and Sub-themes in National Curriculum)

These themes and sub-themes are considered important in the language learning and overall ethical development of the learners. Therefore, they need to be included in the textbooks. To maintain the quality of the textbooks, apart from the inclusion of themes in the content, the National curriculum also provides a checklist in the form of certain questions for textbook writers, teachers and reviewers (p. 163).

4.3 Intermediate English Books I, II, III and IV, Punjab Textbook Board

Punjab Textbook Board has published four books for the intermediate students. Two books: Book-1 (short stories) and Book-3 (plays and poems) are taught at Grade-11 whereas Book-2 (prose) and a Novel; *Mr. Chips* are taught at Grade-12.

4.3.1 Intermediate English Book-I (Short Stories)

4.3.1.1 Introduction of the Book:

The content of the textbook is maintained according to the National Curriculum. The Punjab Curriculum and Textbook Board, Lahore has sanctioned the textbook. Two experts namely Mr. Bashir Ahmad Chaudhary and Mr. Qazi Sajjad Ahmad have compiled, Mrs. Shahida Rasool edited, and Dr Mubeen Akhtar finalized the manuscript. Its graphics are by Ms. Aisha Waheed, supervised by Mr. Safdir Hussain and layout by Mr. Hafiz Inam-ul-Haq. Here are the lesson-wise contents:

Lesson No.	Title of the Lesson	Author
1.	Button , Button	Richard Matheson
2.	Clearing in the Sky	Jesse Stuart
3.	Dark They were, and Golden-Eyed	Ray Bradbury

4.	Thankyou, Ma'am	Langston Hughes
5.	The Piece of String	Guy de Maupassant
6.	The Reward	Lord Dunsany
7.	The Use of Force	William Carlos Williams
8.	The Gulistan of Sa'di	Sheikh Sa'di
9.	The Foolish Quack	Folk Tale by Anonymous Writer
10.	A Mild Attack of Locusts	Doris Lessing
11.	I Have a Dream	Martin Luther King
12.	The Gift of Magi	O. Henry
13.	God be Praised	Ahmad Nadeem Qasmi
14.	Overcoat	Ghulam Abbas
15.	The Angel and the Author and Others	Jerome K. Jerome

The book consists of 15 short stories. Twelve short stories are written by foreign writers, two by local authors and one short story is based on a Folk Tale by an anonymous writer.

4.3.1.2 Types of Questions in the Book-I

Each story in the book consists of a reading passage and an exercise. Every lesson's exercise has more or less the same type of questions. For students' help, in reading notes sections, vocabulary items (15-20 items) from each passage are given with their general and contextual meanings. Then objective type questions like multiple choice items, matching items, fill in the blanks, true/false, binary items and subjective type questions such as sentence making, short answers in 100-150 words, punctuating the sentences and grammar based exercises are given.

4.3.1.3 First Three Lessons: Question Types. All three lessons of the Book-I have the same type of questions. There are eight types of questions which are as follows: multiple choice items, true/false, matching items, filling in the blanks and binary items, sentence making, short answers in 100-150 words, punctuating the sentences

and grammar based exercises in the lesson 1. Lesson 2 and Lesson 3 have six questions each of the same type.

4.3.1.4 Alignment of Students' Learning Outcomes of the National Curriculum with Book-I

Question items given in the exercises of the first three lessons of Intermediate English Book-I have been analyzed in the light of Student Learning Outcomes (SLOs) of the Curriculum. Question items of exercises are matched with every competency. It is also examined whether the exercises are aligned with sub-categories of each competency into its standards and their different levels of benchmarks.

Competency 1: Reading and Thinking Skills

Competency 1	No. of Items in Textbook Exercises		
Reading and Thinking Skills	Lesson 01 Button, Button	Lesson 02 Clearing in the Sky	Lesson 03 Dark They were, and Golden-Eyed
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	03	03	03
Benchmark-III	0	0	0
Benchmark-IV	0	0	0
Standard-2			
Benchmark-I	0	0	0
Total Items	03	03	03

Table 4.2: Competency 1: Reading and Thinking Skills

The SLOs at Competency 1, Standard -1; Benchmark-1 clearly state that the students would be able to “learn strategies to identify the main theme, supporting detail, topic sentence, cohesive device and the overall structure of the reading passage” (p.120). Although the suggested themes, overall topics and relevant grammatical structures are included in the passages of the lessons, yet the data analysis shows that

written questions which are significant for the improvement of important reading comprehension skills, their sub-skills and different language functions related to C-1, S-1, B-1 are not asked in the book.

Benchmarks 2 requires “Analyze, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies”. The SLOs at B-2, require the learners to apply pre-reading strategies, skimming, and apply critical thinking; while reading, summary skills, post reading and finding signpost and keywords to understand the questions. The Table 4.2 shows that one subjective question with sub items is asked from few aspects of B-2 like “scan to answer short questions” (p.121) such as “Why did Norma consider the tone and attitude of Mr. Steward offensive?” (Book-I k 1, p.9), “Why didn’t the old man follow the advice of the doctors?” (Book-I, p.17) and “Why did Harry want to go back to the Earth?” (Book-I, p.25). The exercise also asks the following two objective type questions with sub-items i.e., multiple choices questions and mark the statements true or false from the same benchmarks:

Q.1 Choose the correct answer. (Book-I, p. 8)

i. where did Norma put the lamb chops?

a. in the oven b. in the broiler c. in the freezer d. in the basket

Q.2. Norma found the carton in front of her door as she arrived home. (Book-I p.9)

However, the exercises do not follow the detailed and systematic methodologies mentioned in the SLOs for the teachers to teach effectively and the students to improve the reading comprehension skills.

The Student Learning Outcomes at Competency 1, Standard-1, Benchmarks III and IV and Competency 1, Standard-2, Benchmark -1 (Annexure-1, p.120-126) are also important for reading comprehension strategies. Questions are not included from these benchmarks. It can be assumed that it may break the linchpin necessary for the

students to improve their reading skills from one level to an advanced level by following these benchmarks. Again, the researcher could hardly find a single question based on these benchmarks.

The content analysis reveals that the comprehension questions are related to text, however, the exercises are based on questions without proper guidelines which make the learners dependent on the individual instructor/teacher to carry on the process of important parts of a language learning, reading comprehension on its own. Similarly, there are no charts, tables, diagrams, footnotes or glossaries which would help in better understanding of the text. Factual accounts are present in the lessons but mostly the reading passages are limited to narratives based on short stories. Straight forward questions are asked in the lessons. The answers to these types of questions can be given by just restating the facts which are already present in the text. Hence, these types of questions could not improve the reading comprehension skills in the real sense. (Book II, pp. 9-10). The steps like pre-reading, while-reading and after-reading are given in Competency-1 and its various standards and benchmarks are missing in the exercises. The essential strategies such as skimming, scanning and summary skills necessary to find out the main theme and specific information from the text are also missing from the exercises. (See Appendix-2).

It may be safely assumed that advancement in reading comprehension may not be achieved without applying the above-stated SLOs. Overall, it may be concluded that the reading comprehension questions have considerable weaknesses.

Competency 2: Writing Skills

Competency-2	Number of Items in Textbook Exercises		
Writing Skills	Lesson 01 Button, Button	Lesson 02 Clearing in the Sky	Lesson 03 Dark They Were, and Golden-Eyed
Standard-1			

Benchmark-I	0	0	0
Benchmark-II	01	01	01
Benchmark-III	0	0	0
Benchmark-IV	0	0	0
TotalItems	01	01	01

Table 4.3: Competency 2: Writing Skills

The Student Learning Outcomes at Competency 2, Standard 1 state that the students would be able to learn how to develop “writing by identifying audience and purpose, use a variety of pre-writing strategies, analyze an essay to identify the general subject, main idea, key ideas, supporting details and transitional devices, and how to write an essay on a general subject by following certain steps”. The SLOs mentioned at this level provide basic steps important for learners to improve their writing skills but the Table 4.3 shows that writing questions related to C-2, S-1; B-1 or the part of these SLOs are not asked in the three lessons (for questions detail see Appendix-3).

However, one writing question (100-150 words) with sub items from each lesson is asked in all three lessons such as:

- Lesson 01, Q.04: Write a note on the character of Arthur (Book-I, p. 9)
- Lesson 02, Q.04: Describe the physical appearance of the old man (Book-I, p. 17)
- Lesson 03, Q.04: What circumstances did the Bittering family face? (Book-I, p. 25)

The above mentioned questions are asked at S-1, B-2 level. The SLOs at this level envisage that the students should learn how to “write expository, persuasive, analytical essays, research reports, and extended narratives for multiple purposes and audiences. Additionally, the SLOs require students to analyze to use in their own writing, feature of an expository composition, write an extended narrative incident, write a

persuasive/argumentative essay, and write a research report in order to improve their writing skills. The Table 4.2 shows that a very limited range of questions in the book are taken from SLOs given at C-2, S-1; B-2.

The Students Learning Outcomes at Competency 2, Standard-1, Benchmarks III and IV (Annexure-1 pp. 127-131) are very essential in learning the writing skills such as plan, draft and revise writing, proofread and edit their own to an extent which are necessary for business communication and also for attaining jobs in the markets. It may be safely assumed that the students' writing skills can be improved through the above mentioned questions. It is pertinent to mention that the textbook under study is without instructions helpful in attempting and practicing writing. The book is without teaching manuals and guidance about different sorts of writings. Only specimens are given which help students' rote learning and pass the exams. Finally, we can say that the writing SLOs if followed properly may bring considerable changes in the writing of the learners; however, the Table 4.3 shows that notwithstanding the importance of these skills, no question is added to the exercises.

Competency 3: Oral Communication Skills

Competency 3	Number of Items in Textbook Exercises		
Oral Communication Skills	Lesson 01 Button, Button	Lesson 02 Clearing in the Sky	Lesson 03 Dark They were, and Golden-Eyed
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	0	0	0

Table 4.4

The SLOs require students to evaluate and use expressions for various functions and co-functions. Because of the importance of speaking in communication, the speaking tasks should be flexible, dealing with real language. But the analysis of the exercises shows that there is not a single question item related to this competency. This competency is all dependent on the tutor/teacher to sharpen the oral communication skills of the students. The advanced level communication skills mentioned at B-2 are also important for learners to demonstrate through formal talks, individual oral presentations and job interviews, the social and academic conventions and dynamics to communicate information/ ideas. The SLOs state that by going through this benchmark, the students will be able to demonstrate heightened awareness of conventions and dynamics of group discussion and interaction, demonstrate use of appropriate conventions to give a job interview, create and deliver group/class presentations on various themes, problems and issues, evaluate to comment orally on the presentation of peers against a pre-developed student/teacher criteria. But, again, Table 4.4 shows that oral communication skills are altogether ignored in the textbook. No guidelines/drills, strategies or SLOs are given in the whole book for students' practice or learning. This gives leverage to the tutors whether to include oral communication practice sessions in their classes or not. The reason for not practicing oral communication skills is that the teachers are not fluent in English which results in neglecting this skill. Another major reason for lack of practice of oral skills amongst the students is the examination pattern. The questions for the exams are taken from the textbooks and not from the Curriculum. Mostly the question papers are based on the exercises taken from the lessons and in the exercises there is not a single activity for oral communication, whereas, the Curriculum has emphasized the need for teaching and testing of oral skills. To overcome the problems in this competition, Oral Communication, a viva voce or oral test may be included in

the examinations subject to allocation of appropriate resources and proper training of the concerned teachers in language teaching.

Competency-4: Formal and Lexical Aspects of Language

Competency-4	Number of Items in Textbook Exercises		
Formal and Lexical Aspects of Language	Lesson 01 Button, Button	Lesson 02 Clearing in the Sky	Lesson 03 Dark They Were, and Golden-Eyed
Standard-1			
Benchmark-I (Pronunciation)	0	0	0
Standard-2			
Benchmark-I (Vocabulary)	1	1	1
Standard-3			
Benchmark-I (Grammar)	1	1	1
Benchmark-II (Punctuation)	1	1	1
Benchmark-III (Sentence Structures)	1	0	0
Total Items	04	03	03

Table 4.5

The SLOs at this benchmark state that the students will be able to use the pronunciation key to pronounce words with developing accuracy, recognize silent letters in words and pronounce them with developing accuracy, recognize silent letters in words and pronounce them with developing accuracy, recognize, pronounce and represent primary and secondary stress in words with the help of a dictionary, recognize and use varying intonation patterns as aids in spoken and written discourse.

Table 4.5 shows that not a single written activity or guidelines for improving the pronunciation of the students are given in the whole book (See Appendix-4).

The SLOs at Competency 4, Standard-2, Benchmark-I state the students will learn how to use appropriate vocabulary and correct spelling in their own writing, use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu. Table 4.5 shows that in Lesson 01, in the reading notes part, 13 vocabulary items and in Lessons 02 and 03, 17 vocabulary items each are given for help of students. Although the lessons have considerable number of vocabulary items, in reality such a large number of unfamiliar and difficult lexis can make the textbook boring or difficult and hamper acquisition of the target language. Although contextual meaning of these vocabulary items is given there are no guidelines or strategies e.g. how to learn a vocabulary item such as from basic sounds, from prefixes and suffixes, synonymous and connotative use of a word etc. Moreover, the lessons may become dense to some learners since they are overloaded with texts and difficult vocabulary items. Likewise, the book does not have any formal methods or strategies for the tutors or the learners to translate a passage from English to Urdu.

The SLOs at Competency 4, Standard 3, Benchmark 1 state that the students will “learn Noun, Noun Phrases and Clauses, Pronoun, Articles, Verbs and Verb Phrases, Tenses, Adjectives and Adjective phrases and Clauses, Adverbs and Adverbials, Prepositions and Prepositional Phrases, Transitional Devices”.

The analysis reveals that out of 15 exercises, 08 exercises have one question each related to grammar. For example,

- Lesson 01; Q.06 is: Use the correct forms of verbs given in the brackets e.g., Norma (unlock) the door, and (go) into the apartment; 05 sub-items,

- Lesson 02; Q. 05 is again Use the correct forms of verbs given in the brackets
e.g. I (carry) a basket of dishes to Mom with 05 sub-items.
- Lesson 03; Q. 05 is also Use the correct forms of verbs given in the brackets
e.g. The man (feel) his hair flutter with 05 sub-items.

Only three exercises (Book II, p. 37 and pp. 55-56) have one question each related to the use of prepositions. According to the policy document, the students will learn all parts of speech, tenses, use of articles and transitional devices but Table

4.5 shows that questions are asked from only two aspects of the SLOs at this level that are; verbs and prepositions and the rest of the SLOs and their sub-clauses are totally neglected.

The SLOs at B-2 require students to apply rules of capitalization wherever applicable, illustrate use of all punctuation marks wherever applicable, recognize and rectify faulty punctuation in given passages and own work, recognize and use comma to mark a dependent word or word group that breaks the continuity of the sentence, recognize and use colon between two independent groups not joined by a connecting word, when the first group points forward to the second, recognize and use semicolon, recognize and use quotation marks to enclose titles of published works and titles of their subdivisions, recognize and use hyphen to indicate the division of a word at the end of a line, recognize and use dash to mark a parenthesis or apposition to give strong emphasis, to mark off a contrasting or summarizing statement, recognize and use parenthesis (Square Brackets) to enclose explanation, comment or criticism inserted by someone other than the person quoted, recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

The exercises have one question of two to three sentences pertaining to

punctuation.

- Lesson 01 Q.7 is to Punctuate the following lines “Mr. Steward...scope”.
- Lesson 02 Q.6 is to punctuate the line e.g., “now you are coming...see”.
- Lesson 03 Q. 6 is also to Punctuate the following lines e.g., “the towns empty... fast”.

It is a known fact that punctuation marks are very important in understanding a message while reading a text and for conveying a message through writing. Because of its significance, the policy document comprehensively explains and guides through the SLOs in detail. The analysis of the exercises states that every exercise has a question of punctuation, however, that question only demands basic level understanding of punctuation and is also based only on a few sentences (02-03). This could be barely sufficient for the learners to understand the complexities of composition without rigorous practice and in depth knowledge of punctuation marks.

The SLOs at Competency 4, Standard 3, Benchmark 3 require the students “to learn the sentence structures, types of sentences, use active and passive voice appropriately in speech and writing according to the required communicative function”.

The Table 4.5 reveals that the book has only one question related to one aspect of C-4, S-3, B-3 which is asked at this level such as: Lesson 01; Q.08 is Write down the following lines in indirect narration e.g. “Don’t you want to know about it?” the salesman asked the customer (04 sub-items).

The SLOs at this level are important in a sense that for increased effectiveness in communication; learners should clearly understand the differences among different types of sentences. Further, they should “use active and passive voices and direct and indirect speech appropriately in their written

and oral communication”, according to the requirements.

Overall, we may say that the importance of grammar is evident in the policy document but in practice only limited aspects of grammar are required in the exercises which can hardly fulfill the requirements of the students. It is also worth mentioning that there is no grammar book for learners to do in-depth study of the concepts mentioned in the Curriculum.

Competency-5: Appropriate Ethical and Social Skills

Competency-5	No of Items in Textbook Exercises		
Appropriate Ethical and Social Skills	Lesson 01 Button, Button	Lesson 02 Clearing in the Sky	Lesson 03 Dark They Were, and Golden-Eyed
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	-	-	-
Benchmark-III	-	-	-

Table 4.6

C-5; S-1 states that “all students will develop ethical and social attributes and values relevant in a multicultural, civilized society”.

S-1; B-1 requires students “to recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations”.

The policy document requires the textbooks developers to add the above-mentioned themes in the textbooks to bring cohesion in the society. For this purpose, the content related to these themes is reflecting in the book and conforms to the Curriculum. There are a few lessons which mostly reflect the above-mentioned themes. Theme of tolerance in “Thank you, Ma’am” (Book-I, p.25). Empathy in “God be Praised” (Book II, p.79). However, the close content analysis reveals the otherwise

situation. B-2 states that the students will “develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people”.

4.3.1.5 Culture in English Language Textbooks

As shown under 4.2.3 above, the National Curriculum also includes various themes and subthemes that should be emphasized in the textbooks, including culture, gender equality and nationalism. There are many definitions of culture, and no single definition can be considered as final. Language Nanda (1994) says, “Language is considered to be the product of culture”, whereas Chen & Bryman (1991) state “culture is transmitted through language” (as cited in Shah, 2012, p. 143). This shows correlation between culture and language. The inclusion of a variety of cultures may enhance the understanding of the learners. This is just for better understanding of a language, and it should not be considered as adopting those cultures. The policy document B-3 requires learners “to understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals”. This benchmark demands the learners to be aware of the global world and for this a considerable content for English language should be selected from native culture. However, it is debatable to teach English in native culture’ context or Pakistani Indigenous culture should be emphasized in the textbooks. In this regard, the educationists have different points of view. The study of the book reveals that most of the content has been taken from foreign authors; out of fifteen lessons (short stories) twelve lessons have been taken from the native English culture. The names of the characters in the short stories have not been changed and even the situations have not been assimilated according to Pakistani culture. Therefore, the students are supposed to study the real text rather than the tailored one.

4.3.1.6 Gender Equality

The development of a nation is directly dependent on the participation of its women. Their roles cannot be undermined as a lack of their participation means marginalizing half of the population. As in the case of Pakistan, women constitute approximately 52% of the entire population. UNESCO (2000) report states, “to eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality in education in 2015”. Various studies have been conducted to explore gender discrimination in the textbooks. The textbook under study also has a discriminatory representation of women. All the lessons included in the book are by male authors and not a single story by any female writer. Out of fifteen lessons only one lesson “*Thank you, Ma’am*” (p. 26) is solely about a woman and her good conduct and kindness towards a wicked boy who tried to snatch her purse. Even if a woman is mentioned in a lesson, she is represented avaricious like Lesson 1. Button, Button (p. 1). The analysis shows how females have been ignored intentionally or unintentionally in the book.

4.3.1.7 Nationalism

Nationalism is an important part of a state’s policy and to bring harmony among people from different religions and creeds living in Pakistan enhances its importance. Therefore, it becomes important for the government to include the theme of nationalism in the textbooks. The detailed study of the textbook reveals that there is not a single lesson or reference to nationalism which promotes nationhood. So much so, not a single character amongst the national heroes has been included in the whole book.

It is mentioned in the note, “this competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class”. The three reading passages are based on morals which teach ethical and social attributes and values to the students. After

reading these passages, the students with the help of teachers may comprehend these values and co-relate these social values with other cultures. As far as the exercises of three chapters are concerned, which may be considered very important for the systematic learning of social skills have no written or oral questions related to this competency. Therefore, it may be assumed that this competency is entirely dependent on the tutor to inculcate the social skills and primarily ethics amongst the students.

4.3.1.8 Criticism of the Book-I

The book follows the goals and objectives of the Curriculum. Specific objectives are mentioned at the start of a lesson for clear understanding of the teachers and the students. There are a limited number of items related to reading comprehension and writing skills in the exercises. In reading comprehension, the questions are not meant to enhance the language learning abilities of the students, rather they promote the mechanical learning to find the text already stated in the text. Similarly, very few questions are given to improve writing skills, and no oral activity is given in the whole book. Although questions related to the functional aspects of the language are asked, these are very limited to master the required skills. However, the exercises have a significant number of vocabulary items.

The book is without a manual or a teacher's guide to exploit the material. The layout of the book is not that attractive to intrigue the students to know more about the topic. The lessons have adequate page sizes and font size, but they lack illustrations such as pictures, maps, charts and tables. The book does not seem to promote further learning such as other sources like manuals, guides or periodicals. The exercises are based on repetitive questions which could be monotonous for the students.

The content seems relevant to the needs, age and understanding level of the HSSC students. It is updated and may enhance the knowledge of the students about the contemporary world. The lessons contain information about a variety of topics. These

topics and ideas are elaborated from indigenous writers' points of view. They could have been made more elaborative had there been contextualization of the content. The questions based on the content are of the same type repeated in every exercise that may create boredom amongst the students. The layout of the book is not that appealing because of its single color scheme, small font size and line spacing. Overall, the focus of the book is to improve the language skills but for the sake of proficiency the students need specific and variety of questions. For instance, there are very few question items in the exercises, which may develop the analytical abilities of students, which is one of the main objectives of the National Curriculum.

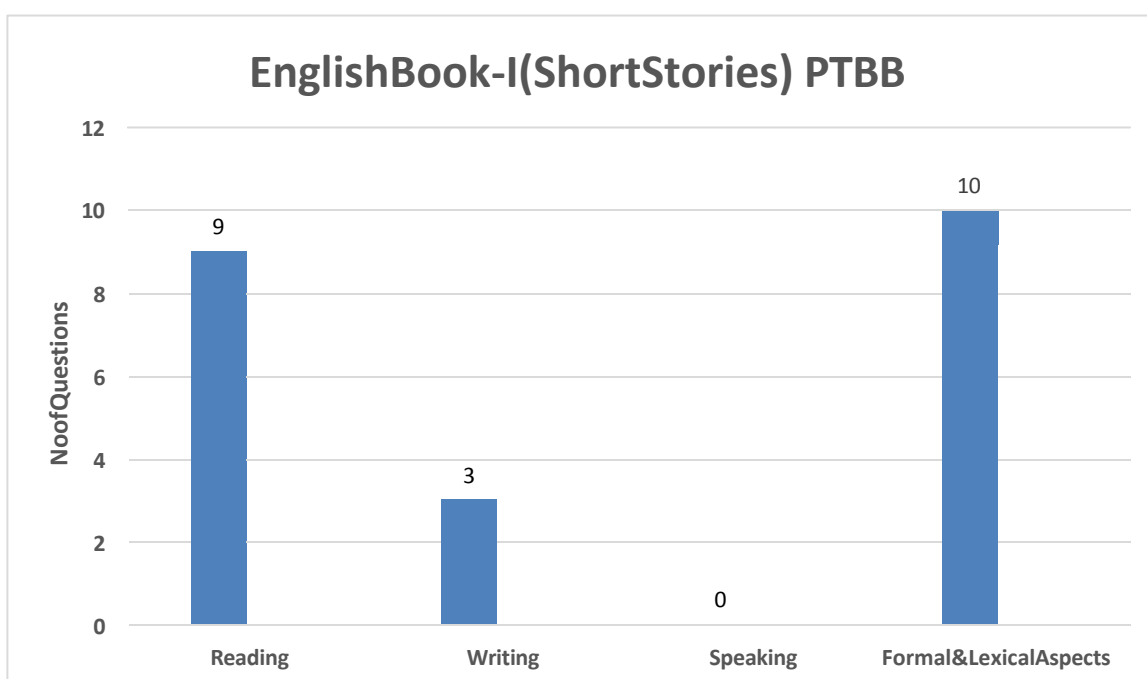


Chart 4.1

In English Book-I (Short Stories) PTBB, the question items are devoted to the assessment of language skills, viz. reading, writing and speaking, and formal lexical aspects. A major chunk of questions deals with formal and lexical aspects and reading skills. Whereas only three questions are included for evaluation of students' writing ability. Surprisingly, there is not a single question in the book that seeks to gauge the speaking skill of students.

4.3.2 Intermediate English Book-II (Modern Prose and Heroes)

4.3.2.1 Introduction of the Book

This textbook is also based on National Curriculum for English Language. The Punjab Curriculum and Textbook Board, Lahore has sanctioned the textbook. Dr Mohammad Saddiq has selected the content, Mrs. S. M. Suleri edited, supervised and Dr Mobeen Akhtar finalized the manuscript. Its graphics are by Aisha Waheed and layout by Hafiz Inam-ul-Haq.

Lesson No.	Title of the Lesson	Author
1.	The Dying Sun	Sir James Jeans
2.	Using the Scientific Method	Darrel Barnard & Lon Edwards
3.	Why Boys Fail in Colleges	Herbert E. Hawkes
4.	End of Term	David Daiches
5.	On Destroying Books	J. C. Squire
6.	The Man Who was a Hospital	Jerome K. Jerome
7.	My Financial Career	Stephen Leacock
8.	China's Way to Progress	Galeazzo Santini
9.	Hunger and Population Explosion	Anna Mckenzi
10.	The Jewel of the World	Philip K. Hitti
11.	First Year at Harrow	Sir Winston S. Churchill
12.	Hitch-hiking Across the Sahara	G.F. Lamb
13.	Sir Alexander Fleming	Patrick Pringle
14.	Louis Pasteur	Margaret Avery
15.	Mustafa Kamal	Wilfrid F. Castle
16.	A Dialogue	Usman Naveed

The book consists of sixteen lessons. Fifteen lessons are written by foreign writers and one by a local writer.

4.3.2.2 Types of Questions in the Book-II

Each lesson in the book consists of a reading passage and an exercise. Every lesson's exercise has more or less the same type of questions. For students' help, in reading

notes sections, vocabulary items (15-20 items) from each passage are given with their general and contextual meanings. Then, short subjective type questions (06-12) are given based on each lesson.

4.3.2.3 First Three Lessons: Question Types. All three lessons of the Book-II have the same type of questions. There are two types of questions in every exercise i.e. one is vocabulary items and second one is short answer subjective questions.

4.3.2.4 Alignment of Students' Learning Outcomes of the National Curriculum with Book-II

Question items given in the exercises of the first three lessons of Intermediate English Book-II have been analyzed in the light of Student Learning Outcomes (SLOs) of the Curriculum. Question items of exercises are matched with every competency. It is also examined whether the exercises are aligned with sub-categories of each competency into its standards and their different levels of benchmarks.

Competency-1	Number of Items in Textbook Exercises		
Reading and Thinking Skills	Lesson 01 The Dying Sun	Lesson 02 Using the Scientific Method	Part-II Lesson 11 First Year at Harrow
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	06	07	07
Benchmark-III	0	0	0
Benchmark-IV	0	0	0
Standard-2			
Benchmark-I	0	0	0
Total Items	06	07	07

Table 4.7

As shown in Table 4.7, Lesson 01 has six and Lessons 02 & 03 each has seven reading

comprehension questions.

Competency-1: Reading and Thinking Skills

The exercises of three lessons from Intermediate English Book-II are analyzed on the basis of Students Learning Outcomes mentioned in the Curriculum. The analysis of lesson 1 exercise shows that it has six reading comprehension questions as follows: Q.1 How is it that a star seldom finds another star near it? Lesson 02 has seven reading questions which follow as: Q.1 How has scientific methods helped us in our fight against disease? Lesson 3 also has seven reading comprehension questions, and the detail is as follows: Q.1 The writer says the examiners ask questions which students cannot answer and not those which they can answer. Is the complaint just?

The reading comprehension questions asked for in all three lessons are of a basic nature. These may not help the learners improve their reading skills. Instead of asking some challenging questions which are usually required to enhance the reading skills, these basic level questions would only fulfill the examination requirements. The questions are not designed on the reading skill and its sub skills mentioned in the SLOs like C-1, S-1, B-1 which demand learners to find out the theme, supporting details and the order of paragraphs. But Table 4.7 shows that not a single question is asked from these SLOs. C-1, S-1, B-2 requires “Analyze, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies”. As can be seen from Table 4.7 that 06 questions are from Lesson 01, 07 questions from Lesson 02 and 07 from Lesson 11 are asked from these SLOs. For example:

Lesson 01. Q.01: How is it that a star seldom finds another star near it?

It is pertinent to mention that although the number of questions asked from these SLOs seems sufficient, these questions do not encourage the students towards thinking. They just facilitate them to search for the answers from the written text.

Another shortcoming of these questions is that every exercise has almost the same type of questions which could motivate the students to just cram an answer of a one question and apply to another with a minor change of content.

Other SLOs like S-1; B-1, B-3, and B-4 and Standard-2; B-1 require students to analyze information by describing the charts and diagrams and description of the visual cues. These benchmarks also demand “analysis of the story elements such as theme, plot, tone and also analysis of use of figurative language such as similes and metaphors”. In spite of the importance of these reading skills, the book does not have a single question related to these SLOs.

Competency-2	Number of Items in Textbook Exercises		
Writing Skills	Lesson 01 The Dying Sun	Lesson 02 Using the Scientific Method	Part-II Lesson 11 First Year at Harrow
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	2	1	1
Benchmark-III	0	0	0
Benchmark-IV	0	0	0
Total Items	2	1	1

Table 4.8

Competency-2: Writing Skills

Table 4.8 illustrates that not a single question is asked from C-2, S-1, B-1, which require students to analyze an essay and also write independent essay based on writing strategies such as brainstorming, mind mapping and outlining etc.

S-1, B-2 level states that the learners should be able to “Write expository, persuasive, analytical essays, research reports, and extended narratives for multiple purposes and audiences”. The following questions are asked for writing tasks from S-1, B-2 level:

- Q.6. Write a note on the beginning of life on the earth.
- Q.8. What, in your opinion, should be the conditions necessary for the kind of life we know to exist on other heavenly bodies? Do such conditions generally exist (Book-II, p. 5)?
- Q.2. Write a note on the better sanitary conditions available in our cities today and compare them with what they were like a hundred year ago (Book-II, p. 11).
- Q.8. Write an appreciation or criticism of Churchill's views in regard to the study of Latin, Greek and English and their values in earning a living (Book-II, p. 74).

The above-mentioned questions are only asked from one aspect of C 2, S 1, B 2 SLOs, which is "State an opinion on the topic", and the remaining SLOs such as write the features of an expository and narrative writing are not touched upon in the book. C 2, S 1, B 3 and B 4 asks students to write business letters, applications, resumes and plans and draft a writing and proofread it. In spite of the importance of this type of writing for professional growth of a learner, the book has not a single question pertaining to these benchmarks.

Competency-3	No of Items in Textbook Exercises		
Oral Communication Skills	Lesson 01 The Dying Sun	Lesson 02 Using the Scientific Method	Part-II Lesson 11 First Year at Harrow
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	0	0	0
Total Items	0	0	0

Table 4.9

This competency requires students to "evaluate and use expressions for various functions and co-functions such as recount, describe, summarize, persuade

and learn conventions of group discussion and interactions”. Having achieved this, the students will prepare themselves to deliver presentations and give job interviews. Although the written SLOs and methodologies to improve the oral skills of the students are given in the National Curriculum, the analysis of the exercises shows that the activities related to job interviews and presentation skills are not included in the exercises of the three lessons and even in the whole book. Therefore, the oral communication skills are entirely ignored and are dependent on the discretion of the teacher concerned. One reason for not including oral activities in the textbooks may be that the board exams are based on written questions rather than oral questions which give textbook setters a leverage to include questions related to those skills i.e. reading and writing only. Another reason may be the oral communication skills of the teachers themselves who need improvement in this area and due to their shortcomings, they do not encourage students to get involved in oral activities and limit them only to writing and reading skills.

Competency 4	Number of Items in Textbook Exercises		
Formal and Lexical Aspects of Language	Lesson 01 The Dying Sun	Lesson 02 Using the Scientific Method	Part-II Lesson 11 First Year at Harrow
Standard-1			
Benchmark-I	0	0	0
Standard-2			
Benchmark-I	12 words	25 words	21 words
Standard-3			
Benchmark-I	0	0	0
Benchmark-II	0	0	0
Benchmark-III	0	0	0
Total Items	12	25	21

Table 4.10

It is shown in Table 4.10 that Lesson 01 has 12 vocabulary items; Lesson 02 has 25 vocabulary items and Lesson 11 has 21 vocabulary items with explanations in context to the lessons. The policy document's SLOs at C-4, S-1, Pronunciation benchmark I ask students to be able to "pronounce to words accurately, learn stress pattern and intonation to communicate effectively". Sufficient vocabulary items are given in the start of exercises. Students can improve their pronunciation and stress patterns by exploiting these vocabulary items. Simple drills of the vocabulary items can be helpful for the learners. But not even a single instruction is given in the whole book regarding C-4, S-1, B-I. It is presumably considered the responsibility of the teacher to improve the pronunciation of students by its own without any guidelines or instructions.

Another level for Formal and Lexical Aspects of Language is S-2, Vocabulary; B-I which asks students to "learn spelling, appropriate vocabulary and able to translate from English to Urdu". This benchmark also states that the students should also learn to use dictionaries for different shades of meaning of a particular word in a specific context. The vocabulary items given in the exercises can be exploited to build the vocabulary of the students by applying strategies and the ways such as learning vocabulary through affixes and from similar sound patterns. The table shows that no such instructions are found in the exercises for learning vocabulary through these SLOs.

The SLOs mentioned in the policy document at Standard 3, Grammar and Structure, Benchmark I require students' accuracy in spoken and written communication and Benchmarks II ask students to learn the rules of punctuation marks and their usage in complex texts and the change of meaning through punctuation marks. Benchmark III asks the learners to analyze different types of sentences, learn to use voices and narration in their oral and written communication. It

is apparent from Table 4.10 that these benchmarks are neglected in the book's exercises and completely dependent on the class teacher.

Competency-5	No of Items in Textbook Exercises		
Appropriate Ethical and Social Skills	Lesson 01 The Dying Sun	Lesson 02 Using the Scientific Method	Part-II Lesson 11 First Year at Harrow
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	-	-	-
Benchmark-III	-	-	-
Total Items	-	-	-

Table 4.11

Competency-5: Appropriate Ethical and Social Skills

This competency is all dependent on the tutor to “inculcate the appropriate ethical and social skills amongst the students”. It is also mentioned in the note,

This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class. (GOP, 2006a, p. 119)

The SLOs at C-5; S-1, B-I state that the students will learn “to recognize and practice values like tolerance, humanism, patience, equity, justice, honesty and empathy”. The book contains information related to general topics in the form of prose and success stories of the famous men of the world through their biographical stories. Table 4.11 depicts that the values and the questions related to these values are totally ignored in the content as well as in the exercises of the book. Non-inclusive

pattern is followed in this competency by not including those aspects which may bring harmony and tolerance in the behavior of the students. Usually tolerance and harmony are themes of every curriculum; they must be included in our textbooks. Pakistan is a diverse country in terms of its culture and faith. Although majority of the people belong to same religion Islam, a considerable number of minorities are living across the country. According to the Constitution of Pakistan, these minorities enjoy equal status in the country. In the Curriculum, it is mentioned that it should cater to the needs of the learners belonging to any religion. Moreover, to create harmony in our society and to achieve social cohesion, the topics related to humanism, kindness and simplicity may be taken from the sacred personalities of the other religions and be included in the book. This would definitely give confidence and adoption to the people belonging to other religions. Further, the Muslim majority students would also get awareness about diversified nature of our society and other religious figures. However, the analysis of the book shows that lessons do not contain messages that can promote cohesion in a society.

C-5, S-1 B-2 states that the students would “develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people”. This book contains 14 lessons by male writers and 02 by female writers highlighting the gender discrimination in selection of lessons. The lessons completely ignore the existence of females. The names of the lessons denote male like “Why Boys Fail in Colleges” (Book II, p. 13) and “The Man who was a Hospital” (Book II, p. 32). Even the characters in the lessons are masculine and there is no female character in the whole book. Even in the second part of the book which contains the stories of the heroes, not a single character is female. The questions also contain gender-biased pronouns rather than gender-neutral pronouns.

C-5, S-1, B-3 states that the learners will “understand and evaluate contemporary social, economic and scientific developments/issues so as to participate in the global society as aware and thinking individuals”. It is good that material is taken from prose which could fulfill the requirement of the students to get familiarize with a variety of texts. But the material selected for the book is quite outdated as the lessons related to modern prose and the heroes are from the 19th or 20th centuries. The world has become a global village and many advancements have taken place in the field of humanities, medicine, astronomy or any current discipline. However, the content of the lessons is restricted to basics. For instance, the Lesson “Using a Scientific Method” provides very basic level information, which could be relevant to the society forty or fifty years back but now people know more about such topics because of easy access to internet and computer. Even the Heroes are taken from the previous century which may not keep the interest of the students. Up-to-date and contemporary subject matters may arise the interest of the learners who can correlate the content with their present scenarios.

4.3.2.5 Criticism of the Book-II

Language learning is a gradual process, and it is acquired through practice in different stages. Likewise, English language learning books are designed in series, for example, English for Elementary, Intermediate and Advanced level students. The content and the activities of the book become challenging and difficult for the students as the level increases from elementary to intermediate and from intermediate to advance. But here the scenario is different as we compare Book-I and Book-II. Book I has rather comprehensive and more elaborative exercises for the learners. Book II is taught in the second year of Intermediate (Grade 12) and has repetition of questions in every exercise. It is necessary and imperative for the learners to have some challenging questions to enhance their language competencies. The level of the questions is a bit

lower than that of Book I. It asks fewer challenging questions which may impact the learning adversely rather than improving the language needs of the learners. The exercises are based on the text of the passages and the objectives of these exercises seem to be a surface level understanding of the content. Overall, these exercises are meant to assess the students and cannot be considered as activities for practice of language and enhancement of language skills. Therefore, the exercises do not encourage the students to think and develop their creative skills seem to promote rote learning in contrast to the objectives of the National Curriculum which demand the development of analytical skills of the learners.

The book has lessons which are written in a global context and not a single lesson is taken from local context. Even the content selector has not bothered to add at least local examples in the lessons for better understanding of the text by the learners. The lessons have not been localized and the content seems irrelevant culturally and contextually. The activities are not suitable for the language learning needs of the learners, especially at Intermediate level, because the students will go to university education or will find jobs in the market after completing 12th grade education. It is also questionable whether students will be able to participate in real life issues or not. This level is the terminal level for those who discontinue education to look for jobs, while others branch off into their respective specialized areas for further study. The language curriculum for this level considers the general and specialized language needs of both aforementioned categories. The curriculum is, therefore, designed to cater for these groups. The content and type of reading texts, as well as the skills, functions and vocabulary to be taught are all determined by these concerns.

The book under evaluation is not aligned with the goals of the curriculum. It is without any helping material or teacher's guide helpful for the teacher to exploit the book in an effective way. Neither has any introduction on how to start or utilize the book nor does it contain any glossary or appendixes. The lessons do not contain any charts, tables or diagrams which could help the students to understand the text in a better way. The content of the lessons provides variety of text types which give sufficient English language exposure and material for practice, but the exercises ask mechanical operations based on the repetition of same type of questions.

The book also contains biases regarding female gender as the book has sixteen lessons and only two lessons are taken from female writers. Some titles of the lessons highlight the problems of the male gender and neglect the females like lesson two "Why Boys Fail in college" (Book-II, p.13) and the gender neutral word like student is not used throughout the whole lesson. Even the questions in the lessons consider the men and women as separate species. For example, Book -II p.12, Question 7. What part did astrology play in the lives of men and women in the past ? Give examples. The writer may have used the gender neutral word human beings instead of mentioning them male and female as separate entities.

Moreover, the book does not provide any references to further reading material which could help in understanding the concepts given in the book. It also lacks current issues, problems and happenings. The same type of questions may encourage students to memorize the suitable answers and reproduce them in exams instead of sharpening the analytical skills of the students. The exercises do not ask students to think about the answers at their own and develop creativity rather than promote rote learning. The analysis of the lessons shows that there is enough content to be utilized but the way that has been used is faulty. The text is suitable and sufficient for the development of the intended skills. However, the questions asked in the exercises are

not that much appropriate, which could suit the needs of the learners, especially at intermediate level. Further, the questions do not ensure that after answering them the learner would be able to correlate them with real life scenarios.

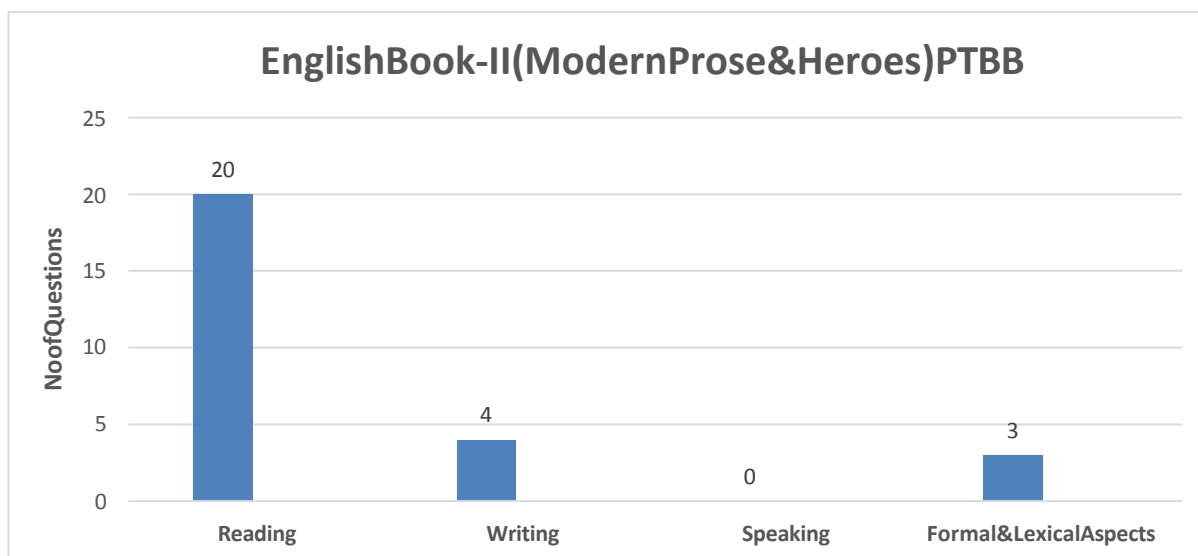


Chart4.2

In English Book-II(Modern Prose & Heroes) PTBB, majority of the questions are related to reading comprehension skills. Few questions are given for the improvement of writing and lexical aspects whereas speaking skill is totally ignored in the book.

4.3.3 EnglishBook-IIIforIntermediateClasses(Playsand Poems)

4.3.3.1 IntroductionoftheBook

This textbook is based on the National Curriculum. Six experts namely Mr. Rafiq Mahmood , Mr. Bashir Ahmad Chaudhary, Mr. Razi Abidi, Mr. Qazi Sajjad Ahmad, Mr. Mian Muhammad Afzal and Mr. Shahid Imtiaz have compiled it. Mr. Safdir Hussain supervised, and its Director (Manuscripts) is Dr. Mubeen Akhtar, layout is by Mr. Hafiz Inam-ul-Haq and Deputy Director (Graphics)/Artist is Ms. Aisha Waheed.

Lesson No.	Title of the Lesson	Written by
1.	Heat Lightning	Robert F. Carroll
2.	Visit to a Small Planet	Gore Vidal

3.	The Oyster and the Pearl	William Saroyan
4.	The Rain	W.H. Davies
5.	Night Mail	W.H. Auden
6.	Loveliest of Trees, the Cherry Now	A.E. Housman
7.	O Where are You Going?	W.H. Auden
8.	In the Streets of the Fruit Stalls	Jan Stallworthy
9.	A Sindhi Woman	Jan Stallworthy
10.	Times	From Ecclesiastes, 3, 1-12
11.	Ozymandias	Percy Bysshe Shelley
12.	The Feed	Ahmed Nadeem Qasmi
13.	The Hollow Men	T.S. Eliot
14.	Leisure	William Henry Davies
15.	Ruba'iyat	Allama Muhammad Iqbal
16.	A Tale of Two Cities	John Peter
17.	My Neighbor Friend Breathing His Last!	Bullah Shah
18.	He Came to Know Himself	Sachal Sarmast
19.	God's Attributes	Jalaluddin Rumi
20.	The Delight Song	N. Scott Momaday
21.	Love - an Essence of All Religions	Jalaluddin Rumi
22.	A Man of Words and Not of Deeds	Charles Perrault
23.	In Broken Images	Robert Graves

The book is consisting of three plays and twenty poems. All the foreign authors write three plays. Thirteen poems are written by foreign authors and six by local and one poem is from Ecclesiastes, 3, 1-12.

4.3.3.2 Types of Questions in the Book-III

Part-I of the book has three plays and Part-II has poems. Every lesson's exercises have more or less the same type of questions. For students' help, vocabulary items (15-20 items) MCQs, True/False, subjective short and long questions, punctuation and preposition questions are given in first three plays.. Part-II of the book has almost same type of questions of Part-I.

4.3.3.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book-III

Question items given in the exercises of the first two lessons and a poem of Intermediate English Book-III have been analyzed in the light of Student Learning Outcomes (SLOs) of the Curriculum. Question items of exercises are matched with every competency. It is also examined whether the exercises are aligned with sub-categories of each competency into its standards and their different levels of benchmarks.

Competency 1: Reading and Thinking Skills

Competency-1	Number of Items in Textbook Exercises		
Reading and Thinking Skills	Lesson 01 Heat Lightning	Lesson 02 Visit to a Small Planet	Part-II (Poems) Poem No-1 The Rain
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	02	02	02
Benchmark-III	0	0	0
Benchmark-IV	0	0	0
Standard-2			
Benchmark-I	0	0	01
Total Items	02	02	03

Table 4.12

The SLOs at Competency 1, Standard -1; Benchmark-1 describe that the students should learn strategies to identify key ideas/central thought, supporting ideas, topic sentences, cohesive device and analyze the order of paragraphs arrangements (p.120). The first two lessons of the book-III are in the dialogue form. The

third lesson is a poem based on two stanzas of six lines each. The Table 4.12 shows that the exercises of all three lessons do not have a single question related to Benchmark- I.

Benchmark II asks “to analyze, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies”. The SLOs at this benchmark require the students to apply different reading strategies to exploit the passages. Table 4.12 illustrates that the exercises of the three lessons ask objective questions (with sub items) based on the few aspects of Benchmark II like “scan to answer short questions” (p. 121).

The objective type questions are multiple choices questions (with sub-items), and the students have to mark statements as true or false (with sub-items).

Q.1 Choose the correct answer.

i. The bus was late due to?

a. rush b. storm c. accident d. change in schedule. (Book-III, p.10)

Q.1 Choose the correct answer.

i. Who is Roger Spelding?

a. a general b. a soldier c. a newscaster d. a technician. (Book- III, p.27)

Q.1 Choose the correct answer.

i. Who was drinking rain?

a. a man b. a bird c. the leaves d. a tree. (Book-III, p.52)

Q.II Mark the statement true/false.

1. The car ran out of gas about two miles from here. (Book-III, p.11)

Q.2. Mark the statement true or false

1. Ellen is going to marry John, a farm boy. (Book-III, p.28)

Q.2. Mark the statement true or false

i. The poet hears leaves drinking rain. (Book-III, p.52)

Despite the importance of the Students Learning Outcomes at Competency 1, Standard-1, Benchmarks III and IV and Competency 1, Standard-2, Benchmark -1 (Annexure-1 p.120-126), the researcher could hardly find a single question based on these benchmarks.

Competency 1, Standard-2, Benchmark I asks students “to analyze and evaluate stories poems, essays and one-act plays”. This Benchmark has eleven SLOs. But a single question which is based on one of the SLOs i.e., “recognize literary techniques such as personification alliteration” of this Benchmark is asked in the exercise, for instance:

Q.3. Add two more rhyming words in each line. I leave,
_____, _____, _____ (Book-III, p.52)

The questions are based on the text, but they seem less challenging. In spite of improving the reading skills, they motivate students to answer the question (multiple choice questions and true/false questions) mechanically like a drill. The questions are asked without guidelines or examples necessary for students' guidance. As a consequence, students tend to be more dependent on teachers. Likewise, there are no charts, tables, diagrams or footnotes that are helpful in better understanding of the text. The exercises are based on direct questions and the answers are just based on the restatement of the information already present in the texts. The steps like pre-reading, while reading and after reading given in Competency-1 and its various standards and benchmarks are missing in the exercises. The important strategies such as skimming, scanning and summary skills necessary to find out the thesis statement, core thought and main ideas from the text are also missing from the exercises. Overall, it may be concluded that the reading comprehension questions lack guidelines mentioned in the SLOs at Competency-1.

Competency-2	Number of Items in Textbook Exercises		
Writing Skills	Lesson 01 Heat Lightning	Lesson 02 Visit to a Small Planet	Part-II (Poems) Poem No-1 The Rain
Standard-1			
Benchmark-I	11	11	01
Benchmark-II	02	04	02
Benchmark-III	0	0	0
Benchmark-IV	0	0	0
Total Items	13	15	03

Table 4.13

The Students' Learning Outcomes at Competency 2, Standard 1 sets out that the students will develop their creative writing skills. They would also learn different strategies for writing like pre-writing, brainstorming and mind mapping etc. The SLOs provide elementary steps for learners to improve their writing skills. Table 4.13 shows that Q.3 with eight sub-items and Q.4 with three sub-items from Lesson 01,

Q.3 with ten sub-items and Q.4 with one sub-item from Lesson 02 and

one question from Lesson 03 are based on parts of C-2, S-1; B-1 like:

Lesson 01, Q.03: Why couldn't the girl describe the killer? (Book III, p. 12)

Lesson 01, Q.04: Why did the Girl consider First Man her helper? (Book III, p. 12)

Lesson 02, Q.03: How does Kreton prove his extraordinary skills? Write five sentences? (Book III, p. 28)

Lesson 02, Q.04: How does the playwright expose the inferiority of the present race to that of the future? (Book III, p. 28)

Lesson 03, Q.05: How can a rainy day be enjoyed? (Book III, p. 52)

The exercises of the lessons also contain some questions vis-à-vis the few aspects of SLOs mentioned at Competency 2, Standard 1, Benchmark-II. The benchmark requires students to learn how to “write expository, persuasive, analytical essays, research reports, and extended narratives for multiple purposes and audiences”. According to Table 4.13 a very limited range of questions like two questions from Lesson 01, four questions from Lesson 02 and two from Lesson 03 are based on the SLOs given at C-2, S-1; B-2, for example:

Lesson 01, Q. IV. a: Write down the story of the play in your own words?

(Book III, p. 12)

Lesson 02, Q.04.i: Write a note on:

- a) Mr. Spelding b) Mrs. Spelding c) Ellen
- d) John e) General Powers e) Kreton (Book III, p.28)

Lesson 03, Q.04: Write a critical appreciation of the poem? (Book III, p. 52)

The SLOs at Benchmarks III and IV are also important in learning the writing skills as these benchmarks envisage how to plan, draft and revise the writing. Students may also learn how to proofread and edit their own writing helpfully in business communication and, in doing so, securing a place in a very competitive job market. Also indispensable for attaining jobs in the markets, the textbook exercises are without guidelines necessary to attempt and practice composition writing. The book is also without teaching manuals and guidance about different sorts of writings. Samples are given which may promote rote learning and may not clarify the concepts. Despite the importance of these SLOs, Table 4.13 illustrates that no question pertaining to the SLOs is added to the exercises.

Competency-3	Number of Items in Textbook Exercises		
Oral Communication Skills	Lesson 01 Heat Lightning	Lesson 02 Visit to a Small Planet	Part-II(Poems) Poem No-1 The Rain
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	0	0	0
Total Items	0	0	0

Table 4.14

The SLOs at Benchmark I entail students to “evaluate and use expressions for various functions and co-functions”. Likewise, Benchmark II, which is based on advanced level speaking skills, calls on students to learn how to interact, respond in group discussion and to give interviews. This benchmark also sets out that the students would practice how to deliver their presentations and evaluate their peers’ presentations. But table 4.14 shows that there is not a single question item related to this competency. There are no guidelines or instructions to carry out this important skill. It totally depends on the teacher to conduct the speaking session at his/her own.

Even the whole book has not a single activity related to speaking skills. There are various reasons for not including speaking skills in the textbooks, such as examination patterns and the competency of the class teachers. To overcome the problems in this competency, viva voce or oral tests may be included in the examinations.

Competency-4	Number of Items in Textbook Exercises		
Formal and Lexical Aspects of Language	Lesson 01 Heat Lightning	Lesson 02 Visit to a Small Planet	Part-II (Poems) Poem No-1 The Rain
Standard-1			
Benchmark-I	0	0	0
Standard-2			
Benchmark-I	23 Words	27 Words	0 Word
Standard-3			
Benchmark-I	01	02	0
Benchmark-II	01	01	0
Benchmark-III	0	0	0
Total Items	03	04	0

Table 4.15

The SLOs at C-4 S-1, Pronunciation, Benchmark require students to be able to practice pronunciation, stress and intonation patterns to communicate effectively. Table 4.15 shows that Lesson 01 has 23 vocabulary items and sentences; Lesson 02 has 27 vocabulary items with explanation in context to the lessons. Lesson 03 has no vocabulary items. For instance:

Lesson 01. Glossary: Hysterically: with of emotions. I must get hold of myself: I must become calm. (Book III, p. 10)

Lesson 02. Glossary: luminous: shining, giving out light (p.26)

The lessons have sufficient vocabulary items given in the start of the exercises. Students can improve pronunciation and learn stress patterns by exploiting these vocabulary items. Simple drills of the vocabulary items can be helpful for the

learners. Vocabulary items are explained within the context. But no questions having instructions or guidelines are given from C-4, S-1, Benchmark I to use pronunciation from these words. Although the policy document states that the students would, “recognize, pronounce and represent primary and secondary stress in words with the help of a dictionary”, the term stress and its types are not given. Even the term intonation is not defined in the exercises. It may put more pressure on the teacher to improve their pronunciation.

Next level for Formal and Lexical Aspects of Language is S-2, Vocabulary; B-I which outlines that the students would learn vocabulary to improve their written and oral communication. The SLOs at this benchmark require students to be able to “translate from English to Urdu and also understand the phrases and idioms which cannot be translated from one language to another”. Students’ vocabulary can be improved if certain strategies or guidelines are given and explained such as learning vocabulary through sounds i.e., affixes (prefixes and suffixes) through synonyms and antonyms and root words. It is apparent from Table 4.15 that no such instructions or guidelines are found in the exercises to learn or practice the vocabulary items by following the SLOs at this benchmark.

The SLOs mentioned in the policy document at Standard 3, Grammar and Structure, Benchmark I put forth that the students would “apply grammatical functions and concepts of tense and aspect in spoken and written communication”. Out of nine SLOs of Benchmark I and its sub points, only one aspect of the SLOs i.e., “illustrate use of prepositions of position, time and movement and direction” is asked in the exercises of Lesson 01 and Lesson 02. Another SLO from the same benchmark that contains the use of phrasal verbs is also asked in Lesson 02. For instance:

Lesson 01, Q.VI. Fill in the blanks using a preposition in bracket

(To, down, along, of, over, in, with)

1. She sobs and rushes _____ them quickly. (Book III, p. 10)

Lesson 02, Q.5. Fill in the blanks.

2. It is not very flattering when one's own daughter won't listen _____ what one says. (for, to) (Book III, p. 29)

Lesson 02, Q.6. Use the following phrasal verbs in your own sentences.

- a) Pass on b) pass through c) pass on d) pass down (Book III, p. 29)

The next benchmark anticipates that the students should learn the rules of punctuation and its usage in complex texts and the change of meaning through punctuation marks. Instead of having appropriate punctuation exercises which could cover all the aspects of punctuation marks mentioned in the SLOS for better understanding of the text through punctuation marks, Lesson 01 and Lesson 02 have only one or two sentences for the practice of the learners like:

Lesson 01, Q.V. Punctuate the following lines.

I want to get out of this storm what the hell do you think I want what is the idea of locking this door you think you own this place (Book III, p. 12).

Lesson 02, Q.7. Punctuate the following lines.

The odds against being hit by a falling object that size should say roughly ten million to one (Book III, p. 29).

The last Benchmark 03 is crucial to learn because the SLOs at this benchmark envisage the importance of sentence structures and their analysis in oral and written communication. The SLOs also stress the importance of a variety of sentence types, such as simple, compound and complex sentences along with direct and indirect speech and voices. In contrast, Table 4.15 depicts that this benchmark is entirely neglected in the book's exercises, hence conspicuously assigning teachers to cater to

this critical aspect on their own. It is also important to mention that the course at Intermediate level is without any grammar book or booklet which could cover these important SLOs.

Competency-5	Number of Items in Textbook Exercises		
Appropriate Ethical and Social Skills	Lesson 01 Heat Lightning	Lesson 02 Visit to a Small Planet	Part-II (Poems) Poem No-1 The Rain
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	-	-	-
Benchmark-III	-	-	-
Total Items	-	-	-

Table 4.16

This competency states that all students will “develop ethical and social attributes and values relevant in a multicultural civilized society”.

Standard 1, Benchmark I of this competency inspires students to adopt different social attributes such as tolerance, patience and humanism, which are in accordance with the ethos of a peaceful co-existence.

The Curriculum gives guidelines for the textbook developers to embed these age-old golden traits in the textbooks that can bring cohesion in the society. The analysis of the lessons shows that these themes are visible at few places in the content of the lessons like:

The plays show that the people of the 20th century are still in the beginning of their civilization as compared to those of the planets of the other solar systems. The man of the future will be free from hatred and violence, and feel a sense of pride in the service of humanity. (Book III,

p. 26)

The next Benchmark II refers to “develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people”. The theme of the third lesson presents a different situation: “The rich at the upper level get a golden chance first and whatever remains trickle down to the people at the level beneath” (Book III, p. 53).

This benchmark calls for equality and diversity among the people. However, even in the selection of lessons, the book negates this idea. Out of twenty-three lessons, seventeen are written by authors from the US, Wales or European backgrounds. Only one poem is by Rumi from Iran and four by local authors Allama Iqbal, Ahmad Nadeem Qasmi, Sachal Sarmast and Bullah Shah.

The last Benchmark III of this Competency requires that the learners should “understand and evaluate contemporary social, economic and scientific developments/issues so as to participate in the global society as aware and thinking individuals”. The content analysis shows that the book is completely lacking in these themes. The contents of the lessons are void of social and economic developments. Likewise, the learners hardly find any material related to scientific developments and current scientific topics in the book. The theme of class division is indirectly stated in the theme of different poems, but it again depends on the teacher to interpret it accordingly. Even the whole book does not contain any questions which could directly address these themes. The textbook is based on discrimination while representing the genders. The book has three plays and twenty poems, and all writers are males. The analysis shows that the representation of females is ignored advertently or inadvertently in the book, which is a total negation of the Curriculum that underlines the importance of gender equality. Further, the Curriculum also describes the importance of environmental education in its major as well as in sub-

themes. The book contains poems which are linked to environment such as “The Rain” and “Loveliest of Trees, the Cherry Now” but the researcher could hardly find a single question in the whole book which could give awareness to students about this very crucial matter i.e., environmental issue.

4.3.3.4 Criticism of Book III

The questions in the exercises of the book are based on the SLOs mentioned in the Curriculum. However, it covers only a few aspects, and most of the questions are the same as posed in Book-I and Book-II. Moreover, even the difficulty level is the same as in the exercises of Book-I and Book II, for instance, in questions like True or False and MCQs. This shows that the learners may not find any novelty in the exercises of different books. The questions in the lessons are based on the passages but repeatedly solving same types and levels of questions may lead to rote learning among the students. Obviously, the students would learn a strategy to answer specific questions in one exercise and would apply in another lesson's exercises and the books. This would definitely lead students towards a drilling of answers rather than improving language skills.

More like Book-I and Book-II, Book III does not address the goals of the Curriculum. The book is without a teacher's guide and lacks any additional material that could help the students to further enhance their language skills. Part 1 and Part 2 of the book do not contain any charts, tables, diagrams, or footnotes, which may help students in understanding different concepts. Had the content of the lessons been aligned with the SLOs, it could have far-reaching dividends for students in terms of learning and concept development in lieu of mechanical drilling of the answers.

As stated in the Curriculum, the textbooks should have contemporary topics and current issues, but the book hardly covers any such issues and happenings. The first

part of the book is comprised of plays in the form of dialogues, whereas the second one is based on poems but the type of questions are the same in the whole book. The researcher could not find a single activity or questions in the exercises of the first three lessons to practice dialogue which are important to learn speaking skills. The length of the lessons' content is enough but most of the questions are very simple to answer and may not pose any challenge to the learners, especially at the Intermediate level. Given the repetition of questions, there are high chances that students resort to cramming. After answering these sorts of questions present in this book, students will not consider it challenging and solely rely on repeating the answers. This repetition of questions' answering may hamper the thinking abilities of the learners and ignoring the major objective of the Curriculum.

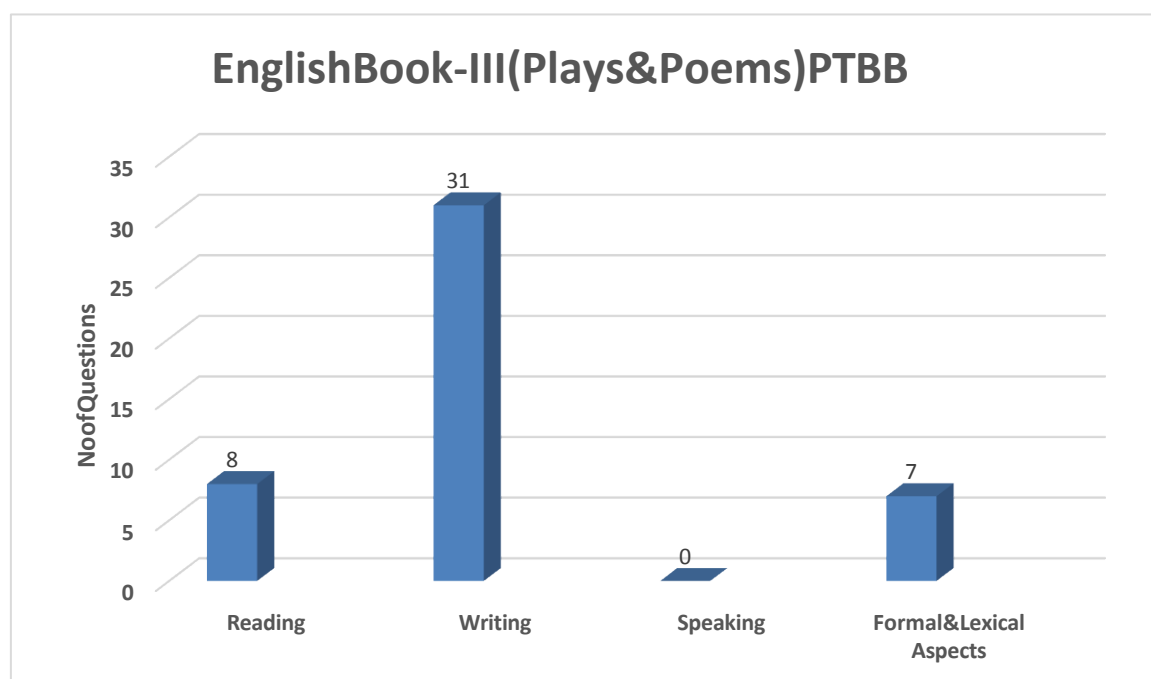


Chart4.3

In English Book-III (Plays & Poems) PTBB, mostly the questions are given to evaluate the writing aspects. Reading comprehension and formal aspects of language

are almost the same. Again no item is available in the book to improve speaking skills.

4.3.4 Intermediate English Book-IV: *Goodbye, Mr. Chips* (Punjab Textbook Board)

4.3.4.1 Introduction of the Book

The textbook is a novelette written by James Hilton, corrected by National Review Committee for College Textbooks and Muhammad Kalimuddin edited it. The novelette is fifty pages and it has eighteen chapters. Every chapter has a main idea which is linked to the core thought/main theme of the novelette.

4.3.4.2 Types of Questions in the Book

An exercise is given at the end of the novelette. The exercise consists of a list of 31 glossary items with their contextual meanings, main themes, descriptions of the different characters and thirteen questions at the end of the textbook.

4.3.4.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book-IV

Question items given in the novelette of Intermediate English Book-IV have been analyzed in the light of Students Learning Outcomes (SLOs) for Grade XI-XII mentioned in the Curriculum. Question items of exercises are matched with every competency. It is also examined whether the exercises are aligned with sub-categorization of each competency into its standards and their different levels of the benchmarks.

Competency 1: Reading and Thinking Skills

Competency-1	Number of Items in Textbook Exercises
Reading and Thinking Skills	Good-Bye Mr. Chips
Standard-1	
Benchmark-I	0
Benchmark-II	02

Benchmark-III	04
Benchmark-IV	0
Standard-2	
Benchmark-I	06
TotalItems	12

Table 4.17

The SLOs at Competency 1, Standard -1; Benchmark I ask students to learn different strategies necessary for improvement in reading comprehension skills. These skills also enhance the learner's analytical skills to understand the reading material in a systematic way. The novelette has sufficient content in the form of chapters on which multiple reading comprehension strategies mentioned in the SLOs of Competency 1 can be applied. The analysis of the exercise shows that questions which could enhance reading comprehension skills based on SLOs at C-1, S-1, B-I are not asked in the book.

Benchmark 2 requires the learners to apply stages of reading, skimming, scanning and apply critical thinking to the content. Table 4.17 shows that some subjective questions are based on a few SLOs of B II like "scan to answer short questions" (p.121) and "give personal opinion and justify stance related to viewpoints/ideas and issues in the text" (p. 122). For instance:

Q.1 Write a short note on Brookfield?

Q.10 Can we look upon Mr. Chips as an institution of Brookfield? (Book 4, p.92)

The SLOs at Benchmark III require students to evaluate, synthesize and interpret the information. Some aspects of the SLOs are obvious in the following questions.

Q.7 Describe the first encounter between Mr. Chips and Katherine Bridges.

Q.8 Describe the quarrel between Ralston and Chips.

Q.9 Write a note on Mr. Chips' humor.

Q.12 Write a short note on the views and ideas of Katherine Bridges. (Book 4, p.92)

Benchmark IV refers to “collect and analyze information and use information for variety of purposes including a research project using various aids and study skills”. The SLOs at this benchmark demand students to use dictionaries, learn study skills and use textual aids to comprehend the text. Despite the importance of study skills, Table 5.7 shows that no question is asked in the exercise from this benchmark.

Out of multiple SLOs of the Standards 2, Benchmark I questions are asked from only two SLOs. Question Nos. 03, 04, 05, 11 and 13 are based on one SLO that requires “the analysis of the story elements and characters”, and Q. 6 is asked from another SLO “describe how a character changes over the course of story”. For example:

Q.3 Draw a character sketch of Mr. Chips.

Q.6 What influenced Katherine Bridges' exercise on *Mr. Chips*? (Book 4, p.92)

Mostly the questions cover the overall theme and main ideas and descriptions of the characters present in the book, but the questions are without guidelines or instructions. Secondly, the word limit is not given for answering the questions. It totally depends on the teacher to guide the students for understanding and applying the reading skills on the content and answer the questions. It is worth mentioning that every chapter of the novelette has a picture which describes the main idea of that particular chapter and may help students understand the theme in a better way. However, the book is without charts, tables, diagrams and footnotes which could help in understanding the text.

Although the questions are based on every benchmark of first Competency but many important SLOs within the benchmarks are not included while making the questions. Overall, it may be concluded that the reading comprehension questions have considerable weaknesses.

Competency 2: Writing Skills

Competency-2	Number of Items in Textbook Exercises
Writing Skills	Good-Bye Mr. Chips
Standard-1	
Benchmark-I	03
Benchmark-II	10
Benchmark-III	0
Benchmark-IV	0
Total Items	13

Table 4.18

The Students' Learning Outcomes at Competency 2, Standard 1, Benchmark I require that the students would be able to develop audience-oriented writing. They will learn writing strategies, analyze an essay and learn to write down an essay on a general topic. These are the basic steps and techniques for starting to write an essay. By following these SLOs, the students can also learn and enhance their skills to analyze a piece of writing. Table 4.18 shows that three writing questions related to the above-mentioned parts of the SLOs are asked for in the exercise. For example:

Q.2 What contribution did Brookfield make to England?

(Book 4, p.92)

Benchmark 2 outlines that students should learn to write a variety of essays such as expository, persuasive and analytical. They also need to “learn how to write down research reports, and extended narratives for multiple purposes and audiences”. The analysis of the exercise shows that the majority of the questions are related to this benchmark. For example:

Q.1 Write a note on Brookfield

Q.3 Write a note on Mr. Chips as a teacher.

Q. 9 Write a note on Mr. Chip's humor.

Q.13 Write a brief note on the following:

- Mr. Wetherby
- Mr. Meldrum etc. (Book 4, p.92)

Overall 10 similar questions pertaining to this benchmark are asked in the exercise. Even the wording of questions is almost the same bearing the names. This seems like a drill type writing exercise, which may get monotonous and lackluster.

Benchmark III is about the professional writing skills, which are necessary in the business world. After learning these writing skills, students can also get various benefits before and after the jobs. Learning professional writing skills such as job applications, resumes and business letters will help them in getting jobs and may increase the chances of their professional growth. Benchmark IV states that the students would learn pre-writing strategies and proofreading and editing skills on the basis of the parameters given in the SLOs. Table 4.18 shows that even owing to the importance of practical writing skills, no question is asked from these benchmarks in the exercise.

Competency 3: Oral Communication Skills

Competency-3	Number of Items in Textbook Exercises

Oral Communication Skills	Good-ByeMr.Chips
Standard-1	0
Benchmark-I	0
Benchmark-II	0
TotalItems	0

Table4.19

The SLOs at Competency 3, Standard 1, Benchmark I articulate that students will learn speaking skills having multiple expressions for communication in different situations. Benchmark II is further advancement in speaking and requires students to be able to deliver presentations, handle interviews, participate effectively in group discussions and evaluate their peers' presentations. Notwithstanding the importance attached to proficiency in speaking skills, Table 4.19 illustrates that speaking skill is completely overlooked in the textbook. No question or even any guidelines/instructions are given in the exercise for students to practice and improve their speaking skills. The responsibility rests with the teacher to devise and conduct activities to enhance students' speaking ability.

Competency-4:FormalandLexicalAspectsofLanguage

Competency-4	NumberofItemsin TextbookExercises
Formal and LexicalAspects of Language	Good-ByeMr.Chips
Standard-1	
Benchmark-I	0
Standard-2	
Benchmark-I	31wordsandexpressions

Standard-3	
Benchmark-I	0
Benchmark-II	0
Benchmark-III	0
TotalItems	01

Table 4.20

The SLOs at Benchmark I “illustrate the importance of phonological aspects of the language and demands students to learn the rules of pronunciation, stress and its types and intonation patterns”. The students will use pronunciation keys to pronounce the words. Table 4.20 shows that not a single written activity or guidelines for improving the pronunciation and stress pattern of the learners is given in the whole book.

The SLOs at Competency 4, Standard-2, Benchmark-1 describe the importance of appropriate and contextual vocabulary and use of correct spelling of the words. Students will also learn the use of transitional devices, affixes and different rules of translation from English to Urdu. Table 4.20 shows that in notes part 31 vocabulary items that include words, expressions and names which may not be familiar to the students are given for their help. The exercise has sufficient vocabulary, but it is just the explanation of the words which only fulfills one aspect of SLOs i.e., “use appropriate vocabulary and correct spelling in their own writing”. The rest of the SLOs are important in improving vocabulary in a systematic way like understanding of root words, use of prefixes and suffixes, synonymous and connotative use of words are totally overlooked in the exercise. Again, it would depend on the expertise of the class teacher to improve the vocabulary of the students at its own. The book under study is without any guidelines or strategies for the tutors or the learners to translate content from English to Urdu.

The SLOs at Competency 4, Standard 3, Benchmark 1 are about grammar, Benchmark II is the use of punctuation and mechanics of writing and Benchmark III is regarding the sentence structure, types of sentences, use of voice and direct and indirect speech. The SLOs are important for students in terms of learning grammar, punctuation and a variety of sentence structures. The analysis of the exercise shows that the SLOs and their sub-clauses mentioned at these benchmarks are totally neglected. Despite the importance of the SLOs mentioned in the above stated benchmarks, not a single question is asked from these benchmarks.

Competency-5: Appropriate Ethical and Social Skills

Competency-5	Number of Items in Textbook Exercises
Appropriate Ethical and Social Skills	Good-Bye Mr. Chips
Standard-1	-
Benchmark-I	-
Benchmark-II	-
Benchmark-III	-
Total Items	-

Table 4.21

Competency 5 Standard 1 envisages the importance of ethics and social attributes for the students.

Benchmark I highlights the importance of values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II is about the development and portrayal through actions, a sense of importance of individual worth and valuing diversity and equality among people.

Benchmark III requires “the students should comprehend the updated social,

economic and scientific developments to cope in the global world as thinking individuals. It is mentioned in the note “this competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

The content of the novel has different themes, which may teach ethical and social attributes and values to the students. After reading the novel, the students with the help of teachers may comprehend these values and could co-relate these social values with their cultures. The novel also talks about modernity and conservatism through its characters i.e., Mr. Chips and Mr. Ralston. The novel has many themes which talk about patriotism, harmony and co-existence. However, the exercise of the novel does not have any written or oral questions related to these themes. Consequently, this competency is entirely dependent on the tutor to inculcate the appropriate ethical and social skills amongst the students.

4.3.4.4 Criticism of the Book 4 Mr. Chips

The book under evaluation is partially aligned with goals of the Curriculum. Out of five competencies, the exercises of the book contain questions related to only two competencies reading and writing skills. Speaking and other features such as functional aspects of the language are neglected in the exercise. Vocabulary items are given which could be easily memorized but the strategies to learn vocabulary are not present in the exercise. Even from the two competencies, questions are only based on few aspects of the SLOs of the competencies. The questions in the exercise are overlapping and fall in competencies i.e., reading and writing skills. Further, the questions are of same level and do not need any challenging answers. If a student prepares an answer to one question, the other questions can be answered easily.

Hence, the answers require mechanical operations based on the repetition of same type of questions. The same type of questions may encourage students to memorize the suitable answers and reproduce them in exams instead of developing the analytical skills that is negation of the objectives of the Curriculum. The book does not contain any helping material or teacher's guide which could help the teacher to exploit the book. At least some guides could be given regarding how to read and understand a literary piece of writing. The lessons do not contain any charts, tables or diagrams which could help the students understand the text in a better way. However, most of the chapters of the book contain pictures which illustrate the main idea of that particular chapter.

The novel has lessons which are about British culture and society. It contains un-equal representation of the genders; out of seven characters, two are female and only three chapters are about the main female character i.e., Katherine Bridges. However, the writer has shown female characters as astounding and charming. The novel also lacks contemporary social, economic and scientific developments as it was written almost fifty years ago, and the setting of the novel is the previous century. However, the novel includes the themes of tolerance, honesty, equity, justice and humanism in the shape of different characters, especially Mr. Chips.

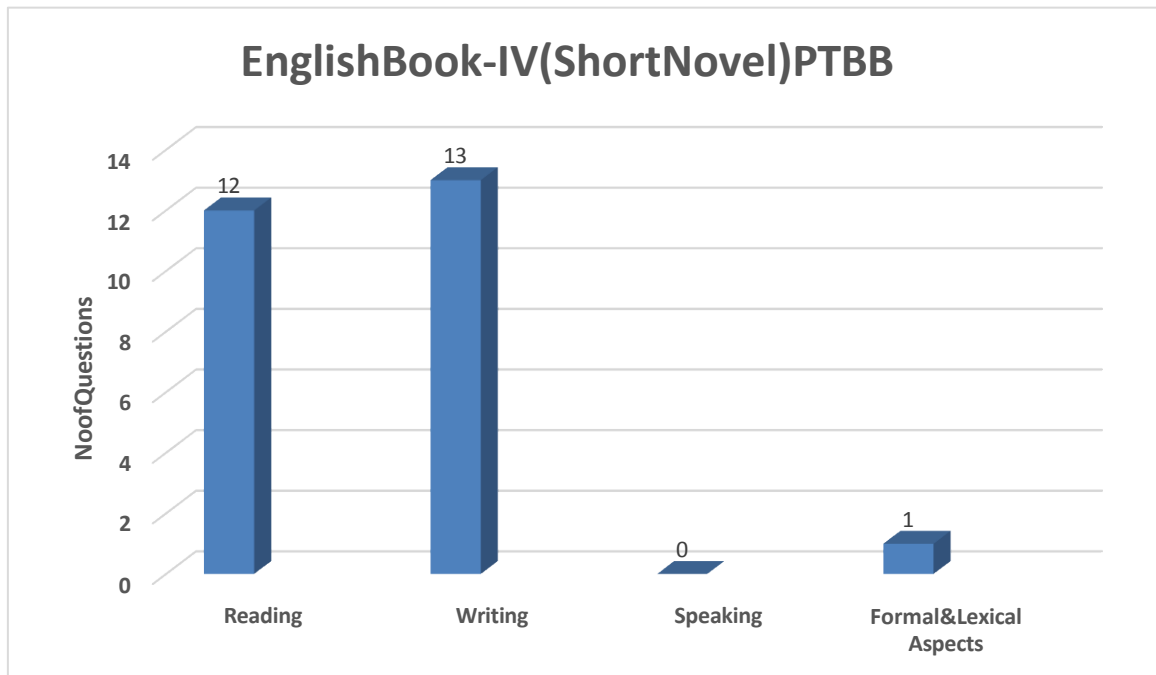


Chart4.4

In English Book-IV, PTBB is a novelette. Interestingly the same number questions which are the major part of the exercise are asked in the reading as well as in the writing skill. Only a single question falls in lexical aspects. Same as other three books, this book also does not contain questions to assess the speaking skill of students.

4.4 IntermediateEnglishBooksOne,Two,SindhTextbookBoard

The Sindh Textbook Board has published two books for the intermediate students. Intermediate English Book One is for Class XI and Intermediate English Book Two is for Class XII. Intermediate English Book One has four types of questions which include “short answer reading /writing questions, composition writing, explanation of different vocabulary items with examples, grammar exercises that include parts of speech and tenses” (Book One, pp. 4-11). Intermediate English Book Two has five types of questions, which include answer the reading /writing questions, composition writing, and explanation of different vocabulary items with examples, grammar exercises that include parts of speech, tenses and translation of sentences from

English to Urdu or Sindhi (Book Two, pp. 12-18). These selected textbook exercises give insights into the given text.

4.4.1 Introduction of the Book One for Class XI

This textbook is based on National Curriculum for English Language. The National Review Committee, Ministry of Education, Islamabad approved it and published it by Sindh Textbook Board, Jamshoro. Intermediate English for Class XI is adopted from an Intermediate English Course for Adult Learners by D.H. Spencer and A.S. Hornby. The following panel of Writers of Textbooks for English collaborated in its preparation:

Mr. D.Y Morgan (Panel Leader), Mr. Syed Ali Ashraf (Leader Class Eleven Committee) and Panel consultants namely, Mr. Malik Ghulam Rasool Shauq, Mr. A.R. Motinuddin, Mrs. Yusuf Jamal Hussain and Mrs. Amena Khamisani. The book has fourteen lessons.

Lesson No.	Title of the Lesson	Written by
1.	Pakistan Zindabad	-
2.	Birkenhead Drill	-
3.	The United Nations	-
4.	My Bank Account	-
5.	The Miracle of Radio	-
6.	Air Travel	-
7.	Letters	-
8.	The Wolves of Cernogratz	-
9.	By Car Across Europe	-
10.	The English Language	-
11.	Science and Scientists	-
12.	Science and Society	-
13.	The Hostile Witness	-
14.	The Right Word	-

4.4.1.1 Types of Questions in the Book

Each lesson in the book consists of a reading passage and an exercise. Every lesson's exercise has almost the same type of questions. First type is short-answer questions, then, some topics are given to write essays. Some vocabulary items are explained with the help of examples followed by grammar-based exercises.

4.4.1.2 Alignment of Students' Learning Outcomes of the National Curriculum with Book One

Question items given in the exercises of the first three lessons of Intermediate English Book One have been analyzed in the light of Students Learning Outcomes (SLOs) for Grade XI-XII mentioned in the National Curriculum. Questions are matched with every competency its standard(s) and benchmark(s).

Competency-1	Number of Items in Textbook Exercises		
Reading and Thinking Skills	Lesson 01 Pakistan Zindabad	Lesson 02 Birkenhead Drill	Lesson 03 The United Nations
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	10	10	10
Benchmark-III	0	0	0
Benchmark-IV	0	0	0
Standard-2			
Benchmark-I	0	0	0
Total Items	10	10	10

Table 4.22

The SLOs at Benchmark-I of Standard 1 Competency 1 elaborate the ways to understand the overall structure of reading passage (p.120). Main themes and sub-themes mentioned in the Curriculum are included in the passages of the book. Analysis of the exercises of the first three lessons of the book shows that questions which can improve the process of reading, and its sub-skills are asked neither in the exercises nor in the whole book.

The next Benchmarks II is to learn different reading strategies like skimming, scanning and the process of reading in order to understand the content. As is shown in Table 4.22, ten questions each of the same nature are asked in every exercise of the first three lessons of the book from this benchmark. All the questions require simply scanning of the information from the lesson. The questions are based only on one sub- aspect of the SLOs like “scan to answer short questions” (p.121) such as:

Q.1 Who was the first governor general of Pakistan? (Book 1, p.4)

Q.1 When and where did the Birkenhead sink? (Book 1, p.14)

Q.1 When was the United Nations Organization founded and (briefly) and what inspired its foundation? (Book 1, p. 29)

The next SLOs of Benchmarks III and IV of the same Competency 1 are meant for understanding the information with the help of visual cues. However, study skills are completely ignored in the exercises of the lessons. Similarly, SLOs at Standard-2, Benchmark I are also important for reading comprehension strategies. These SLOs ask students to analyze and evaluate different literary genres. This benchmark requires a little bit advanced level comprehension skills for the learners. Despite the importance of these reading skills, not a single question is in the exercises of the three lessons.

The content analysis has revealed that the comprehension questions are related to text, however, the exercises are based on questions without proper guidelines which

make the learners dependent on the individual instructor/teacher to carry on the process of important parts of a language learning, reading comprehension on its own. Similarly, there are no charts, tables, diagrams, footnotes or glossaries which would help in better understanding of the text. Factual accounts are present in the lessons but mostly the reading passages are limited to narratives based on short stories. Questions in the exercises do not prepare the students to get proficiency in language, rather motivate them to restate the information taken from the main texts. (Book 11, pp.9-10). The steps like pre-reading, while-reading and after-reading are given in Competency-1 and its various standards and benchmarks are missing in the exercises. The essential strategies such as skimming, scanning and summary skills are necessary to find out the main theme and specific information from the text are also missing from the exercises.

It may be assumed that improvement in reading comprehension may not be achieved without applying the above-stated SLOs. Overall, it may be concluded that the reading comprehension questions have considerable weaknesses.

Competency-2	Number of Items in Textbook Exercises		
Writing Skills	Lesson 01 Pakistan Zindabad	Lesson 02 Birkenhead Drill	Lesson 03 The United Nations
Standard-1			
Benchmark-I	10	10	10
Benchmark-II	01	01	01
Benchmark-III	0	0	0
Benchmark-IV	0	0	0
Total Items	11	11	11

Table 4.23

The Students Learning Outcomes of Benchmark I at Competency 2, Standard 1 task students to develop writing according to the purpose and audience. They should

also understand stages and different writing strategies. The questions asked in the lessons are of an integrated nature. They fall in reading comprehension SLOs as well as in writing skills SLOs. According to the Table 4.23, ten short-answer writing questions are asked in each lesson of the book such

Q.1 Who was the first governor general of Pakistan? (Book 1, p. 4)

Q.1 When and where did the Birkenhead sink? (p. 14)

Q.1 When was the United Nations Organization founded and (briefly) and what inspired its foundation? (p. 29)

The SLOs of the next Benchmark II demand students to write a variety of essays which include expository, persuasive and analytical essays. This level also states that students should learn technical writing skills, such as report writing and extended narratives. Table 6.3 illustrates that only one question, based on one sub-SLO of this benchmark, and is asked in every lesson of the book I like:

Write an essay of 250 to 300 words on one of the following personalities:

1. Mohammad Ali Jinnah
2. Liaquat Ali Khan
3. Syed Ahmad Khan
4. Amir Ali
5. Allama Mohammad Iqbal (p. 4)

Write between 250 to 300 words on one of the following topics:

1. The value of discipline
2. A true story of heroic behavior (p. 15)

Write between 250 and 300 words on one of the following topics:

1. The need for international understanding and co-operation
2. The importance of literacy
3. The value of United Nations Organization. (p. 29)

The Students Learning Outcomes at Benchmarks III and IV are about writing “interpersonal and transactional texts like business letters, applications and resume”. They further demand students to read and edit their own writings to an extent which are necessary for business communication and securing jobs. Despite the practical nature of writing skills at these SLOs, the first three lessons of textbook do not contain any question related to the benchmarks. Even, the whole book does not have a single question based on the SLOs of Benchmark III and IV.

Competency-3	Number of Items in Textbook Exercises		
Oral Communication Skills	Lesson 01 Pakistan Zindabad	Lesson 02 Birkenhead Drill	Lesson 03 The United Nations
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	0	0	0
Total Items	0	0	0

Table 4.24

It can be seen from the SLOs at Competency 3, Standard 1, Benchmark I that the students should know how to evaluate and use expressions appropriately for various contexts. These SLOs are basic level preparation for speaking skills. By following these objectives, students would be able to effectively converse on routine matters. Exercises’ analysis of the three lessons shows that there is not a single question item related to this competency, so much so that the whole book does not contain any speaking activity.

The next level Benchmark II draws upon advanced level communication skills. This benchmark is about students learning regarding formal talks, peer’ speaking evaluation, individual oral presentations and job interviews. Table 4.24 shows that once again not a single question or any direct or indirect speaking activity is given in

the exercises of the whole book. Therefore, it totally depends on the teacher to carry out speaking activities in the class on his/her own. It can be assumed that the teachers may use the first type of short-answer questions for this purpose. But this can be a faulty approach as there are no guidelines or instructions for these questions. Firstly, the questions are of very narrow scope and require answers only of specific aspect(s) already present in the text. The speaking skills require a wider range of questions in nature. Secondly, it is at the discretion of the teacher whether to pay attention to this skill or altogether ignore it.

Competency-4	Number of Items in Textbook Exercises		
Formal and Lexical Aspects of Language	Lesson 01 Pakistan Zindabad	Lesson 02 Birkenhead Drill	Lesson 03 The United Nations
Standard-1			
Benchmark-I	0	0	0
Standard-2			
Benchmark-I	03 pair of words	03 pair of words	07 pair of words
Standard-3			
Benchmark-I	06 exercises	05 exercises	05 exercises
Benchmark-II	0	0	0
Benchmark-III	0	0	0
Total Items	09	08	12

Table 4.25

The SLOs of Competency 4, Standard 1, Benchmark I concern with bringing about tangible improvement in the pronunciation of students continuation of the previous Competency 03 that lays emphasis on oral skills. This benchmark outlines that the students will learn “how to pronounce the words correctly with the help of key, recognize silent letters in words and pronounce them with developing accuracy, and will also learn stress pattern its types and intonation patterns”. As can be seen in

Table 4.25, not a single written activity or instruction is given in the book to improve the pronunciation of students. The SLOs at Competency 4, Standard-2, Benchmark I pertain to vocabulary. This benchmark is about the “development of vocabulary, spelling and use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu”. Table 4.25 shows that in Lesson 01 and Lesson 02 (see reading notes part), there are 03 pairs of words each and in Lesson 03, 07 pairs of words are given for students’ help. The words and the differences between pairs of words are explained with relevant examples. For instance:

Accuse: blame.

- The matron accused the nurse of neglecting her patients.
- The matron blamed the nurse for neglecting her patients. (Book 1, p.5)

The exercises of Lesson 02 and 03 have same types of pairs of words and explanations with examples. Although the contextual vocabulary is given, there are no guidelines or strategies e.g., how to learn a vocabulary item such as from basic sounds, from affixes, synonymous and connotative use of a word etc. Most of the vocabulary is based on idiomatic expressions, which are appropriate for certain contexts and of little significance in academic writing. Likewise, the book under study does not have any formal methods or strategies for the tutors or the learners to translate a passage from English to Urdu. The whole book does not have even a single activity related to translation.

The next SLOs at Competency 4, Standard 3, Benchmark I are about learning grammar. The students will learn grammar in details such as “Nouns, Noun Phrases and Clauses, Pronouns, Articles, Verbs and Verb Phrases, Tenses, Adjectives and Adjective phrases and Clauses, Adverbs and Adverbials, Prepositions and Prepositional Phrases and Transitional Devices”. Table 4.25 shows that Lesson 01 has 06, whereas each of the Lessons 02 and 03 have 05 grammar exercises. Every lesson’s

exercise has various sub-exercises based on different aspects of grammar. Every exercise has fifteen to twenty sentences based on a particular aspect of grammar.

Students can improve their understanding of different grammatical aspects by solving these exercises. For example:

Exercise 1

Supply '*the*' where necessary:

1. For me _____ hardest subject is _____ mathematics _____ history and _____ geography are _____ easiest. (Book 1, p. 7)

Exercise 7

Put the verb in brackets into the correct form of the Present Tense (Simple or Progressive):

1. She always (take) her pet dog for a walk before breakfast. (Book 1, p. 19)

Exercise 12

Put the verbs in brackets into the correct form of the Past Tense (Simple or Progressive):

1. The bus (turn) a corner when a private car (crash) into it. (Book 1, p. 36)

The SLOs of Benchmark II ask students to recognize and apply rules of capitalization. They should also understand how meaning changes in a sentence by changing the position of punctuation marks. Despite all the importance of mechanics of writing, the analysis of the whole book shows that only one lesson "Lesson Fourteen" has explanation of the punctuation marks with examples and rest of the exercises do not have any punctuation activity. This can be considered as an activity to reinforce the understanding of punctuation. Instead of that the textbook should have detailed activities with explanations so that students can practically understand the role of punctuation in writing as well as in reading comprehension.

The SLOs at Benchmark III are about students' learning pertaining to sentence structures, its types, use of voices, direct and indirect speech and their usage in oral and written communication. The SLOs regarding sentence structure are important in helping students analyze different types of sentences, for instance, simple, complex, compound and conditional sentences. In addition, they can exploit them in their own writings. However, the exercise does not contain any questions or activity to analyze or construct sentences for a variety of purposes. Another SLOs at this benchmark pertain to "active and passive voice and direct and indirect speech and their comprehensive usage in written and oral communication". The textbook has an extensive number of activities with relevant examples related to voice and narration. The examples are in the form of sentences and paragraphs. These activities can make effective improvements in students' understanding of voice and narration. Lesson Six 'Air Travel' has four active and passive voice exercises i.e., Exercises 28, 29, 30 and 31. Different concepts related to the voice are explained in detail and approximately twenty sentences are given in each exercise to practice these concepts. For example, Exercise 28.

The passive voice is preferred when we are not interested in the question of who or what performed the action. Rewrite these sentences in the passive voice. The subject of the Action Voice need not be used in your answer.

1. They discovered the crime early in the morning. (Book 1, p. 80) Exercise

29

Rewrite the sentences below in the Passive Voice. Retain the subject of the Active Voice by using by.

1. Conan Doyle wrote the Sherlock Holmes stories. (Book 1, p. 81)

Exercise 30

Rewrite the sentences below in the Passive Voice. Retain the subject of the Active Voice only where you consider it strictly necessary.

1. The shoemaker mended my shoes in two days. (Book 1, p. 82) Exercise 31

Put the verb in the following passage into the correct tense of the passive:

1. For several years at the beginning of the nineteenth century Europe... on the small island of Elba. (Book 1, p. 83)

Lesson Eleven 'Science and Scientist' has six reported speech exercises i.e., exercise 59, 60, 61, 62, 63, 64 and 65. Reported speech concepts are described in detail and approximately twenty sentences and two excerpts are given in the exercises for learners practice. For example:

Exercise 59

Rewrite the following statements to give the words used by the speakers.

1. He said that he was feeling tired. (Book 1, p. 155) Exercise

60

Put the reporting verb in the Past Tense and use an appropriate pronoun.

1. I shall come and see you as soon as I can. (Book 1, p. 156) Exercise 61

Rewrite the following to reported questions to give the words used by the speakers.

1. He asked what I was going to do. (Book 1, p. 157) Exercise

62

Put the following questions into reported speech:

1. Where did you go for your holiday? (Book 1, p. 158)

Exercise 63

Put the following sentences into reported speech. Distinguish carefully between a statement, a question, an order and an exclamation.

1. I always spend my week-ends in the country. (Book 1, p. 158)

Exercise 64

1. Put the following conversation into reported speech
2. Reproduce the story in your own words.

Tom's father: my son is so stupid... right by his side. (Book 1, p. 159)

Exercise 65

The following is a report of a speech made by the guest of honor at a school prize-giving ceremony. Read it carefully and then reproduce the actual words spoken by Sir Hugh.

Sir Hugh Tarbet began by... in honor of the occasion (Book 1, p. 161).

Competency-5	Number of Items in Textbook Exercises		
Appropriate Ethical and Social Skills	Lesson 01 Pakistan Zindabad	Lesson 02 Birkenhead Drill	Lesson 03 The United Nations
Standard-1			
Benchmark-I			
Benchmark-II			
Benchmark-III			
Total Items			

Table 4.26

Competency 5, Standard -1, Benchmark I is about students' ethical and social development relevant in a multicultural, civilized society. The SLOs at Benchmark I envisage the attributes such as tolerance, humanism, patience, equity, justice, honesty and empathy for peaceful co-existence. Benchmark II is about the "need for individual worth and valuing diversity and equality among people. Benchmark III

requires that “the students should comprehend the updated social, economic and scientific developments to cope in the global world as thinking individuals.

These are overall themes that must be included in the content of the texts. Textbook’s evaluation shows that these themes are present directly and indirectly in the lessons. For example, the themes of tolerance and humanism are present in the lesson “*Birkenhead Drill*”, and one can find themes of equity, justice and empathy in lesson “*The United Nation*”, where the writer talks directly about these themes, for instance: “Men and women from different parts of the world, of different races and religions, sit together, think, plan and actually work together, to improve conditions of life in countries they have not known before” (Book 1, p. 25).

These themes are also evident in the questions where the writer directly asks about gallantry and sacrifice of soldiers and the common men for women and children. For example:

Q.7. Describe the behavior of the soldiers while the women and children escaped in the boats (Book 1, p. 14).

There are few lessons that provide the outdated information like “*Miracle of Radio*” (p. 52) to the students while Benchmark III talks about the latest scientific developments. Students would be least interested to know about the miracles of radio when they are living in an age of man-machine interface, when the internet and smart devices have made the world their oyster, and when the Artificial Intelligence (AI) is defining futures. Therefore, the content and selection of lessons should be based as per the benchmarks, so the students keep abreast of the latest trends.

4.4.1.3 Criticism of the Book 1

The book is without a teacher’s guide and does not have any further study material, reference books(s) or websites, which are helpful in improving language skills. The length of the lessons is adequate. Every lesson is comprised of three to five pages with

little exception of two lessons with extended pages. The content is sufficient and relevant culturally and contextually. It is without certain biases such as religion, national origin, gender, occupation or class. However, it is without charts, tables, diagrams or footnotes that may help in better understanding the content. Most of the questions are of same types in every exercise which is a kind of repetition of answers. The students may not find any challenging questions which demand divergent answers. The students may hardly develop their analytical skills and be creative by solving these questions as stated in the objectives of the Policy Document. Although the questions in the exercises of the book are based on the SLOs mentioned in the Curriculum but only a few aspects of the SLOs are being asked in the exercises. Reading and writing questions along with vocabulary items are in abundance, whereas, speaking skills are completely neglected in the book. Only two exercises have additional questions related to punctuation and use of voice and narration. A sufficient number of sub-exercises i.e., five to six with examples pertaining to tenses are given in every exercise of the book so that students can comprehensively understand tenses.

The policy document states that the content of the lessons should be based on contemporary social, economic and scientific developments. The students could get thorough awareness about contemporary scientific happenings after reading the text. But the content of the book barely provides information regarding current scientific inventions. The book does not have a single lesson or a part of a content that provides information about current economic developments despite the fact that it is a global phenomenon, and students should have fair knowledge to understand it.

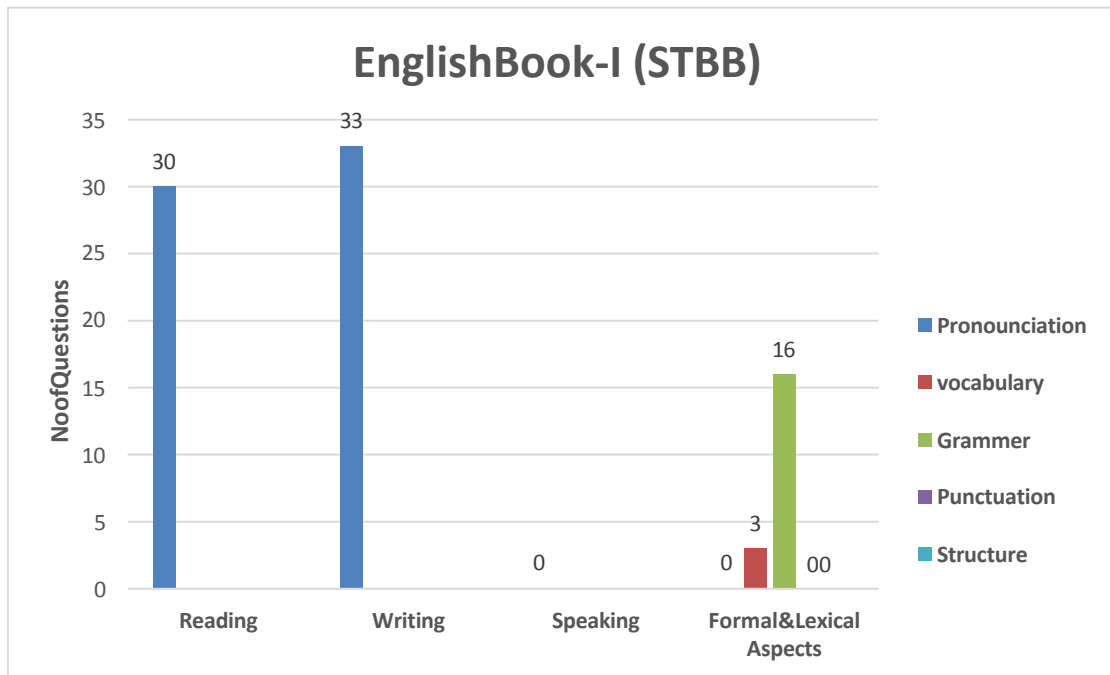


Chart4.5

In English Book-I STBB, major chunk of the question items is devoted to reading and writing skills. Speaking skills is entirely ignored. Even in formal aspects, plenty of grammar exercises and some vocabulary building items are given while other aspects such as pronunciation, punctuation and structure lack any question item.

4.5 Intermediate English Book Two (Sindh Textbook Board)

4.5.1 Introduction of the Book Two for Class XII

This textbook is based on National Curriculum for English Language. The National Review Committee, Ministry of Education, Islamabad has approved the textbook. It is published by Sindh Textbook Board, Jamshoro, Intermediate English for Class XII. The following panel of Writers of Textbooks for English collaborated in its preparation: Mr Ahmad Baksh Narejo (Supervision), Mr. D. Y Morgan, Mr. Malik Ghulam Rasool Shauq, Mrs. Yusuf Jamal Hussain, Mrs. Amina Khamisani, Mr. A.R. Matinuddin, Mr. Tanveer Ahmad Khan and Ch. Muhammad Sarwar. The book hasten lessons.

Lesson No.	Title of the Lesson	Written by
1.	Twenty Minutes with Mrs. Okentubb	Frank Arther
2.	Reflections on the Re-Awakening East	Bertrand Russell
3.	The Day the Dam Broke	James Thurber
4.	Pakistan and the Modern World	Liaquat Ali Khan
5.	Act III of the Silver Box	John Galsworthy
6.	The World As I see It	Albert Einstein
7.	The Devoted Friend	Oscar Wilde
8.	Spaceship One	John Hampden
9.	An Astronomer's View of the Universe	Sir James Jeans
10.	Life in the Universe	J.A.V. Butler

4.5.2 Types of Questions in the Book

Each lesson in the book is consisting of a reading passage and an exercise. Every lesson's exercise has four type of questions i.e., few vocabulary items explained, short-answer questions, composition, idioms with explanations and sentences for translation in Urdu or Sindhi.

4.5.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book Two

Question items given in the exercises of the first three lessons of Intermediate English Book 2 have been analyzed in the light of Students Learning Outcomes (SLOs) for Grade XI-XII mentioned in the National Curriculum (2006). Questions are matched with every competency its standard(s) and benchmark(s).

Competency-1	Number of Items in Textbook Exercises		
Reading and Thinking Skills	Lesson 01 Twenty Minutes With Mrs. Oakentubb	Lesson 02 Reflections on the Re-Awakening East	Lesson 03 The Day The Dam Broke

Standard-1			
Benchmark-I	0	0	0
Benchmark-II	08	10	10
Benchmark-III	0	0	0
Benchmark-IV	0	01 Précis	01 Précis
Standard-2			
Benchmark-I	0	0	0
TotalItems	08 Items	11 Items	11 Items

Table4.27

Competency I, Standard I, Benchmark I state that the students will understand the reading passages and the overall structures of the passages by applying multiple techniques. The researcher could not find questions that could help students to understand the theme and supporting details of the reading passages in an organized way. Further analysis shows that no instructions have been given in the exercises of the lessons to understand the functions of various devices such as pronouns for antecedent references and use of anaphoric and cataphoric references and use of transitional words within and beyond a paragraph in a text. The SLOs of this benchmark are completely overlooked in the exercises.

The SLOs at Benchmarks II are about the process of reading like pre, while and post reading stages. They further require students to learn reading strategies like skimming, scanning and critical thinking skills and apply them on reading passages in order to understand the content from multiple ways. According to the Table 4.27, eight questions from Lesson One and 10 each from Lesson Two and Three of the book are asked from this benchmark. Answers to these questions require only critical thinking and scanning of the texts.

Q.1 Explain the importance of the label on Mrs. Oakantubb's suitcase. Why does she hide it? (Book 2, p. 12)

Q.1 Why is it insular for European historians to term the centuries after the fall of Roman Empire ‘The Dark Ages’? (p. 23)

Q.1 How accurate is the title of Thurber’s essay? (p. 37)

The next SLOs of Benchmarks III of Competency 1 are to understand the information with the help of visual cues and analyze information from graphs, charts and diagrams. Table 4.27 shows that no question is found in the exercises of the three lessons.

The SLOs of Benchmark IV are pertaining to use of various resources such as dictionaries, encyclopedias, internet sources and study skills. They further ask students to “learn library skills and effective study strategies e.g. note taking/note making and summary writing”. As can be seen from Table 4.27, no question is in Lesson One’s exercise related to the benchmark’s SLOs. However, Lesson Two and Lesson Three have one question each that is related to one SLO of the benchmark i.e., “utilize effective study strategies e.g. note taking/note making, writing a summary, creating a mind map to organize ideas”.

Q. Summarize the passage in from 90 to 100 words: During the mutiny of 1857... a pride in their own language-Urdu (Book 2, p. 38).

Q. Summarize the following passage in from 95 to 100 words: The freedom means... to whom you do not belong (p. 50).

The SLOs of Standard 2, Benchmark I are about analysis and evaluation of different literary genres. This benchmark demands advanced level comprehension skills for the students because it asks students to relate literary texts to their real life situations. Despite the importance of these reading skills, Table 4.27 shows that, yet no question is in the lessons’ exercises.

Although the questions are taken from the texts, but the exercises are based on questions without guidelines or instructions in the book. This would give the tutor to

teach the reading comprehension skills at its own. Even a simple example pertaining to one set of questions could be a substantial help for the teacher and the students. Factual information is present in the lessons but mostly the reading passages are limited to prose which is based on an individual's experiences. Length of the passages is sufficient, but the types of questions are the same in every exercise. This will create boredom among the students. The questions are not designed to improve the reading comprehension skills as the facts and information are given in the passages which will be just restated to answer the questions. Even the questions which are asked in the exercises cover only a few aspects of the SLOs and the rest of the SLOs of the benchmarks are entirely ignored.

Competency-2	Number of Items in Textbook Exercises		
Writing Skills	Lesson 01 Twenty Minutes With Mrs. Oakentubb	Lesson 02 Reflections on the Re-Awakening East	Lesson 03 The Day The Dam Broke
Standard-1			
Benchmark-I	10	10	10
Benchmark-II	0	0	03
Benchmark-III	02	0	0
Benchmark-IV	0	0	0
Total Items	12	10	13

Table 4.28

Competency 2, Standard 1, Benchmark I demands students to produce writing which is audience oriented and bears purpose. They would also use pre-writing strategies, analyzing an essay to identify its different components and write an essay on a general subject following the given parameters. These SLOs are important in a sense they provide step by step guidance to the students to develop writing skills.

Table 4.28 illustrates that a considerable number of questions are asked in the exercises. All three lessons have 10 questions each pertaining to these SLOs.

Q.1 Explain the importance of the label on Mrs. Oakentubb's suitcase. Why does she hide it? (Book 2, p. 12)

Q.1 Why is it insular for European historians to term the centuries after the fall of Roman empire 'The Dark Ages'? (p. 23)

Q.1 How accurate is the title of Thurber's essay? (p.37)

The SLOs of the next benchmark are about learning different types of essays such as expository, narrative and persuasive/argumentative. Students would also learn how to write research reports. As can be seen from Table 4.28 that no question has been given in the exercises of the three lessons.

Benchmark III states that the students would learn to analyze, compare and consequently write business letters, applications, resume and cover letters in response to job advertisements. These SLOs have dual benefits for the students; one is improvement in professional writing skills, and second is fair chances of securing jobs on the basis of these writing skills. In spite of the importance of the SLOs, only Lesson One's exercise has two questions related to letter writing. The rest of the book has no question or activity related to these SLOs. Even the questions are not related to professional letter writing, rather these are narration of the events of the lesson in one's own words. For example:

Composition

Write a letter of between 150 to 200 words (excluding your address) to a friend or relative on one of the following topics.

1. You're seeing a performance of *Twenty Minutes with Mrs. Oakentubb*.

Briefly describe what sort of play it was and what you thought of it.

2. Imagine that you have acted one of the parts in an amateur performance of *Twenty Minutes with Mrs. Oakentubb*. Briefly describe how the performance went from an actor's point of view. (Book 2, p.13)

SLOs of the last benchmark of this competency ask students to develop pre-writing strategies. They would also plan, draft and edit their writings on the basis of the parameters mentioned in the SLOs such as faulty structures, dangling modifiers and errors of punctuation and spelling. In the importance of writing a draft and editing, Table 4.28 shows that no activity or question is given in the first three lessons. Further analysis of the whole book indicates that not a single question is added in the exercises to address these crucial SLOs.

Overall, the SLOs of this competency provide thorough guidelines for the students helpful in attempting and practicing every aspect of writing. Whereas the book lacks these guidelines and only a few aspects of the SLOs are asked in the form of questions. It can be assumed if the SLOs are followed in a spiral way it would surely bring considerable changes in the writing skills of the students.

Competency-3	Number of Items' % in Textbook Exercises		
Oral Communication Skills	Lesson 01 Twenty Minutes With Mrs. Oakentubb	Lesson 02 Reflections on the Re-Awakening East	Lesson 03 The Day The Dam Broke
Standard-1			
Benchmark-I	0	0	0
Benchmark-II	0	0	0
Total Items	0	0	0

Table 4.29

The SLOs of Competency 3, Standard 1, Benchmark I state that students should be proficient in their everyday communication. They should be able to describe the things, persuade their point of view and present their arguments according to the context. But the analysis of the exercises shows that there is not a single question or any activity that enhances speaking skills such as role plays, dialogues etc. the whole book.

The next SLOs of Benchmark II are about advanced level speaking skills. According to these SLOs, students would learn how to participate in formal talks, group discussions and the most presentation skills. They would also learn interviewing skills and the dynamics of performing appropriately in the interviews. Table 4.29 shows that speaking skills are unheeded in the textbook. Not a single lesson has any speaking or partly speaking activity in the book. Therefore, the researcher could hardly find any question directly or indirectly related to communication skills.

The next SLOs of the benchmark state that the students would learn the mechanics of group discussions and job interviews. They would “create and deliver group/ class presentations on multiple topics and would also have peer reviews of the speaking activities”. As can be seen from Table 4.29, again no activity or a question is given in the book pertaining to these SLOs. Therefore, it depends upon the teacher to conduct or not to conduct a speaking session in the class. The tutor may deem teacher- students interaction in the class sufficient for the speaking practice. Even if the activities are conducted, here also comes the question regarding the validity of the activity when there are no specific guidelines or instructions mentioned in the book for this skill.

Competency-4	Number of Items in Textbook Exercises		
Formal and Lexical Aspects of Language	Lesson 01 Twenty Minutes With Mrs. Oakentubb	Lesson 02 Reflections on the Re-Awakening East	Lesson 03 The Day The Dam Broke
Standard-1			
Benchmark-I	0	0	0
Standard-2			
Benchmark-I	- 03 Items - 11 Idioms - 20 Sentences	- 05 Items - 18 Idioms - 20 Sentences	- 10 Items - 05 Pair of words - 20 sentences
Standard-3			
Benchmark-I	0	0	0
Benchmark-II	0	0	0
Benchmark-III	0	0	0
Total Items	33	43	35

Table 4.30

Competency 4, Standard 1, Benchmark I are about students' pronunciation development. Students will use pronunciation key to "pronounce words, recognize silent letters in words". In addition, they would practice intonation and stress patterns and its various kinds. Table 4.30 illustrates that no written activity, guidelines or words/phrases are given in the whole book to improve pronunciation, stress and intonation patterns of the students.

Competency 4, Standard-2, Benchmark 1 state that the students will learn vocabulary, its usage according to the context and also learn spelling to use in writing. Table 4.30 shows that in "For Study" part of the exercises of Lesson 01, 02 and 03 have 03, 05 and 10 vocabulary terms with explanations. Along with this, a considerable number of idiomatic expressions are given in the exercises. Lessons 01

and 02 have 11 and 18 idioms respectively while Lesson 03 has 05 pairs of words. All the idioms and pairs of words are explained in detail with the help of various sentences. For example:

Vocabulary items/terms

- Trench-coat: a short overcoat of the pattern worn in the trenches of the front line during the First world War (Book 2, p. 12).
- The Tang dynasty: This powerful dynasty ruled China between 618 and 907 A.D (Book 2, p. 22).
- Columbus: Thurber's native town (Book 2, p. 37).

Idioms

- Take After: That boy takes after (resembles in character or appearance) his father (Book 2, p. 12).
- Bring About: The storms brought many chimneys down (Book 2, p. 28).
- Very: Although he was very ill, he managed to write a letter to his son.
- Too: He could not write a letter. He was too ill (Book 2, p. 39).

The lessons have an extensive number of vocabulary items and idiomatic expressions with explanation. This type of explanation would definitely improve the understanding of the students' vocabulary. Although the meaning of these vocabulary items is given in detail but there are no guidelines or strategies to acquire meaning of words through sounds, affixes and contextual usage. Another drawback of overloaded vocabulary items is that students may feel monotonous by having the same type of explanation for every individual word.

Other SLOs of this benchmark require students to "translate the passages from English to Urdu on the basis of the knowledge of literal and figurative meaning, grammatical gender and syntax". Table 4.30 illustrates that every lesson's exercise has translation of twenty sentences. For instance:

Translation

Translate the following sentences into Urdu or Sindhi.

1. He can sue me for libel if he likes. I won't take back what I said (Book Two, p. 17).
2. The recent discoveries of medical science have brought life and health to millions of people (Book Two, p. 32).
3. He was very busy, but he was willing to see me (Book Two, p. 42).

The SLOs at Competency 4, Standard 3, Benchmark 1 are about grammar. Students will apply grammatical functions, concepts of tense in their oral and written communication. The next Benchmark II asks students to “recognize and rectify rules of punctuation in given passages and apply the rules in their written and oral communication”. Benchmark III refers to sentence structures their analysis and various types. The SLOs of this benchmark also require students to understand voice and narration and their usage in written as well as in oral communication. Table 4.30 shows that not a single question is found in the exercises of the whole book based on these functional aspects of the language.

Competency-5	Number of Items in Textbook Exercises		
Appropriate Ethical and Social Skills	Lesson 01 Twenty Minutes With Mrs. Oakentubb	Lesson 02 Reflections on the Re-Awakening East	Lesson 03 The Day The Dam Broke
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	-	-	-
Benchmark-III	-	-	-
Total Items	-	-	-

Table 4.31

Competency 5 is students learning of social and ethical skills. This competency will be developed with the other competencies. Students will learn appropriate values and attributes. Benchmark I demands students learn and practice social traits. Benchmark II is for the importance of individualism as well as respecting diversity and equivalence among people. Benchmark III states that the students should understand and analyze “the current social, economic and scientific developments to deal in the international scenarios as rational persons”.

The textbook under study shows that the lessons contain a variety of themes like humanism, justice, sacrifice and modern technological advancements. They are synchronized with the major and minor themes of the Policy Document. Like the theme of tolerance and justice are advocated in lesson “Reflections on the Re-Awakening East” and theme of love for humanity in lesson “The Day The Dam Broke”. These themes are also asked in questions so that students can better understand the content and the messages conveyed:

Message No. 1. “Mankind must learn a degree of mutual respect which has never hitherto existed” (Book Two, p. 22)

Message No. 2. “The Day the Dam Broke is a good example of Thurber’s sardonic but affectionate view of human behavior” (Book Two, p. 33).

Q. 5. Does the author welcome cultural uniformity or not? How does she justify his attitude? (Book Two, p. 23)

The lessons selected for the textbook cover a wide range of topics like personal experiences of the authors as described in “*The World as I see it*” by Albert Einstein. The lessons are good enough to teach students morality. However, from the latest scientific research point of view, few lessons provide quite outdated information as the texts were written in the first half of the twentieth century or in the early part of

the second half of the century such as “ Spaceship One ” (p.103) and “ Life in the Universe”(129). This type of text may be useful for providing the basics about a topic to the students. Some current and latest topics may be added to provide the up-dated information as the Benchmark III talks about the latest scientific developments. Students would be more interested to know about the latest development in space technology rather than reading a material written some seventy or eighty years back.

4.5.4 Criticism of the Book Two

This book partially fulfills the guidelines/instructions of the Curriculum. The book is without the teacher’s guide and also does not suggest any further study material. The length of the lessons is appropriate and is comprised of three to five pages with few exceptions. The content covers a variety of topics from national and international settings and personal experiences. The Curriculum states that the content of the lessons should be based on contemporary social, economic and scientific developments. Hence, students can get proper understanding of the current social happenings while the content of the book is without such information. It is only based on the basic level of knowledge about certain topics. It is good on the part of the text selectors that the book is without biases such as national origin, gender, occupation or class distinction. The book could be made more interesting and comprehensible had there been visuals such as charts, tables, diagrams or footnotes in the book. Headings are included in every lesson, but it could have been much better to add sub-headings. As far as the questions are concerned, some competencies are given more weightage than the others as the book has abundance of reading, writing and vocabulary learning activities. The researcher could hardly find activities related to speaking and listening skills. It is presumed that these skills would be developed only through teacher-student interaction in the class. Every lesson has the same type of questions which can encourage students to answer one specific type of questions and apply the same

techniques in other exercises again and again till the last lesson. It may create wearisomeness among the students, and they may lose motivation. They should find a variety of challenging questions which demand a variety of answers. This would develop their thinking skills and also develop creativity by solving such types of questions as stated in the National Curriculum.

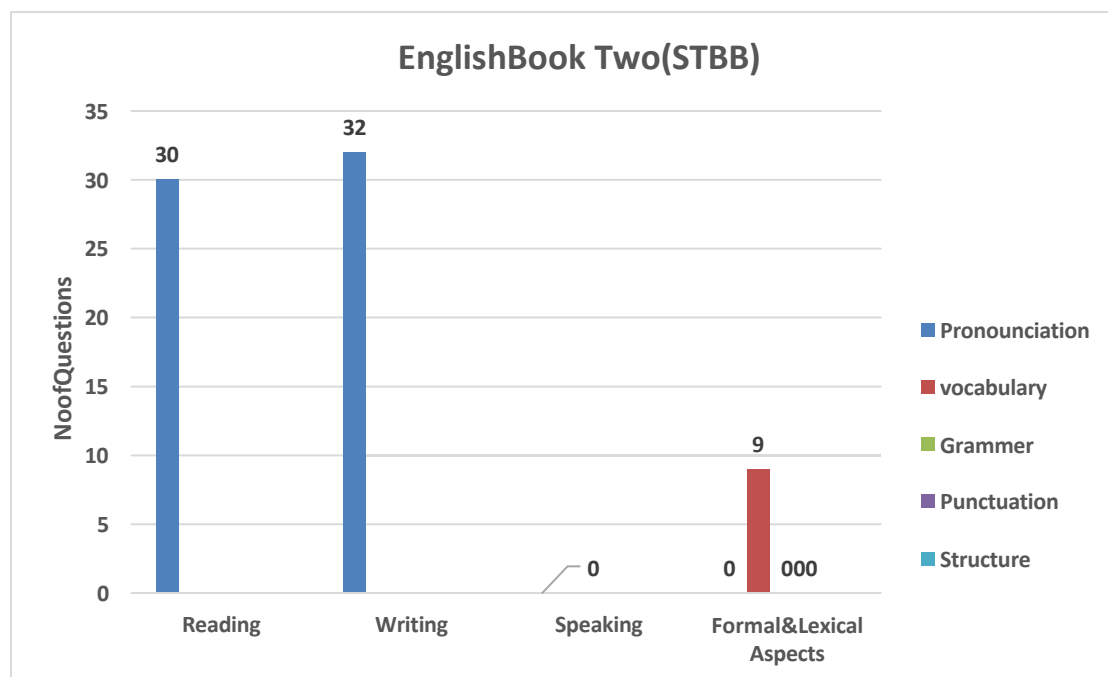


Chart4.6

In English Book-II, STBB, Reading and writing skills are prevalent. Almost the same numbers of questions are asked in the book. Speaking skills are ignored whereas in formal and lexical aspects considerable numbers of questions are devoted to vocabulary. The other aspects pronunciation, grammar, punctuation and structure have not a single question in the exercises.

4.6 IntermediateEnglishBooks11,12(Balochistan TextbookBoard)

Balochistan TextbookBoard haspublishedtwobooksforthe intermediate students.A textbook of English Language Grade 11 is taught in first year and another textbook of English Language Grade 12 is taught in second year of Intermediate. Both the books arecomprisedofproseexcerptsandpoems.Book11haseighttypeofquestions

which include reading and thinking skills, recognizing personification, punctuation, essay writing, vocabulary, story analysis and story writing, translation and oral activities. Book 12 has five type of questions that are reading and thinking skills, writing tasks, oral communication, grammar and vocabulary activities.

4.6.1 Introduction of the Book 11

This textbook is based on National Curriculum for English Language. Curriculum and Textbook Board, Quetta has sanctioned the textbook. Two experts Mr. Muhammad Munir and Mr. Abdul Majeed Khan have compiled it and edited by Prof. Sultan Mehmood Niazi, Ms. Munawwara Rehman, Mr. Agha Umar Farooq, Ms. Mehwish Malghani, Mr. Arifullah, Mr. Muhammad Amin Kakar. Its internal review committee members are Mr. Nadir Shah and Mr. Muhammad Hassan Sarparah, and provincial review committee members are Mr. Daroo Khan Barech, Mr. Abdul Ghafoor, Mr. Naeem Nasir and Mr. Azmat Butt. The textbook is composed by Muhammad Idrees, layout designing by Balach Computer Graphics, Quetta, supervision by Din Muhammad prepared and printed by New College Publication, Quetta.

Lesson No.	Title of the Lesson	Written by
1.	The Selfish Giant	Oscar Wilde
2.	Crime and Punishment	R.K. Narayan
3.	A Psalm of Life (Poem)	Henry Wadsworth Longfellow
4.	A Librarian	Prof. Muhammad Munir
5.	Global Warming	Glenn Murphy
6.	Sonnet	William Shakespeare
7.	Vanka	Anton Chekhov
8.	How to Write and How to Write Badly	C.E.M. Joad
9.	To a skylark	William Wordsworth
10.	Two of a Kind	Adapted from: the Ventures of O'Henry

11.	TheQuake Jumpers	RachelRedford
12.	Sympathy	ByAllamaIqbaladapted fromapoembyWilliam Cowper
13.	Pompeii,TheVanishedCity	Thispassageis taken from:Time-lifebooks 1992
14.	ThePatriot	RobertBrowning
15.	Simba:Simba	AdaptedfromGoingSolo byAroaldDahl
16.	TheRising ofthe Moon	Lady Gregory

The book consists of 16 short stories and poems. Thirteen units are written by foreign writers, and three by locals.

4.6.2 Types of Questions in the Book

Book 11 has eight types of questions based on five major areas, like reading and thinking skills, writing skills, oral communication, grammar and vocabulary. Each unit in the book comprises a reading passage and an exercise. Every exercise has almost the same type of questions with slight variations.

4.6.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book 11

Exercises of the book's first three units have been analyzed in the light of Students Learning Outcomes (SLOs) mentioned in the Curriculum. Question items of exercises are matched with every competency. It is also examined whether the exercises are aligned with sub-categorization of each competency into its standards and their different levels of benchmarks.

Competency-1	Number of Items in Textbook Exercises		
Reading and	Lesson 01	Lesson 02	Lesson 03

ThinkingSkills	TheSelfish Giant	Crimeand Punishment	APsalmof Life(poem)
Standard-1			
Benchmark-I			
Benchmark-II	03 Reading Questionswith sub-items 01criticalthinking	03questionswith sub-items 01criticalthinking	04questionswith sub-items 02criticalthinking questions
Benchmark-III			
Benchmark-IV	01researchproject		01researchproject
Standard-2			
Benchmark-I	02personification activities		01 question of vocabulary but in thisbenchmarkfor simile,metaphors andimagery
TotalItems			

Table4.32

The SLOs at Competency 1, Standard -1, Benchmark 1 envisions that the student would understand the overall structure of the reading passages by applying the different stages of the reading. They will also learn to apply different strategies to identify the main theme and the specific information. The content of the lessons is sufficient for understanding and analyzing the text but Table 4.32 shows that written questions helpful in understanding the theme/core thought of the passage are not present in all three lessons.

Benchmark II is about the application of reading strategies such as skimming, scanning and critical thinking. The SLOs require the learners to understand the summary skills and use of sign-post words and their application on the texts. As can be seen from Table 4.32 that no of questions are asked from this benchmark. Unit 01

and Unit 02 each have three reading comprehension questions with sub-items and one each critical thinking question. Unit 03 has four reading comprehension questions with sub-items and two critical thinking questions. These questions are asked with regard to two aspects of this benchmark which are as under: “a) Scan to answer short questions and b) Comprehend/interpret text by applying critical thinking” (p. 121).

1. Answer the following questions

i) Where did the story take place? (Book 11, p. 12)

2. Answer the following questions

ii) What instructions were given to the teacher by the boy's parents? (Book 11, p. 24)

3. Answer the following questions

iii) What is the theme of the poem? (Book 11, p. 35)

Critical Thinking

What lesson do you get after reading the story? (Book 11, p. 14)

4. Choose the correct answer.

i) Cornishorgewas:

(a) an enemy of the Giant

(b) a dwarf

(c) a man eating Giant

(d) a friend of the Giant. (Book 11, p. 12)

5. Choose the correct answer.

ii) The boy did not give a correct answer, because he said:

(a) didn't know the table of sixteen

(b) wanted to annoy the teacher

(c) didn't like arithmetic

(d) was absent minded. (Book 11, p. 24)

6. Choose the correct answer.

iii) 'Psalm' means:

- (a) a sacred song or poem
- (b) biography of a person
- (c) a musical song
- (d) a ballad. (Book 11, p.35)

Critical Thinking:

Q. The teacher was being paid 30 rupees; do you think the teacher's financial position was weak? Give reasons. (Book 11, p.26)

7. Tick the sentences as True or False.

i) Giant was selfish only in the beginning. (T/F)

(Book 11, p.14)

8. Tick the sentences as True or False.

i) The teacher loved to teach the little boy. (T/F)

(Book 11, p.26)

9. Mark the sentences as True or False.

i) Art is long, and time is fleeting. (T/F)

(Book 11, p. 36)

Benchmark III is about analyzing and synthesizing information from visual cues. Students will "analyze information from line/bar/circle bars and diagrams by highlighting the key areas and the main trends". They would also organize information by using "organizational patterns such as comparison, contrast and classification". Despite the importance of this benchmark, no question pertaining to these SLOs is found in the whole book.

The next benchmark IV is the use of dictionaries, encyclopedias, internet sources and library skills. Students will learn various strategies for note

taking/making, summary and research project writing. Unit 01 and Unit 03 have one each research project in the exercises based on the above-stated SLOs.

- Collect the data from different sources (experts, library, internet etc.) and write a research report on the causes of child labor in Pakistan. Also suggest some measures to get rid of this evil in the society (Book 11, p.17).
- Go through the biographies of some personalities and select the one you like the most and write down the reasons for your liking (About 300 words) (Book 11, p. 37).

The SLOs at Competency 1, Standard 2, Benchmark I are about the “analysis of the various literary texts like short stories, poems, essays and one-act plays”. Students would respond to the text orally and in writing. They would also identify “literacy techniques such as personification and alliteration”. Unit 01 has two personification activities, whereas unit 03 has a vocabulary portion which defines figurative language like similes, metaphors and imagery and an activity based on figurative language.

Activity:

- Identify the examples of personification in the text.
(Book 11, p.14)

Activity:

- Here is a list of a few similes, metaphors and imageries. Can you identify them? Write “S” for simile, “M” for metaphors and “I” for imagery. The first has been solved for you.

i) I wondered lonely as a cloud. Answer: S (Book 11, p. 38)

The units in the book have simple language and ample length of passages. Reading questions are based on the content in the passages. Mostly the questions are based on WH-questions throughout the books which only require analysis of the

information. Multiple Choice or True/False Questions are based on very simple statements. The students can easily find the information from the content. There can be some questions based on inference, gist or indirectly stated information so that students may find some challenges while answering those questions. The difficulty level may be increased because after Intermediate level, students go for jobs or continue their studies at undergraduate level in universities where they may face difficulties in understanding the text. Reading strategies like skimming and scanning are indispensable to find out the main theme/core thought or specific information from the text are also missing from the exercises. There is also no mention of certain reading habits such as regression and word-to-word reading, which impede fast reading. Overall, the exercises have a sufficient number of reading questions pertaining to sub-skills which can be made more interesting by addressing the flaws.

Competency-2	Number of Items in Textbook Exercises		
Writing Skills	Lesson 01 The Selfish Giant	Lesson 02 Crime and Punishment	Lesson 03 A Psalm of Life (poem)
Standard-1			
Benchmark-I	01 essay	Write on 03 characters	03 Questions Essay 200-250 words
Benchmark-II	02 story writing	01 research report	
Benchmark-III	-	-	-
Benchmark-IV	-	-	-
Total Items			

Table 4.33

Competency 2, Standard 1, Benchmark I intends improving students' writing competency in terms of audience and purpose. Students would also use a variety of

writing strategies, analyze and write an essay by following the SLOs of this benchmark. The SLOs in this benchmark provide basic steps to improve their writing skills. According to Table 4.33, Unit 01 has one essay based on personal experience, Unit 02 has writing on three characters and Unit 03 has three questions; paraphrase the stanzas, summary of the poem and one WH question.

Activity:

Write an essay on:

“The Unforgettable Day of My Life” (Book 11, p.16) Write

down the characters of the following:

a) Boy b) Teacher c) Parents (Book 11, p.26)

Writing Skills:

- i) Paraphrase all the stanzas of the poem.
- ii) Write down a summary of the poem.
- iii) Write about 200-250 words on the life of our “Hazrat Muhammad (PBUH)” telling how he brought the greatest revolution in the world. (Book 11, p.37)

The writing task of unit 1 has a check list which has certain parameters. The check list has been based on some SLOs of the benchmark. This check list can be helpful to the students to edit their writing drafts accordingly. However, unit 02 and Unit 03 writing tasks do not have such type of checklists or guidelines to follow.

Benchmark II is about different types of essay writing. Students will also write extended narratives, analytical essays and research reports. Table 4.33 indicates that Unit 01 has two story writing tasks and Unit 02 has a technical writing like report writing project. Unit 03 does not have any writing activity pertaining to these SLOs.

Activities:

1. Write a story on:

(i) How did you help someone in trouble? (Book 11, p.18)

Research Project: Write a research report highlighting the causes and solutions of the absenteeism of the college students. (Book 11, p.26)

Different steps are given in story writing tasks in unit 1. The elements of the story are thoroughly explained with the help of a line graph. On the contrary, report writing projects do not have such kind of instructions or parameters for students' convenience.

Benchmark III refers to interpersonal and transactional writings. Students would analyze, compare and then write business letters. They would also learn to comprehend job advertisements and in response to those will write down job applications, resume, and cover letter. Benchmark IV states that the students will use pre-writing strategies. They would plan, draft and edit their writings on the basis of the given aspects of the SLOs. In spite of the importance of these benchmarks, the first three units do not have any activity related to these SLOs. However, while going through the exercises of the whole book, the researcher found a letter writing task in Unit 07 and Unit 09 and writing a job application and resume writing in Unit 08.

The exercises have a considerable number of writing activities. Some activities are given with details, whereas in some activities barely any topics are given to write about. Overall, students' writing skills can be improved by following the SLOs of this competency.

Competency-3	Number of Items in Textbook Exercises		
Oral Communication Skills	Lesson 01 The Selfish Giant	Lesson 02 Crime and Punishment	Lesson 03 A Psalm of Life (poem)
Standard-1			
Benchmark-I	-	01 dialogue activity	-

Benchmark-II	01 Topic for group presentation	-	01 activity for group discussion
Total Items			

Table 4.34

The SLOs of Competency 3, Standard 1, Benchmark I anticipate that the students will evaluate as well as use a variety of linguistic exponents to communicate. These linguistic exponents would be used for various functions and co-functions, such as inquiring, persuading, summarizing and persuading etc. Table 4.34 shows that Unit 01 and Unit 03 do not have any questions related to these SLOs. Conversely, Unit 02 has one construct dialogue activity based on the given WH-questions related to this benchmark.

Oral Communication Skills

Expressions to Inquire

- What....?
- Where....?
- Why....?
- When....?
- How....?

Activity

Construct dialogue by using the 'expressions to inquire' and perform in pairs. (Book 11, p. 26)

Benchmark II is about the practical aspects of the communication skills. The SLOs of this benchmark require students to develop group discussions, interactions and presentation skills. They will also learn job interviewing skills and peer presentations' evaluation on certain criteria. As can be seen from Table 4.34, Unit

01 has one group presentation activity and Unit 03 has one activity of group discussion. Unit 02 does not have any activity regarding this benchmark.

Oral Communication Skills: Presentation Skills (Activity)

1. Form groups and make a presentation on the story elements “The Selfish Giant” and present it in the class, followed by a question-answer session (Book 11, p. 26).

Oral Communication Skills (Activity)

Discuss in groups the theme of the poem and its appeal to an ordinary man. (Book 11, p. 38)

In Unit 01, the steps/components of the presentation are described in detail before the students deliver the presentations. Likewise, in Unit 03 proper guidelines based on the few SLOs of the benchmark are given for group discussion. Further, it depends on the teacher to effectively conduct the speaking sessions as described in the SLOs.

Competency-4	Number of Items in Textbook Exercises		
Formal and Lexical Aspects of Language	Lesson 01 The Selfish Giant	Lesson 02 Crime and Punishment	Lesson 03 A Psalm of Life (poem)
Standard-1			
Benchmark-I (Pronunciation)	-	01 pronounce the words question	-
Standard-2			
Benchmark-I (Vocabulary)	01 Para for Translation	- 02 Questions (affixes) - 01 Question find phrasal verbs - Translate 01 para	-
Standard-3			
Benchmark-I (Grammar)		01 part of speech activity	

	-	01tensesactivity 01 relative pronoun, antecedent,01anaphoric andcataphoric activity	-
Benchmark-II (Punctuation)	Punctuationwith examples; 01 Paraforpractice	01ellipses activity	-
Benchmark-III (Sentence Structure)	-	-	-
TotalItems			

Table4.35

Competency 4, Standard 1 Pronunciation, Benchmark I frames that the students will understand and articulate acceptable pronunciation. They would also “recognize and learn different types of stress and intonation patterns as aids in spoken and written discourse”. Table 4.35 shows that Unit 01 and Unit 03 do not have any activity related to these benchmarks. Unit 02 has one activity regarding pronunciation development.

Pronunciation (Activity)

Pronounce the following words with the help of pronunciation key in the dictionary: Theory, psalm, continuously, miniature, devour, psychology, gorilla, desperate, porcelain, fiendish (Book 11, p. 32).

Instead of just telling the students to get help from the dictionary, the activity could have been made more interesting had there been some basic guidelines and examples of pronunciation development. Some examples for understanding stress and intonation patterns may also be given as well.

The SLOs at Competency 4, Standard-2, Benchmark 1 is about vocabulary enhancement. Students will use appropriate vocabulary and correct spelling in their

ownwriting. They would also translate from “English to Urdu by using the knowledge of literal and figurative meaning, grammatical gender and syntax”. It is apparent from Table 4.35 that Unit 01 and Unit 02 each have an activity for translation of a Para based on one aspect of the SLOs. Unit 02 has additionally two activities of affixes and one activity of finding phrasal verbs. Unit 03 does not have any activity pertaining to these SLOs.

Activity: Translate the second paragraph of the story of “The Selfish Giant” keeping in mind the above points. (Book 11, p.19)

Activities

1. Add the given prefix to the roots to make the new words.

Root	Meaning	English word
i) mis-	Wrongly, badly	_____

2. Add the given suffixes to the roots to make the new words.

Suffixes	Words
i) -ful	_____

Activities

1. Find out phrasal verbs and idiomatic expressions in the text and use them in your own sentences
2. Translate the third paragraph of this unit into Urdu. (Book 11, p.32)

It is significant to note that exercise in unit 01 has explicated the act of translation from one language into another. In addition, few sentences having figurative and idiomatic expressions are also translated from English to Urdu for students’ better understanding. Likewise, in Unit 02 prefixes and suffixes (affixes) are explained thoroughly, which can enhance the students’ understanding of vocabulary. Then, the activities are given for the students to solve.

The SLOs at Competency 4, Standard 3, Benchmark 1 are about grammar that includes parts of speech and tenses. Students will be supposed to use transitional devices in their speech and writing. As can be seen from Table 4.35, Unit 01 and Unit 03 do not have any activity based on this benchmark. Unit 02 has one activity each about parts of speech, tenses, relative pronoun, antecedent, anaphoric and cataphoric related based on this benchmark.

Grammar

Use the following nouns in your sentences and state whether these are collective, material, abstract, countable or uncountable nouns.

Noun	Kind of Noun	Sentence	
i) Kindness	_____	_____	(Book 11, p. 26)

Tenses

Activity: Read the first paragraph of the unit and identify different tenses used in the text (Book 11, p. 27).

Relative Pronoun

Activity: Fill in the blanks with relative pronouns (Who, whose, which, That)

i) Children _____ parents are dead called orphans (Book 11, p. 28).

Antecedents

Activity: Identify the relative pronouns and antecedents in the following sentences.

i) Here is a student who tries hard (Book 11, p. 28).

Anaphoric/Cataphoric Reference

Activity: Identify the cataphoric and anaphoric references in the following sentences.

i) As they were coming from school, the children used to go and play in the Giant's garden (Book 11, p. 27).

Activity: Re-read the unit and identify five anaphoric and cataphoric references and write in the relevant column. (p.29).

It is worth mentioning that the exercise has detailed explanation of the concepts, followed by activities to practice the concepts mentioned before, especially all tenses are explained in a one single chart. Likewise, all other grammatical concepts such as relative pronouns, antecedents, anaphoric and cataphoric references are explained through examples and followed by activities. Although the activities are based on very simple sentences, they can clarify the concept and meaning to the students.

Benchmark II of this competency refers to students' "recognition and use of punctuation marks to evaluate complex texts for style and change". Students are supposed to comprehend the use of punctuation marks in bibliographies and reference lists. It is apparent from Table 7.6 that Unit 01 has one paragraph for punctuation practice and Unit 02 has an activity to find out the ellipses from the text. The exercise of Unit 03 is without any activity related to the SLOs of this benchmark

PunctuationMarks(Activity):Punctuatethefollowingpassage.

“Winstonisoneofthemostlaid-back....heappearstobe(Book11,p.16). Punctuation
(Ellipses)

Activity: The author hasused ellipses in the story, trying to find out them out
(Book11, p.30).

As per the policy document and because of the significance of punctuation in writing, it is explained with relevant examples. However, these explanations and activities could have been made more challenging had there been more complex punctuation usages in the sentence structures.

The SLOs of the last benchmark of this competency are about students' analysis and learning of different types of sentence structures. They would use active and passive voice and direct and indirect speech in oral as well as in written communication. It is quite evident that construction of sentence structures in improving writing skills is very crucial in language learning. Despite the importance of sentence construction, it can be seen from Table 7.6 that Unit 01, Unit 02 and Unit 03 have not a single question or part of a question based on the SLOs of this benchmark.

Competency-5	Number of Items in Textbook Exercises		
Appropriate Ethical and Social Skills	Lesson 01 The Selfish Giant	Lesson 02 Crime and Punishment	Lesson 03 A Psalm of Life (poem)
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	-	-	-
Benchmark-III	-	-	-
Total Items	-	-	-

Table 4.36

Competency 5, Standard 1, Benchmark I refers to “students’ recognition and practice of social and ethical values like tolerance, honesty, justice etc.” The SLOs of Benchmark II ask students to value individualism as well as give importance to “diversity and equality among people”. The last benchmark of this competency is about students’ understanding of contemporary social, economic and scientific developments and they should also participate in global society as aware and thinking individuals.

The Curriculum expects the textbooks developers to include these themes in the textbooks. Inclusion of these themes in the textbooks and their teaching may bring

harmony and unity in a society. The content analysis shows that these themes are directly and indirectly stated in the text. Themes of empathy and tolerance are incorporated in Unit 02: *Crime and Punishment*. Despite all oddities of the student, the teacher showed empathy towards him and shared the brighter aspects of his personality with his parents by saying, “He looked so pathetic..... something to keep up his spirits, you know” (Book 11, p. 23).

Likewise, a poem by Allamah Muhammad Iqbal has been added in the book. The title of the poem itself is the representation of the theme “*Sympathy*”, and its theme teaches about moral values and sympathy.

Some contemporary issues of the global world are also included in the textbook such as global warming and deforestation. There is a dedicated unit about ‘global warming’ and questions in some lessons are asked about the impact of global warming and deforestation like Global Warming (Book 11, p. 49).

Research Project: Collect information from different sources and write a research report on the following question.

- *What are the causes and impacts of deforestation?* (Book 11, p. 99)

4.6.4 Criticism of the Book 11

The exercises of the book have a number of questions/activities related to different competencies, standards and SLOs of the benchmark mentioned in the Curriculum. Lessons’ objectives based on the SLOs of different benchmarks are clearly stated in the beginning of every unit. At the end of the book, guidelines and brief notes are given for the teachers. Some guidelines and explanations are given in the start of the units such as pre-reading questions are asked before the start of the lesson. Some instructions and explanations are given within the exercises for students’ better understanding of how to solve the activities. However, the book does not have any proper teacher’s manual and suggest any further study material. The Layout of the

book is attractive and user friendly. Different color schemes are used in the book to make it beautiful and soothing the eyes. The format of the lessons is consistent in terms of length, activities and content. The lessons are comprised of three to four pages for stories and one page for poems. The last unit is a play comprising nine pages. Overall, the language of the lessons is simple with slight usage of idiomatic expressions that need contextual understanding of the content. For better understanding of the content, out of sixteen lessons, six lessons have pictures that describe the main theme of the units. Charts, tables, diagrams or footnotes could have been added in the content to make it more attractive and understandable.

The Policy Document refers to inclusion of existing social, economic and scientific developments. The units of the book are comprised of a variety of topics ranging from personal traits to national and international level issues. This would provide awareness to the students about the current social events within and out of the country. The content of the lessons is contextually appropriate but culturally requires some modification for students' better understanding. Out of sixteen lessons, twelve are written by foreign authors, two by Indigenous from the subcontinent. Out of five poems only one is by a local poet. Another important feature of the book is that one can hardly find national origin, gender, occupation or class distinction biases in the book. Appropriate headings are given in every unit; however, further explanation can be given through sub-headings or illustrations. The SLOs of the lessons are given in the beginning of every unit and activities are designed in such a way that they measure what they are supposed to measure. The analysis of the whole book shows that some activities are in abundance compared to the other. The book has more reading and writing activities than speaking and lexical aspects of the language. All sixteen units in the book have reading comprehension and writing questions whereas twelve units have a variety of speaking activities, thirteen units have grammar based questions and

ten units have vocabulary building activities. Every exercise has almost the same type and numbers of questions like in the reading comprehension, the questions are based on WH-questions. This type of question may develop creative thinking amongst the students as they require analysis while answering the question. While answering these sorts of questions, students can develop their analytical abilities which are in line with the objectives of the National curriculum. On the contrary, Multiple Choice and True/False questions are of very basic natures, which just require scanning technique to answer the questions.

Moreover, asking the same type of questions in every exercise may induce students to cram the answer. Answering one question may fit in while attempting the question of another exercise and can continue this till the last exercise. Instead, students may be given a variety of questions that require a variety of answers. The exercises have very basic level grammar exercises and to overcome this problem, a separate grammar book can be included in the syllabus so that the students may study grammar in detail as stated in the SLOs of the Curriculum. Overall, the activities are suitable for the basic level needs of the students.

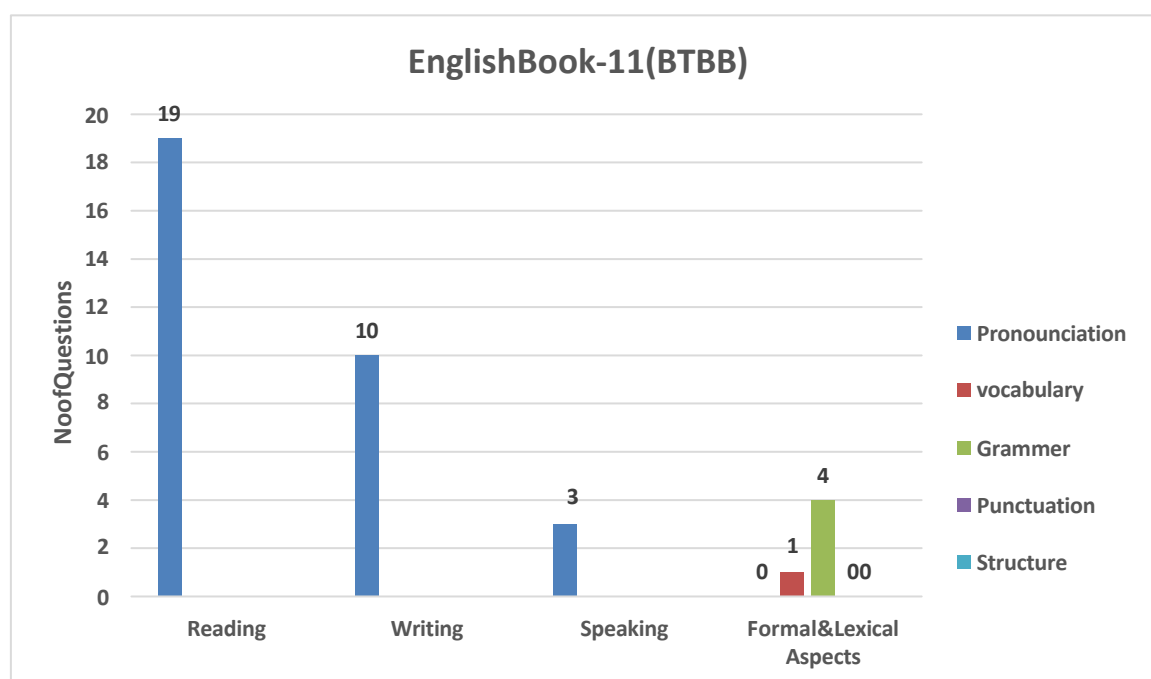


Chart4.7

In English Book-11 BTBB, majority of the questions are related to reading skills. Likewise, considerable numbers of questions are given for the improvement of writing skills and only a few items are given for practice of oral skills. In formal and lexical aspects, one question is about vocabulary and four items are related to grammar. Not a single item is asked for from other facets of formal and lexical aspects.

4.7 Intermediate English Book 12 (Balochistan Textbook Board)

4.7.1 Introduction of the Book 12

This textbook is based on National Curriculum for English Language. Curriculum and Textbook Board, Quetta has sanctioned the textbook. Two experts Mr Muhammad Munir and Mr. Abdul Majeed Khan have compiled it and edited by Prof. Sultan Mehmood Niazi. Its internal review committee members are Mr. Nadir Shah, Mr. Muhammad Khan, Mr. Muhammad Amin, Mr. Haseeb Shah, Ms. Abida Hussain and Mr. Muhammad Hassan Sarparah. The provincial review committee members are Mr. Tahir Shahood, Dr. Mehwish Malghani, Miss Jaweria Haq, Mr. Arifullah Tareen, Miss. Shaima Allahyar, Mr. Jawad Ali, Mr. Asmatullah Kakar. The textbook' supervision is by Din Muhammad, layout designing by Muhammad Amjad Qadri, prepared and printed by New College Publication, Quetta.

Lesson No.	Title of the Lesson	Written by
1.	The Last Address of Hazrat Muhammad (PBUH)	-
2.	The Caliph and the Gardener	James Baldwin
3.	Patriotism	Prof. Abdul Majeed Khan
4.	The Spider and the Fly	Mary Howitt
5.	The Blanket	Floyd Dell
6.	Dignity of Labour	Prof. Abdul Majeed Khan

7.	TheChoiceof a Career	Prof.AbdulMajeedKhan
8.	Bethe Bestof Whatever You are	DouglasMalloch
9.	TheScholarshipJacket	MarthaSalinas
10.	GenderInequality	Prof.AbdulMajeedKhan
11.	RubaiyatofOmer Khayyam	EdwardFitzGerald
12.	Youth'sParticipationinDrugPrevention Programme	Prof.AbdulMajeedKhan
13.	Hatchet	Anexcerptfroma novel byGaryPaulsen
14.	If	RudyardKipling
15.	AndNow Miguel	Joseph Krumgold
16.	Itcouldn'tbeDone	EdgarAlbertGuest
17.	IHave aDream!	MartinLutherKing Jr.

The book consists of 17 short stories and poems. Eleven units are written by foreign writers, and five by a local author and one by an anonymous author.

4.7.2 Types of Questions in the Book

Book 12 has eight types of questions based on five major areas like reading and thinking skills, writing skills, oral communication, grammar and vocabulary. Each unit in the book consists of a reading passage and an exercise. Every exercise has almost the same type of questions with slight variations.

4.7.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book 12

Exercises of the first three units have been analyzed in the light of Students Learning Outcomes (SLOs) mentioned in the National Curriculum (2006). Question items of exercises are matched with every competency. It is also examined whether the exercises are aligned with sub-categorization of each competency into its standards and their different levels of benchmarks.

Competency-1	Number of Items in Textbook Exercises		
Reading and Thinking Skills	Lesson 01 The Last Address of Hazrat Muhammad (PBUH)	Lesson 02 The Caliph and the Gardener	Lesson 03 Patriotism
Standard-1			
Benchmark-I			01 question to extract the main theme/idea
Benchmark-II	02 Reading Questions with sub-items	02 Reading Questions with sub-items.	03 Reading Questions with sub-items
Benchmark-III	-	-	-
Benchmark-IV	-	-	-
Standard-2			
Benchmark-I	-	01 question to discuss and analyze the elements of the story (23)	-
Total Items			

Table 4.37

Competency 1, Standard -1, Benchmark I requires that the students analyze the text to find out the core thought/theme of the passage including the supporting. Table 4.37 shows that Unit 01 and Unit 02 do not have questions related to these SLOs, but Unit 03 has one activity based on these SLOs.

4. Re-read the unit "Patriotism" and extract main idea/theme, and detailed information in support of the main idea.

(Book 12, p.29)

This question is the exact replica of one aspect of the SLOs of the benchmark. It could have been much better had students been given the guidelines and strategies on how to find out the core thought and the supporting detail from the passage. Benchmark II is about different reading stages and application of techniques. The SLOs also require the students to apply critical thinking skills to interact with the text. Students would also use summary skills to extract the salient points of the text and also comprehend the questions by marking the key/signpost words in the question statements. As can be seen from Table 4.37, Unit 01 and Unit 02 has two questions each with sun-items and Unit 03 has three questions related to this benchmark.

1) Answer the following questions.

i) When did the Hazrat Muhammad (PBUH) give his last address? (Book 12, p.10)

1) Answer the following questions.

i) Why did the merchant leap into the water? (Book 12, p.22)

1) Answer the following questions. i) How do you explain patriotism? (Book 12, p.28)

2) Choose the correct option and fill in the blanks.

i) Harm no _____ so that no one may harm you.

a) two b) one c) person d) man (Book 12, p.11)

2) Fill in the blanks.

i) The merchant leaped into _____.

a) sand b) water c) mud d) earth (Book 12, p.22)

3) Fill in the blanks.

i) Patriotism is a noble sentiment which is essential for the _____ and solidarity of country.

a) integrity b) honesty c) morality d) sincerity (Book 12, p.29)

2) Mark the statements as true or false.

i) Patriotism means devotion and loyalty to one's country. (Book 12, p. 28)

The first type of question is based on WH-questions, which requires analysis of the information. As the answers are not stated in simple words or statements, students are supposed to infer, and extract answers from the given information. These types of questions require students' analytical skills development to find out the answers. Second and third types of questions are fill in the blanks and true/false statements which can be solved by just scanning the information.

Benchmark III is about the interpretation of information from visual cues. Students would "analyze complex information in graphs and diagrams and also highlight the key areas and main trends". The SLOs of Benchmark IV is about students consulting dictionaries, using library skills and learning note taking/making. In addition, they "use textual aids such as table of content, footnotes". They would "gather, analyze, evaluate and synthesize information to use for variety of purposes". Table 4.37 illustrates that no question is asked in the exercises of the first three lessons and even in the whole book from the SLOs of these two important benchmarks.

Competency 1, Standard 2, Benchmark I refers to analysis and evaluation of different literary genres such as short stories, poems, essays etc. Students would "analyze and relate how texts affect their lives and connect the texts to contemporary ideas and issues across cultures". It can be seen from Table 4.37 that Unit 01 and Unit 03 do not have any questions related to these SLOs. Unit 02 has one activity based on one aspect of this benchmark: "Analyze story elements: events, setting, plot, theme, tone, point of view" (p. 125).

Activity: Read the story, "The Caliph and the Gardener" and analyze and discuss the elements of the story with examples from story (Book 12, p. 28).

Before this activity, the elements of a story such as plot, setting, tone etc. are discussed in the exercises. It is appreciable that such types of basic level explanations may guide and help students to attempt the activities in a much better way. This type of activity may also enhance the critical thinking ability of students.

Competency-2	Number of Items in Textbook Exercises		
Writing Skills	Lesson 01 The Last Address of Hazrat Muhammad (PBUH)	Lesson 02 The Caliph and the Gardener	Lesson 03 Patriotism
Standard-1			
Benchmark-I	Write down a note (12)	Write an essay on a general topic (24)	-
Benchmark-II	-	Write a Research Report (23)	Write a persuasive essay (30)
Benchmark-III	-	-	-
Benchmark-IV	-	-	-
Total Items	-	-	-

Table 4.38

Competency 2, Standard 1, Benchmark I anticipates that students would develop audience and purpose-oriented writing skills. They would select and use “pre-writing strategies such as brainstorming, mind mapping and outlining etc.” They would also “analyze an essay on the basis of main idea and supporting details and also write an essay on a general subject” by following the sub-SLOs. According to the Table 4.38, Unit 01 and Unit 02 have one activity each based on these SLOs and Unit 03 does not have any activity related to this benchmark.

Activity: Using the above mind map, write down a note on the last address of Hazrat Muhammad (PBUH) regarding human rights and responsibilities (Book 12, p. 12).

Activity: Select a topic of your choice, and write a general essay of 250 words (Book 12, p.24).

Pre-writing strategies like mind mapping and brainstorming are explained in Unit 01's exercise. Some tips such as selection of topic, outlining, thesis statement and how to compose the three parts of an essay are also given in the Unit 02 exercise. These types of explanations are valuable in a sense that they provide a course of action to the students to think and, as a result, help in writing on the given topic in an organized way.

The SLOs of Benchmark II are based on advanced and technical aspects of writing skills. Students would write expository, narrative incident and persuasive/argumentative essays. They are also supposed to write down a research report for which different points are mentioned in the sub-SLOs. It is apparent from the Table 4.38 that Unit 01 has no activity pertaining to this benchmark, but Unit 02 and Unit 03 have one activity each based on these SLOs.

Activity

Write a research report about "Dinosaurs" by following these steps.

1. Collect information about dinosaurs from library, use internet etc.
2. Write down the information as outline
3. Write down your main idea in a sentence
4. Then write a supporting sentence to prove your main idea. (Book 12, p.24)

The activity comprises four steps out of eleven sub-SLOs for report writing as mentioned in the benchmark. It is at least acknowledgeable that some guidelines are

given to write a report. For more clarity and perfection in writing a research project, all sub-SLOs of report writing could have been mentioned in the steps.

Activity: Write a persuasive essay on “Corruption leads to Destruction” keeping in mind the above mentioned points (Book 12, p. 30).

The exercise of Unit 03 has defined what persuasive writing is and also mentioned the most important qualities of persuasive writing. These qualities are indirectly paraphrasing of the sub-SLOs of persuasive/argumentative essay of this benchmark like “State an opinion on the topic” is paraphrased as “Have a definite point of view” in the exercise.

The SLOs of Benchmark III are about interpersonal and non-fiction writings. Students will evaluate and write multiple business letters. They would also comprehend job advertisements and in response to that write job applications, resumes and cover letters. Benchmark IV is about “Pre-writing stages such as mind mapping, brainstorming, outlining etc.” Students will plan, draft and revise on the given sub-SLOs. They would also “proofread and edit their own, peers’, and given text for error of usage and style”. It is clear from the Table 4.38 that the first three lessons have not a single question or activity related to the SLOs of these benchmarks. However, Unit 10 has a format of business letter and an activity of letter writing, Unit 12 has a peer evaluation proofreading activity based on an essay. Unit 13 has definition and format of curriculum vitae and subsequently an activity of drafting curriculum vitae on the given format.

Competency-3	Number of Items in Textbook Exercises		
Oral Communication Skills	Lesson 01 The Last Address of	Lesson 02 The Caliph and the Gardener	Lesson 03 Patriotism

	Hazrat Muhmmad (PBUH)		
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	Group/Class presentation(13)	Commenton the presenatation.Peer evaluation(24)	Group discussion(30)
TotalItems			

Table4.39

Competency 3, Standard 1, Benchmark 1 intends that the students will “use variety of spoken discourse for various purposes according to the context”. As per Table 4.39, the first three units of the textbook do not have any oral activity based on this benchmark’ SLOS. Even the whole book does not contain any activity, or a question related to this benchmark.

Benchmark II is based on advanced level communication skills. Students will practically exhibit awareness about group discussions, interactions and learn to give job interviews. They would “create and deliver group presentations on various topics and also evaluate peers’ presentation” on the sub-SLOs of this benchmark. Table4.39 shows that Unit 01, Unit 02 and Unit 03 all have one oral activity each based on the SLOs of this benchmark.

Activity: I work in groups of five to ten. Prepare class/group presentation on “The human rights and the last address of the Holy Prophet (PBUH)”. Select a group leader and present it in the class (Book 12, p.13).

Activity: Comment on the presentation given by your classmate in the previous unit about “human Rights and the Last address of the Hazrat Muhammad (PBUH)”. Use the following criteria (Book 12, p.24).

Activity: I work in a group of five to ten students. Select a topic of your choice. Discuss it in the group. Follow these steps (Book 12, p.24):

It is significant to mention that Unit 01's exercise has explained the six basic steps of the presentations. This basic level explanation would help the students to deliver presentations in an effective and efficient way. There are eight sub-SLOs for individual or group presentations in the Policy Document. Although these sub-SLOs are not mentioned as steps in the instructions of the activity, the paraphrasing will be helpful for the students. Likewise, Unit 02's exercise has also given seven points criteria to evaluate peer' presentations. These points are general one and few are based on the sub-SLOs of peer evaluation of this benchmark. Unit 03's activity is based on group discussion. Seven steps are given in the exercise for group discussion. These steps are taken from the SLOs pertaining to "conventions and dynamics of group discussion and interaction" of Benchmark II. Although the steps and criteria for presentations and evaluations are based on very basic level points, it is worth-mentioning that guidelines and explanations are given for every oral activity. This type of instructions and guidelines would definitely help the teacher and the students both to remain focused throughout the activities.

Competency-4	Number of Items in Textbook Exercises		
Formal and Lexical Aspects of Language	Lesson 01 The Last Address of Hazrat Muhammad (PBUH)	Lesson 02 The Caliph and the Gardener	Lesson 03 Patriotism
Standard-1			
Benchmark-I (Pronunciation)	-	-	-

Standard-2			
Benchmark-I (Vocabulary)	-	-	Findsynonymsand antonyms in dictionary(32)
Standard-3			
Benchmark-I (Grammar)	02activitiesof verbs: participles(17)	01activityof perfect participle(25)	01activityUsethe infinitive(31) -
Benchmark-II (Punctuation)	-	-	-
Benchmark-III (Sentence Structure)	-	-	-
TotalItems			

Table4.40

Competency 1, standard 1, Benchmark I is about the development of pronunciation. Students would practice to pronounce the words with the help of pronunciation keys. They would also recognize and pronounce different types of stress patterns and also recognize and use varying intonation patterns. Table 4.40 illustrates that the first three units of the book do not have any pronunciation activities in their exercises. Even after the analysis of the exercises of the whole book, the researcher could not find a question or an activity for improvement of pronunciation based on this benchmark or the sub-SLOs of this benchmark.

The SLOs at Competency 4, Standard-2, Benchmark I are about the use of appropriate vocabulary and correct spelling writing. Students will also “use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu”. It can be seen from Table 4.40 that Unit 01

and Unit 02 do not have any activity based on this benchmark, while Unit 03 has one vocabulary building activity. Thesaurus is defined and then activity is given for students' practice.

Activity: Work in groups of five to ten students. Each student in the group chooses one of the bold words from the unit and use a thesaurus to find a synonym and an antonym. Write one sentence using the synonym. Then write a second sentence using the antonym. (Book 12, p.32)

Moreover, the analysis of the exercises of the whole book shows that Unit 12 and Unit 13 have vocabulary development activities. Unit 12's exercise has an explanation of root words, prefixes and suffixes and then an activity is given based on affixes. Likewise, the exercise of Unit 13 has explanation of contextual vocabulary and activity to learn such vocabulary. SLOs of this benchmark pertain to the use of figurative language, whereas there are no activities for translation from English to Urdu in the first three lessons. However, Unit 08 has one activity on the use of figurative language, and the exercises of Unit 10 and Unit 15 have one activity each related to translation of paras.

Competency 4, Standard 3, Benchmark I refers to the understanding and use of grammar. Students would illustrate the use of tenses. In addition to this, they would use appropriate transitional devices in their oral as well as written communication. As can be seen from Table 4.40 that Unit 01 has two activities, Unit 02 and Unit 03 have one activity each regarding different aspects of grammar.

Activity 1: Tick the correct participle.

1. My brother was (amused/amusing) by the comedian. (Book 12, p.17)

Activity 2: Read the unit “The Last Address of Hazrat Muhammad(PBUH)and find ten present participles and ten past participles and use them in your own sentences (Book 12, p.17).

Activity: Use the following infinitive and infinitive phrases in your own sentences by highlighting their different functions: “to protect, to achieve, to be educated” (Book 12, p.31)

It is encouragingly commendable that the exercises have properly defined the grammatical concepts and also explained these concepts/rules with examples. Thereafter, activities are given for students’ practice based on these concepts. This is a good strategy for students’ understanding of theory and practice. As a whole, the book under study contains activities related to grammar in every exercise which shows the importance of grammar and concern of the book editors.

The SLOs of Benchmark II are about recognition and use of punctuation marks. Students would apply rules of punctuation wherever necessary. They would also “recognize and rectify faulty punctuation marks in the given passages and in their own work”. Table 4.40 shows that Unit 01, Unit 02 and Unit 03 do not have any activity related to punctuation or even related to other SLOs of this benchmark. However, Unit 10 has an explanation of rules of capitalization and an activity is given in the exercise for practice. Similarly, Unit 14 has an explanation of rules for usage of comma and subsequently an activity and Unit 16 has also explanation of the rules for usage of semi-colon and an activity.

The exercises have detailed explanations of the punctuation marks for students to comprehend the mechanics of writing. It is good to note that students’ performance can be gauged from the given activities. But it is also important to mention that only three punctuation marks i.e. capitalization, comma and semi-colon are described in the exercises and the rest of the punctuation marks are not explained or any activity is

given on these punctuation marks. Moreover, the activities given in Unit 10 and Unit 14 are of a very basic level usage of mechanics of writing. However, Unit 16 activity is a little bit challenging, which requires use of semi-colon in different types of sentences.

The SLOs at Competency 4, Standard 3, Benchmark III are about analysis of sentence structures and construction of different sentences. Students will also use “active and passive voice in their speech and writing” and also use “narration in spoken and written communication” as per the requirement. It is quite evident from Table 4.40 that Unit 01, Unit 02 and Unit 03 have no activity based on the first two SLOs and their sub-SLOs of this benchmark i.e., sentence construction and types of sentences. But the analysis of the exercises of the whole book shows that two activities pertaining to the remaining two SLOs i.e., use of narration and voice are asked in Unit 15 and Unit 17.

The exercise of Unit 15 explicates direct and indirect speech followed by an activity. Likewise, Unit 17 exercise has a thorough explanation of active and passive voice with the help of examples and then an activity is also given for practice.

Competency-5	Number of Items in Textbook Exercises		
Appropriate Ethical and Social Skills	Lesson 01 The Last Address of Hazrat Muhammad (PBUH)	Lesson 02 The Caliph and the Gardener	Lesson 03 Patriotism
Standard-1			

Benchmark-I	-	-	-
Benchmark-II	-	-	-
Benchmark-III	-	-	-
TotalItems	-	-	-

Table4.41

Competency 5, Standard 1, Benchmark I is about the appropriate ethical and social skills in which students will recognize and practice values and attributes such as humanism, honesty, justice etc.

The SLOs of Benchmark II ask students to “understand and portray individual worth and at the same time value diversity and equality among people”.

The last benchmark is students understanding and evaluation of current social, economic and scientific developments. This would help them to participate in the global society as aware and thinking individuals.

These values and attributes will be added in textbooks as per the requirements and ground realities. It is hoped that teaching of these themes will help inculcate the spirit of harmony and fellow-feeling amongst the students.

Content analysis of the lessons shows that these social attributes and themes are present in the textbook. Sometimes, the themes are quite obvious in the lessons, and at times one has to infer the message. Themes of equality, justice and humanism are very much there in Unit 01, “*The Last Address of Hazrat Muhammad (PBUH)*”. “All mankind is from Adam..... except by piety and good action” (Book 12, p.10).

Similarly, the theme of justice and kindness are very much there in Unit 02, “*The Caliph and the Gardener*”. It also teaches empathy and brings forth that good deeds are always rewarded by one way or the other way.

“I have no doubt that in his kindness of heart he will forgive me the debt ” (Book 12, p.21).

A dedicated lesson has been included in the textbook with the objective of promoting harmony and patriotism in the society. Hence, there is a lesson on patriotism in the book. The lesson content inspires loyalty and allegiance to one's own country. In Unit 03 "*Patriotism*" the writer says:

"It is a noble sentiment..... nothing short of a dead soul (Book 12, p. 26).

The textbook also contains some Indigenous, regional and global issues, which may provide necessary and pragmatic information to the students. Some contemporary issues and problems facing humankind are also part of the textbook in the form of lessons, for instance, "*Dignity of Labor, Gender Inequality, Youth's Participation in Drug Prevention Programmes*". Some lessons provide information about the menace of racism like "*I Have a Dream!*" Different questions are asked in the exercise to provide awareness to the students about the state of affairs with the Black people in the U.S. For example,

Answer the following questions

1. How does Martin Luther describe the life of the Negro in the United States? (Book 12, p. 159)

4.7.4 Criticism of the Book-12

Overall, the textbook under study covers the competencies, their standards and benchmarks. It is in conformity with the goals of the curriculum. However, there are certain anomalies which need to be addressed to make it more plausible and convenient for the teachers and the students. This book does not have a separate teacher's guide, which is essential for a teacher in imparting knowledge to the students. At the end of the book, it has only a few instructions for teachers to carry out the activities. The book does not suggest any further reading material or material taken from other sources such as internet or websites to strengthen the skills learnt from this book. The layout of the book is pretty good; different light colors are used in

the pages to make it more attractive and soothing to the eyes while reading. The length of the lessons is adequate and has consistency. Mostly, the lessons are of two to three pages with few exceptions. For better understanding of the content, every lesson has heading and sub-headings as per requirement. The language of the lessons is simple and easy to comprehend. Most of the activities and the number of activities in the exercises are almost the same. Like, every exercise has reading, writing, speaking, vocabulary building and grammar activities. Students' learning outcomes are taken from the Curriculum and few techniques for pre-reading strategies are mentioned in the start of every lesson. However, detailed instructions or guidelines to effectively utilize this book are not incorporated. The lessons contain pictures, maps and different illustrations that can help in better understanding of the text. Some pictures in the lessons describe the theme/core thought and main ideas of the lessons. Some tables, diagrams and charts can be added into certain lessons as per their requirements for better understanding. Like, some data in the form of tables and charts can be added to lessons, "*Gender Inequality* " and "*Youth's Participation in Drug Prevention Programme* ", to make them more structured, informative and easy to understand.

The content of the lessons is authentic as it measures what it aims to measure. It is relevant to the needs of the students as per their age and understanding level. But it could have been much better to make it culturally relevant. The content contains a variety of text types such as prose, poems and short fiction. It is self-sufficient in terms of language exposure as it contains multiple activities. The content includes current issues, problems and happenings. However, most of the lessons are authored by nineteenth and twentieth century writers, who directed their focus on the contemporary issues. Only a single work, that too by a local author, is themed around the current issues. Out of these seventeen lessons, fourteen are written by foreign

authors. Although the lessons are without any biases or prejudices, not a single lesson is a work of female writer. This itself reflects on the biasness towards females.

The questions/activities are given in such a way that they can develop the thinking process of the students, especially the research projects that stimulate students' analytical prowess. These are also suitable for the needs of the students and in accordance with the objectives of the Policy document. However, the analysis of the exercise shows that the book has over-whelming reading and writing skills activities. Vocabulary building and grammar activities are less in number. All seventeen lessons have reading and writing activities, twelve oral activities, three punctuation, eight grammar and three vocabulary building exercises. The book also has one activity each related to translation, narration and voice. Therefore, some more activities pertaining to direct and indirect speech, active and passive voice, punctuation and translation can be added so that students can get sufficient material to practice these aspects of language.

The exercises of the book have almost the same type of questions with few exceptions. Even the levels of questions are more or less same. Every exercise has the same level of reading comprehension questions, which are based on analysis of the information. Similarly, the MCQs and True/False questions have also the same levels, which require just scanning the information from the text and answering the questions. This shows that the activities are not meant for understanding and acquiring competency in language rather than a kind of mechanical drills. Similarly, writing tasks are mostly based on research reports and types of different essays, especially persuasive essays and only one activity each is related to letter and C.V writing. Despite the fact that the Curriculum has a separate benchmark for planning, revising and editing drafts, the book has only one simple group activity of editing a piece of writing. In oral communication, mostly the group and class presentations are

asked for in the exercises. There is hardly any activity that is based on the linguistics exponents to communicate for various purposes. Notwithstanding the importance of interviewing skills, only one activity is given in the whole book to prepare for an interview. Students could be given some challenging questions so that their analytical skills and synthesizing may be sharpened. The exercises have very basic grammar exercises. Therefore, a separate grammar book can be included in the syllabus. Overall, the number of activities is appropriate, but they may be made more challenging to enhance the competencies of students.

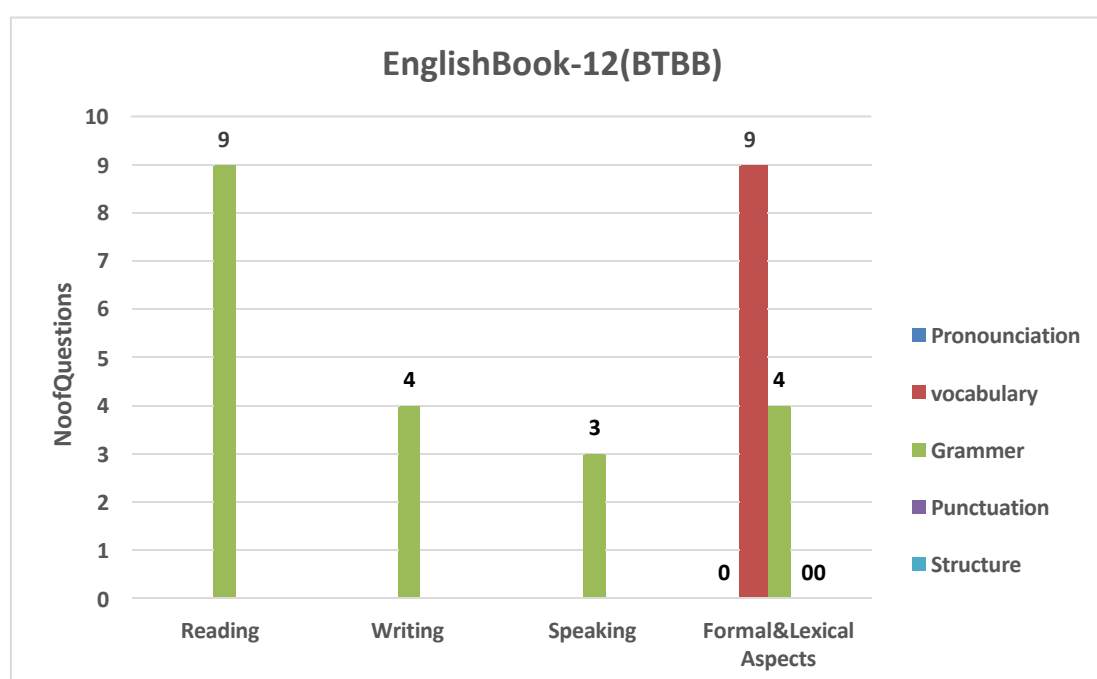


Chart 4.8

In English Book-12, BTBB, the numbers of questions vary from skill to skill but still it covers at least learning of all language skills, viz. reading, writing and speaking, and formal lexical aspects. Reading comprehension and vocabulary items are in abundance while writing and speaking have moderate numbers of questions. Pronunciations, punctuation and structure are ignored in the exercises.

4.8

Intermediate English Books 11, 12 (Khyber Pakhtunkhwa Textbook Board)

Khyber Pakhtunkhwa Textbook Board has published two books for the Intermediate students. English grade 11 is used in the first year of Intermediate and English Grade 12 is used in the second year.

4.8.1 Introduction of the Book 11

This textbook is based on National Curriculum for English Language Grades I-XII, 2006. Khyber Pakhtunkhwa Curriculum and Textbook Board, Peshawar has prepared the textbook and Directorate of Curriculum & Teacher Education (DCTE), Abbottabad has approved it. Its author is Prof. Hamidullah Khan. It is reviewed by Mr. Mubashir Atif, Mr. Babar Ayaz, Mr. Saeed Ahmad, Mr. Inamullah Khattak and Mr. Waheed Ullah Khan and review supervision by Mr. Gohar Ali Khan. It is edited by Mr. Waheedullah Khan, proofreading by Ms. Humaira Murad and printing supervision by Mr. Rashid Khan Paindakhei and Mr. Saeedur Rehman.

Lesson No.	Title of the Lesson	Written by
1.	Responsibilities of the Youth	-
2.	His First Flight	Liam O'Flaherty
3.	Good Timber	Douglas Malloch
4.	From Mother With Love	Zoa Sherburne
5.	It's Country for Me	Patricia Demuth
6.	Mother to Son	Langston Hughes
7.	Choice of Career	Waheedullah
8.	Wasteland	Maryam Mannes
9.	The White Lamb	Sero Khanzadian
10.	The World is Too Much With Us	William Wordsworth
11.	The Importance of Family	Sam Keen
12.	The Blanket	Floyd Dell
13.	Ozymandias	Percy Bysshe Shelley
14.	A Long Walk Home	Jason Bocarro
15.	University Days	James Thurber

16.	SchoolVs Education	Russel Baker
17.	WhatYouDo Is What YouAre	NickieMcWhirter
18.	ADream WithinA Dream	EdgarAllanPoe
19.	DrugAbusein theYouthof Pakistan	Waheedullah
20.	Howto TakeaJobInterview	Waheedullah
21.	TheRoad Not Taken	RobertFrost
22.	Progress	St.JohnGreenErvin

The book consists of 22 lessons, including 15 units on general topics, six poems and 01 one act play. Twelve units and one act play are written by foreign writers, three units by a local author. All six poems are by foreign authors.

4.8.2 Types of Questions in the Book

Each unit in the book comprises a reading passage and an exercise. The exercises of Book 11 have activities based on five major areas, reading and thinking skills, writing skills, oral communication, grammar and vocabulary. In addition, a glossary is given in the start of every exercise. Every exercise has almost the same type of questions with slight variations, for instance, in the grammar section.

4.8.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book 11

Question items given in the exercises of the first three lessons of Intermediate English Book 11 have been analyzed in the light of Students Learning Outcomes (SLOs) for Grade XI-XII mentioned in the National Curriculum (2006). Question items of exercises are matched with every competency. It is also examined whether the exercises are aligned with sub-categorization of each competency into its standards and their different levels of benchmarks.

Intermediate English Book -11 (KPK Textbook Board)

Competency-1	Number of Items in Textbook Exercises

Reading and Thinking Skills	Responsibilities of the Youth	His First Flight	Good Timber
Standard-1			
Benchmark-I	-	Q.7.8 and Q.9	Q.5 (central idea)
Benchmark-II	08 WH questions	06 WH questions	04 WH questions
Benchmark-III	-	-	-
Benchmark-IV	Activity (10) Although in book, the activity is in vocabulary part (use of pronunciation) silent words and stress pattern of syllables of given words	Activity (19) Although in book activity is in vocabulary part	-
Standard-2			
Benchmark-I	-	-	Q.6 Rhyme is not given in SLOs Q.7 (metaphor) Q.8 (alliteration)
Total Items			

Table 4.42

Competency 1, Standard 1, Benchmark I prepares students to analyze the text to find out the core thought and supporting details. Students would identify and recognize the functions of pronouns, anaphoric and cataphoric references and use of transitional devices for coherence. They would also analyze the order of paragraphs. Table 4.42 shows that Unit 01 has no activity related to these SLOs, but Unit 02 has three questions and Unit 03 has one question related to the SLOs of the benchmark.

One question that asks about the rhyme scheme of the poem is not found in the SLOs of the reading competency.

Answer the following questions.

Q.7 Identify the sentence in the first paragraph of 'His First Flight' which shows cause and effect. (Book 11, p. 19)

Answer the following questions.

Q.5 What is the central theme of the poem 'Good Timber'? (Book 11, p. 26)

Benchmark II is about more advanced reading, one that requires students to skim the text. Students would apply critical thinking to interact with the text and scan the information to find out the answers. They would use summary skills to summarize a text and identify signpost words to understand the questions. According to Table

4.42 Unit 01 has eight questions, Unit 02 has sixteen questions and Unit 03 has four.

These questions require analysis of the information. Some questions' answers are directly stated and easy to find out and some require compare and contrast the information.

Answering the Questions

1. Why does the Quaid stress the youth to be continuously vigilant? (Book 11, p. 6)
2. Why did the young seagull have to join the company of his family? (Book 11, p. 19)
3. What is the significance of the title of the poem 'Good Timber'? (Book 11, p. 26)

The SLOs of Benchmark III refer to interpreting a situation with a visual cue and use of concrete sensory details. Students would analyze information in graphs, diagrams and synthesize and analyze the information in a written report. They would also organize information, use transitional words for coherence and use appropriate writing conventions. Table 4.42 shows that there is no activity related to this benchmark.

Benchmark IV is about the use of dictionaries to locate words, their definitions and meanings, identify pronunciations and stress patterns. Students would also use library skills, utilize effective study strategies, such as note taking and textual aids to comprehend the text. As can be seen from Table 4.42 that Unit 01 and Unit 02 have activities pertaining to this benchmark, but Unit 03 does not have any activity. These activities are given in Vocabulary and Grammar portion of the exercises but the SLOs of these activities are based on Reading Comprehension and Thinking Skills (Competency I)

Vocabulary and Grammar

Vocabulary: Read each word and underline the silent letter, consult pronunciation key in authentic dictionary if in doubt.

Example: hour- silent letter is a) receipt b) doubt c) gnome. (Book 11, p. 26)

Vocabulary and Grammar

Vocabulary: Use a dictionary to identify the pronunciation of the following words with pronunciation key and then use in sentences.

a) Gnaw b) monstrous c) derisively d) plateau e) devour (Book 11, p. 19).

Competency 1, Standard 2, benchmark I is about analysis and evaluation of literary texts. Students would predict the storyline, content, and characters with the help of contextual clues and prior knowledge. They would analyze the use of figurative language and the use of literary techniques such as personification and alliteration. Table 4.42 shows that Unit 01 and Unit 02 do not have any activity related to the SLOs of this benchmark. Unit 03 has two questions which ask about the use of metaphors and alliteration.

Reading Comprehension (answer the following questions).

7. An extended metaphor is a poetic device in which two unlike things are compared in a series of lines of a poem. Give an example of extended metaphor from poem 'Good Timber' (Book 11, p. 26).

8. What is alliteration? Give it six examples from the poem 'Good Timber' (Book 11, p. 26).

6. What is the rhyme scheme of the poem 'Good Timber'? (Book 11, p. 26)

Question 06: The rhyme scheme of the poem is not found in the SLOs of the reading competency. Even after the analysis of all five competencies, the SLOs for this question are not found in the Curriculum.

Competency-2	Number of Items in Textbook Exercises		
	Responsibilities of the Youth	His First Flight	Good Timber
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	-	Narrative (19)	-
Benchmark-III	-	-	-
Benchmark-IV	-	-	-
Total Items			

Table 4.43

The SLOs of Competency 2, Standard 1, Benchmark I encourage students to write according to the purpose and audience. Students would select and use pre-writing strategies and analyze an essay to find out the main idea and supporting detail. They would also compose an essay on a general subject. Table 4.43 shows that Unit 01 has no activity related to these SLOs. However, the Unit 01 exercise has summary writing activity and summary writing SLOs are in Competency 1, Benchmark IV.

Unit 02 has one activity related to summary writing and the second activity is narrative writing. Unit 03 has one writing activity of paraphrasing the lines. It is worth-mentioning that the book has outlined steps for paraphrasing poetry following by an activity for practice. It may however be noted that paraphrasing of SLOs is also not found in all SLOs of the five competencies. Likewise, the unit has another activity of writing about the feeling after reading the poem. Although this question is given in writing competency, its SLOs are in Competency 1, Standard 2, Benchmark 1 that task students to “analyze how a writer/poet uses language to appeal to the senses...” (National Curriculum 2006, p.126). Benchmark II refers to writing a variety of essays such as expository, persuasive and extended narrative incident. Students would pen down a research report. Table 4.43 shows that that Unit 01 and Unit 03 do not have any activity related to this benchmark. But Unit 02 has one activity that is about narrative writing.

Writing Suggestions

B. Write down your own narrative using human characters by including their actions, spoken words, observations, thoughts and feelings (Book 11, p. 19).

The SLOs pertaining to analysis and writing a report are entirely neglected in the exercises. The analysis of all 22 exercises shows that not a single activity is given in the book related to these SLOs.

Benchmark III is about technical and professional writing skills i.e., writing business letters and resumes. Students will also analyze job advertisements and write an effective job application in response to advertisements. They would also write down cover letters. As can be seen from Table 4.43, the first three units do not have any activity based on the SLOs of this benchmark. However, other units like Unit 07, Unit 08, Unit 11, Unit 15, Unit 16 and Unit 17 have letter writing activities. Unit 20 has one CV writing activity. It is noticeable that the exercise of this unit has a proper

explanation of CV writing. Different steps for CV writing are mentioned in detail. In addition, how to comprehend various job advertisements are also given. The exercise has also samples of C.V, cover letter and job application.

Benchmark IV requires students to develop focus for writing, select and use variety of pre-writing strategies. They would plan, draft and revise their text so that it is purposeful and has appropriate style. Students will also proofread and edit their own and peers' writings for errors of usage and style. Table 4.43 shows that there is no activity pertaining to editing and revising the texts in the exercises of the first three lessons. Further, the analysis of the exercises of the whole book shows that not a single activity is given in the exercises to develop drafting and editing skills based on this benchmark.

Competency-3	Number of Items in Textbook Exercises		
Oral Communication Skills	Responsibilities of the Youth	His First Flight	Good Timber
Standard-1			
Benchmark-I	-	1 pair Activity; express your point of view(19)	-
Benchmark-II	1 Group Activity(7)	-	1 Group Activity(27)
Total Items			

Table 4.44

The SLOs of Competency 3, Standard 1, Benchmark I are about the use of various expressions of communication such as persuasions, arguments, comparisons and evaluations in multiple contexts. It can be seen from Table 4.44 that Unit 01 and

Unit 03 do not have any individual speaking activity. Unit 02 has one pair activity to present and explain point of view. In addition, Unit 04 also has one pair activity.

Oral Communication: Work in pairs, present and explain your point of view to your partner about your early challenges (First Flight) in the grade XI (Book 11, p. 19).

Benchmark II asks students to demonstrate heightened awareness of conventions and dynamics of group discussion and interaction. Students would learn appropriate conventions of job interviews. They would deliver the presentations and assess their peers' presentation on certain parameters. According to Table 4.44, Unit 01 and Unit 03 have one group activity each. Unit 02 does not have group activity but individual activity. It is appreciable that Unit 01 has detailed information about group discussion. In addition, useful phrases are also given for every step of discussion. Proper guidelines are given for students to help to perform the group activity in Unit 01. In Unit 02 and Unit 03, only the topics are given for group discussions. Apart from this, almost every exercise of the book has alternative group discussion or presentation activity except for Unit 15, which includes a role play, Unit 20 a mock job interview and Unit 22 a dialogue activity.

Oral Communication

Divide the class into groups of seven students each and hold a group discussion, keeping in view the conventions and dynamics of the group discussion, on the topic, "The Role of Youth in Progress and Prosperity of a Nation" (Book 11, p.9). Oral Communication

Pick some students with good voices and ask them to read aloud the poem 'Good Timber' with proper intonation and stress pattern. Now I invite the class to comment on the message of the poem, the poet's use of language, imagery and tone.

Competency-4	Number of Items in Textbook Exercises		
Formal and Lexical Aspects of Language	Responsibilities of the Youth	His First Flight	Good Timber
Standard-1			
Benchmark-I (Pronunciation)	01 Activity(10)	01 Activity(19)	-
Standard-2			
Benchmark-I (Vocabulary)	- List of Glossary - 01 activity(173) Affixes(157)	-List of Glossary -B.contextual vocabulary	- List of Glossary - Contextual vocabulary
Standard-3			
Benchmark-I (Grammar)	- 5 Activities based on nouns and its types	- A & C(Nouns) B&D verbs(20- 21) - 02 transitional devices activities(22-23)	- Determiners/possessive pronouns - Personal pronouns(29)
Benchmark-II (Punctuation)	- 02 Activities (200-201)	-	-
Benchmark-III (Sentence Structures)	- 03 Activities passive voice (192-193) 01 activity Passive voice(228)	-	-
Total Items			

Table 4.45

Competency 4, Standard 1, Benchmark I requires students to use pronunciation keys to pronounce the words and recognize silent letters in words and pronounce them. They would also recognize and pronounce stress pattern and its types and intonation patterns in spoken and written discourse. Table 4.45 shows that Unit 01 and Unit 02 have one activity each for pronunciation development. Unit 03 does not have any activity related to this benchmark. Apart from this, Unit 11 and Unit 21 have one activity each for pronunciation development.

Vocabulary and Grammar

Vocabulary: Read each word and underline the silent letter, consult pronunciation key in authentic dictionary if in doubt. Example: hour-silent letter is *h*.

Receipt doubt gnome (Book 11, p. 10)

Vocabulary and Grammar

Vocabulary

Use dictionary to identify the pronunciation of the following words with pronunciation key and then use in sentences: Gnaw, monstrous, derisively, plateau, devour (Book 11, p. 19).

The SLOs at Competency 4, Standard-2, Benchmark I are about the use of vocabulary i.e., appropriate vocabulary and correct spelling. Students would examine and interpret transitional devices and use the knowledge of affixes. They would use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu. According to the Table 4.45, the first three units and every exercise in the book have a glossary. The words in the glossary are explained as used in the context of the lessons. Further, the part of speech to which the word belongs is also mentioned in parenthesis against every word. Unit 01 has no contextual vocabulary, but Unit 02 and Unit 03 have contextual vocabulary exercises. Unit 02 has an additional activity of explanation and use of transitional devices.

Glossary

Word	Meaning
butchered	Kill(a person or people) indiscriminately or Brutally

Word	Meaning
abreast of (Adj)	Alongside each other; facing in the same directions (also up to date; fully conversant with)

(Book 11, pp. 5, 17)

Vocabulary and Grammar

Vocabulary

B. Write the words related to cooking in front of their meaning.

Fry bake grate boil score...

1. mark with knife without cutting _____ (Book 11, p. 20)

A. Read each sentence carefully and choose the most appropriate transition

to fill in the blanks in the sentences. Capitalize when necessary.

1. You can use things you have already around the house for doll furniture.

_____, a spool of thread can be used as a stool. (Book 11, p. 22)

Word	Meaning
scrubby thing	inferior in size and quality

(Book 11, p. 26)

Vocabulary and Grammar

Vocabulary

Consult a dictionary for the following words related to politics and then fill in the blanks with them.

electorate referendum to vote policies

1. I would _____ for your party, but I disagree with your _____ on free trade. (Book 11, p. 28)

This benchmark also has SLOs pertaining to translation from English to Urdu. These objectives are totally neglected in the book. There is only one activity in the whole book related to translation of dialogue in the exercise of Unit 19.

Competency 4, Standard 3, Benchmark I is about grammar i.e., parts of speech and tenses. It also focuses on the use of appropriate transitional devices in oral and written communication. Table 4.45 shows that Unit 01 has five activities based on nouns and its kinds. Unit 02 has two activities each of nouns and verbs and three activities regarding the use of transitional devices. Unit 03 has two activities of possessive determiner/possessive pronoun.

Grammar

A. Circle the abstract noun in each sentence below.

1. I respected the honesty my friend showed. (Book 12, p. 10)

B. Write a sentence with each abstract noun given below:

1. Love.

C. Tell whether the following nouns are countable or not. Tick the correct option and use these nouns in sentences.

1. Confusion

uncountable/countable.

D. Each of these sentences contains a collective noun. Identify and then use these collective nouns in your own sentences.

1. Keys, marbles, and rubber bands were just a few of the things in the pile of objects in his drawer.

E. Complete the following sentences using appropriate collective nouns from the list below. Some of the collective nouns may be used more than once.

swarm herd flock bouquet gang bundle band
collection

1. A _____ of locusts attacked a _____ of cattle. (Book 11, p. 12)

Grammar

A. Write the correct collective noun in front of its meaning and then make sentences. duck

suite set shoal bundle congregation fleet swam

1. many insects _____ (Book 11, p. 20)

B. Choose the correct verb. Mind the noun (singular or plural).

1. Ladies and gentlemen. Here is / are the news.

C. Use the following words in sentences. Once as a singular noun and then as a plural noun.

Ox roof potato part deer

D. Fill in the blanks with the correct form of the given verb in parenthesis.

Think about whether the noun is singular or plural.

1. This pair of sunglasses _____ (be) really expensive. I'm not paying that much! (Book 11, p. 21)

Transitional Devices

A. Read each sentence carefully and choose the most appropriate transition to fill in the blanks in the sentences. Capitalize when necessary.

1. You can use things you already have around the house for doll furniture _____, most days I eat it for breakfast, lunch and dinner! (Book 11, p. 22)

B. Create an original sentence or pair of sentences using the transitions indicated.

1. meanwhile: _____

C. Time Order/Process Transition Words

First second later next...

Make a Paper Airplane

Read the steps. Then rewrite them.....topic sentence. (Book 11, p. 23) Grammar

A. Make possessive determiner or the possessive pronoun from the words in parenthesis and then fill in the blanks.

1. The bus stop is near _____ house. (Book 11, p. 29)

B. Fill in the blanks using the personal pronoun in brackets in its subject or object form or as a possessive determiner or a possessive pronoun. (Book 11, p. 29)

Overall every exercise of the book has grammar activities. There are more activities related to the parts of speech and only one exercise has activities of transitional devices. It has three activities of the voice in the book. Unit 20 has two activities and Unit 22 has one activity of active and passive voice. Although the SLOs for voice are mentioned in Competency 4, Standard 3, Benchmark III that is about sentence structures, these questions of voice are asked in the exercises at Competency 4, Standard 3, Benchmark I.

The SLOs of Benchmark II focus on the use of punctuation marks. Students would rectify and apply rules of punctuation such as capitalization, comma, semi-colon, colon, brackets and apostrophe. They would also use them in writing bibliographies and reference lists. As shown in Table 4.45, all first three units do not have any activity of punctuation marks. The analysis of all the exercises show that

only Unit 20 has two simple activities of punctuation marks without explanation and usage of punctuation marks.

Benchmark III is about sentence structures and types of sentences. Students would analyze sentences at phrase and clause level. They would use active and passive voice and direct and indirect narration in their communication. It is apparent from Table 4.45 that Unit 01, Unit 02 and Unit 03 do not have any activity based on this benchmark. However, Unit 20 and Unit 22 have three activities of voice (already discussed above in Benchmark I). The analysis of exercises of the whole book shows that no activity is given for practice of direct and indirect narration. Even the main SLOs of this benchmark are about sentence structures i.e., simple, compound and complex and conditional sentences but not a single activity is found in the book based on the benchmark.

Competency-5	Number of Items in Textbook Exercises		
Appropriate Ethical and Social Skills	Responsibilities of the Youth	His First Flight	Good Timber
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	-	-	-
Benchmark-III	-	-	-
Total Items	-	-	-

Table 4.46

Competency 5, Standard 1, Benchmark I is about recognizing and practicing different values and attributes such as tolerance, humanism, patience, equity, justice

e,

honesty and empathy. These values and attributes are important for coexistence of individuals, groups and nations.

As per the policy document, these values and attributes should be embedded in the texts; therefore, these themes are visibly and invisibly there in the content of the lessons. Like sense of individual and public responsibility are discussed and students are being advised to behave in a responsible way in the State in the very first unit, “Responsibilities of the Youth”.

Freedom, however, does not mean license. It does not mean that you can now behave just as you please and do what you like, irrespective of the interests of other people or of the State. A great responsibility rests on you and, on the contrary, now more than ever, it's necessary for us to work as a united and disciplined nation. (Book 11, p. 3)

Similarly, handing and sharing responsibilities are presented in Unit 02, “His First Flight”: “And around him his family was screaming, praising him, and their beaks were offering him scraps of dogfish. He has made his first flight” (Book 11, p. 16).

Benchmark II is about the importance of individual worth and valuing diversity and equality among people. These attributes would be developed and portrayed through actions amongst the students. The themes of equality and respect for others are dominant in Unit 05, “It's Country for Me”: “We insist they all go to college and get a taste of what it's like off the farm”, says Betty. “Then if they want to come back to farming, that's fine” (Book 11, p. 51).

The last Benchmark aspires that students should understand and evaluate the present-day social, economic and scientific developments and issues. This would help them participate in the global society as aware and thinking individuals. To make students aware of the current scientific and social happenings, challenges such as environmental issues are included in the book. Although current scientific and

economic developments are not discussed in the contents of the lessons, some current social issues are discussed in detail. Unit 08, “Wasteland” is about environment issues and a kind of warning if human beings continue to pollute the planet earth with garbage and other types of wastes. Likewise, appreciation and preservation of nature explained in detail in Unit 10, “The world is Too Much With Us”: “What society is this that can afford to cast a million tons of metal and to make of wild and fruitful land a garbage heap” and “The world is too much with us; late and soon” (Book 11, pp. 76, 120)

4.8.4 Criticism of the Book-11

The book follows the goals and objectives of the curriculum. Students learning outcomes are mentioned before the start of every unit. These SLOs are taken from the curriculum. This may make it convenient for teachers and students to understand the content and the exercises. They both would be clear to achieve the objectives after completing the tasks. The book could have been made more user-friendly, had there been a teacher’s guide or a manual. It is a known fact that manuals or teacher’s guide provide a way of action to the tutors to carry out the tasks. Further, they reduce the burden of the teacher in spending time to understand the activities first and then ask students to solve them. The layout of the book is appealing and attractive because of its color scheme, font size and line spacing. All the paragraphs are unified and contain appropriate space. The chapter headings, sub-headings, guidelines and instructions for activities are bold. However, the textbook does not contain any suggestions for extra readings or use of websites which can further elaborate the concepts in detail discussed in the lessons.

As far as the content of the book is concerned, it is accurate and authentic with up-to-date information. Although the current social topics are given, new scientific

research is lacking in the book. The content could have been made easier had it been locally contextualized with examples. The content seems relevant to the needs, age and understanding level of students because of the length of units. But in terms of content evaluation, it is so easy that some questions only require basic understanding of the text to answer the questions especially in reading comprehension. The content could be made more suitable for the skills it is supposed to develop if some challenging tasks are given in the exercises. These types of simple questions may motivate learners to cram the answers and avoidance of improving their critical thinking abilities, a negation to the objectives of the National Curriculum. One reason could be, at times, the content developers copy and paste objectives from the curriculum without any changes or modifications. Although the language is readable and understandable, it is beyond comprehension when Western concepts or cultures are embedded, which are alien to the Eastern countries such as Pakistan. For example, Unit 05, "It's Country for Me", explains the concept of farm labor. Although the concept of labor is same throughout the world, working conditions in a developed country like the US are entirely different in Pakistan. The situation goes from bad to worse when working at land farms in a Western country compared to countryside in an underdeveloped country, where old methods of cultivation and harvest are still in use ultimately leading to low yield of the crops. It is good that a variety of texts have been added to the book as it contains short stories, social articles, poems and plays. But the content of the lessons is mostly outdated as the works selected in this book are from the 19th or 20th centuries. Only the lessons which are rewritten by Pakistani writers talk about the current social and economic problems such as Unit 07, "Choice of Career", and Unit 19, "Drug Abuse in the Youth of Pakistan". The book is without any predominant prejudice such as religion, class, occupation or national origin. However, it lacks

appropriate representation of the women writers. Out of 23 lessons, only 03 have been written by female authors.

The exercises of the lessons have five major areas, including glossary, reading comprehension, writingsuggestions,oralcommunicationandvocabularyandgrammar.

Glossary is just an explanation of the terms, while all four other areas have different types of questions. Although there are ample activities in the book for practice, it lacksa variety of questions. For instance, in reading comprehension, questions arealmost the same in all exercises.

In writing suggestions, there are a variety of questions like summary writing, paraphrasing, essay writing, dialogue writing, narration of incidents and technical writing such as letter and CV writing. The analysis of the exercises shows that mostly the writing questions are based on summary writing and narrate the incidents in their own words. There is only one activity of dialogue and CV writing. However, letter writing activities are in considerable number i.e., four activities.

In oral communication, group discussions, pair work and presentations aregivenmoreweightageas comparedtootheroralactivitieslikediologues,roleplaysand interviewing skills. The whole book contains only two dialogue activities, one role plays and an interviewing practice session.

In vocabulary and grammar part, there is sufficient material to improve vocabulary. Every exercise has an explanation on contextual vocabulary, but most of the vocabulary building exercises are based on fill-in-the-blank questions, wherein students are supposed to select an appropriate part of speech or correct form of word from the parenthesis. Even learning of synonyms is through fill in the blanks. Multiple choice activities are more appropriate to learn vocabulary, especially parts of speech and synonyms. Only two units have simple activities of affixes where no guidelines are giventomakethemmultisyllablewordswithprefixesandsuffixes.Eventheconceptof

root words is not explained. Similarly, the whole book has only one activity of translation without guidelines of translation.

The book has grammar-based activities in every lesson. Mostly, the activities are centered on parts of speech and within the parts of speech nouns and verbs are given more weightage, while adjectives and adverbs are discussed in five units i.e., Unit 14, Unit 15 and Unit 16, Unit 17 and Unit 18, respectively. Likewise, other important aspects of grammar are also neglected such as conditional sentences. The book has only one future tense and its variations and only two simple passive voice activities. In addition, there are no activities pertaining to direct and indirect narration. Apart from the grammar, the book does not contain a single activity for mechanics of writing or editing of the composition which are also important aspects in the process of communication.

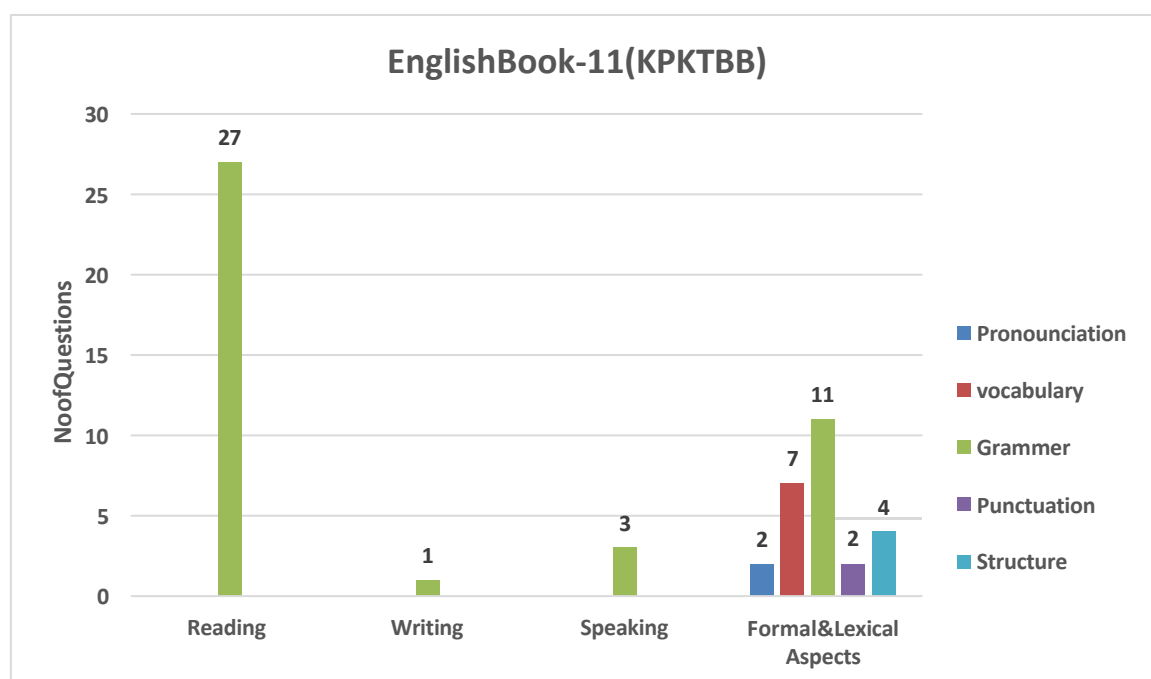


Chart 4.9

In English Book-11, PKTBB, reading comprehension has the plenty of question items whereas writing is almost ignored and a single question based on it and

speaking has few items to practice. In formal and lexical aspects, mostly the questions are about grammar and vocabulary. Speaking has four questions and punctuation, and pronunciation have only two questions each.

4.9 Intermediate English Book-12 (KPK Textbook Board)

4.9.1 Introduction of the Book

This textbook is based on National Curriculum for English Language Grades I-XII, 2006. Khyber Pakhtunkhwa Curriculum and Textbook Board, Peshawar has sanctioned the textbook. It is authored by Mr. Ali Akbar and Mr. Jaffar Ali Khan Nunar, reviewed supervision by Mr. Gohar Ali Khan, re-reviewed by Mr. Mubashir Atif, Mr. Barber Ayaz, Mr. Muhammad Abeer Aslam, Mr. Waheedullah Khan, Mr. Inamullah Khattak edited by Mr. Waheedullah Khan and printing supervision by Mr. Rashid Khan Pindakhel and Mr. Saeedur Rehman.

Lesson No.	Title of the Lesson	Written by/Reference(s)
1.	Seerat-e-Tayyiba and the Muslim Youth	The spirit of Islam translated by Mufti Taqi Usmani
2.	Jinnah's Vision of Pakistan	-
3.	Solitary Reaper	Wordsworth
4.	Truck Art	Rachel Redford
5.	The Last Leaf	O. Henry
6.	If	Rudyard Kipling
7.	Hubble	Excerpts from the website of NASA
8.	Lesson from the Battle of Uhud	-
9.	The Toys	Coventry Patmore

10.	Gender Inequality and its Implications	-
11.	Jahangir Khan-The Conqueror	-
12.	All the World's a Stage	William Shakespeare
13.	Technical Education	-
14.	Lingkuan Gorge	Tu Peng-Cheng
15.	Once Upon a Time	Gabriel Okara
16.	Tourist Attractions in Pakistan	-
17.	Desiree's Baby	Kate Chopin
18.	Lines from the deserted village	Oliver Goldsmith
19.	Lord of the Flies	William Golding

The book has 19 lessons, which include 13 prose and 06 poems. Prose lessons are written by local and foreign authors, and all the poems are written by foreign writers.

4.9.2 Types of Questions in the Book

Each unit in the book consists of a reading passage and an exercise. The exercises of Book 12 have activities based on five major areas, viz. reading and thinking skills, writing skills, oral communication, grammar and vocabulary. In addition, a glossary is given at the start of each exercise. Every exercise has almost the same type of questions with slight variations as in the grammar part.

4.9.3 Alignment of Students' Learning Outcomes of the National Curriculum with Book 12

Question items given in the exercises of the first three lessons of Intermediate English Book 12 have been analyzed in the light of Students Learning Outcomes (SLOs) for Grade XI-XII mentioned in the National Curriculum (2006). Question items of

exercises are matched with every competency. It is also examined whether the exercises are aligned with sub-categorization of each competency into its standards and their different levels of benchmarks.

Competency-1	Number of Items in Textbook Exercises		
Reading and Thinking Skills	Seerat-e-Tayyiba and the Muslim Youth	Jinnah's Vision of Pakistan	Solitary Reaper
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	08 WH questions	10 WH questions	08 WH questions
Benchmark-III			
Benchmark-IV	- Activity A(13) Although in book activity is in vocabulary part	- Activity A(23) Although in book activity is in vocabulary part	- Activity A(30) Although in book activity is in vocabulary part
Standard-2			
Benchmark-I	-	-	01 Q (Q.5 p.29) Alliteration
Total Items			

Table 4.47

Competency 1, Standard 1, Benchmark I aims that students analyze the text to infer the main theme, supporting sentences. Students would also identify and recognize the functions of different words and order of arrangements of paragraphs.

Table 4.47 shows that Unit 01, Unit 02 and Unit 03 do not have any activity based on the SLOs of this benchmark.

The SLOs of Benchmark II refer to pre-reading, skimming and scanning techniques to extract main idea, supporting details, opinion and specific information. Students would also apply critical thinking to interpret text, summary skills to summarize a text and mark signpost words to understand the questions. According to the Table 4.47, Unit 01 has one activity with eight sub-items, Unit 02 has one activity with ten sub-items and Unit 03 also has one activity with eight sub-items. Almost all questions in the three lessons are based on WH-questions, which require analysis of the information and, in some questions, just scanning of the information.

Answer the Questions

1. How was the youth given a great esteem by the beloved Rasool (PBUH) in the Battle of Uhud? (Book 12, p. 6)

1. What were the two main functions of the first constituent assembly of Pakistan as mentioned by Muhammad Ali Jinnah in his speech? (Book 12, p. 22)

1. What is the theme of the poem "The Solitary Reaper"? (Book 12, p. 28)

The exercises do not follow the detailed and systematic methodologies mentioned in the SLOs for the teachers and the students to improve the reading comprehension skills.

The SLOs of Benchmark III are about interpreting a situation in a visual cue and use of concrete sensory details. Students would analyze information in graphs and diagrams. They would also organize information, use transitional devices and use appropriate conventions. Table 4.47 shows that there is no activity related to this benchmark. Benchmark IV is about the use of dictionaries and locates antonyms and synonyms. Students would use library skills, summary writing, effective study strategies and textual aid to comprehend the text. As can be seen from Table 4.47, all

the first three units have one activity, each belonging to this benchmark. It is important to mention here that these activities are given in Vocabulary and Grammar portion of the exercises but the SLOs of these activities are based on Reading Comprehension and Thinking Skills (Competency I).

Activity

A. Read the phonetic transcription of the words given in the table below and write their spelling in front of them.

Body Parts		Things used in the Bathroom	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling
/a:m/		keum	
/ai/			

(Book 12, p. 13)

Vocabulary and Grammar

A. How are the given phonetic transcriptions of the words spelled correctly? Write down in the given blanks.

Fruits		Colors	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling
/a:m/		keum	
/ai/			

(Book 12, p. 23)

Vocabulary and Grammar

A. How are the following phonetic transcriptions of the words spelled correctly?

Write down in the given blanks.

Animals		Characters	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling
/a:m/		keum	
/ai/			

(Book 12, p. 30)

In the exercise of Unit 01, as many as 44 phonetic symbols of English along with the International Phonetics Alphabets are explained with examples. Short and long vowels and diphthongs are also explained with examples. It is good to note that the exercises have proper explanation of symbols and different vocabulary items given for practice and understanding of students. The exercises of the first four units of the book have activities for improvement of pronunciation.

Competency 1, Standard 2, benchmark I refers to students' analysis and evaluation of poems, short stories and plays. Students would recognize genres of literature and also relate how texts affect their lives. They would analyze how a writer/poet uses figurative language to appeal to the senses. Table 4.47 shows that Unit 01 and Unit 02 have no activity related to this benchmark but Unit 03 has one question of finding alliteration from the poem is based on the SLOs of this benchmark. Unit 04 has one activity that asks about the poet's use of language based on the points mentioned in a chart.

Competency-2	Number of Items in Textbook Exercises
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Writing Skills	Seerat-e-Tayyiba and the Muslim Youth	Jinnah's Vision of Pakistan	Solitary Reaper
Standard-1			
Benchmark-I	01 Activity(9)	01Activity(23)	01activitylinkedto Reading SLOs(30)
Benchmark-II	-	-	-
Benchmark-III	-	-	-
Benchmark-IV	-	-	-
Total Items			

Table 4.48

The SLOs of Competency 2, Standard 1, Benchmark I are about audience-oriented writing. Students would use pre-writing strategies to analyze an essay to identify the general subject, main idea and supporting details. They would write an essay on a general subject by following the conventions of writing. Table 4.48 shows that Unit 01, Unit 02 and Unit 03 all have one activity pertaining to the SLOs of this benchmark.

Activity

Now keeping in mind the prewriting strategies, develop an outline on the topic ‘ The Love of Holy Prophet(PBUH) for the youth of Ummah’ (Book 12, p. 9).

Activity

Analyze the Quaid’s speech and reorganize the key ideas to develop a well-knit essay having the following central ideas: “Quaid-e-Azam was a far-sighted political leader” (Book 12, p. 23).

Activity

Keeping in view the above chart, write a paragraph on the poet use of language in the poem ‘The Solitary Reaper’ by highlighting various techniques used by the poet (Book 12, p. 30).

The exercise of Unit 01 contains detailed explanations of pre-writing techniques, such as listing, clustering, free writing, looping and journalists’ questions (WH-questions). This explanation is pretty good in a sense that it gives guidelines to the students before starting a composition. Similarly, the exercise of Unit 02 also has an explanation regarding the structure of a paragraph i.e., writing an introduction, opening statement, supporting sentences and thesis statement. Likewise, the exercise of Unit 03 also has first explanation of the concept for evaluation of a poem and then an activity is given on the basis of a chart that has all the components of poetic language. As a matter of fact, this question is in writing skills competency but the SLOs are of Reading and Thinking Skills (Competency-1). As the skills are inter-related and sometimes taught collectively, thus, can be justified even in reading comprehension SLOs. Benchmark II is about different types of essay writing, like expository, persuasive and narrating an incident. Students would also write research reports. Table 4.48 illustrates that Unit 01, Unit 02 and Unit 03 do not have a single activity related to this benchmark. The analysis of the whole book shows that Unit 08 has two activities of comparison and contrast and expository type of writing. Similarly, Unit 10 and 13 have one activity each based on argumentative essay. The SLOs of this benchmark are also related to research reports and the analysis of exercises of the whole book shows that not a single activity is given on report writing. Benchmark III refers to professional writing, including business letters and resumes. Students would analyze job advertisements and in response learn to write an effective job application, a resume and a covering letter. According to Table 4.48, this

benchmark is totally neglected as no activity is given in the exercises of the whole book.

The SLOs of Benchmark IV are to develop focus for writing, use pre-writing strategies, planning, drafting and revising the content. Students would proofread and edit their own writing, work of peers and given texts. As can be seen from Table 4.48, there is no activity in the exercises of the first three lessons. The analysis of the exercises of the whole book shows that not a single activity is given to develop the drafting and editing skills based on this benchmark.

Competency-3	Number of Items in Textbook Exercises		
Oral Communication Skills	Seerat-e-Tayyiba and the Muslim Youth	Jinnah's Vision of Pakistan	Solitary Reaper
Standard-1			
Benchmark-I	-	-	-
Benchmark-II	1 Group Activity	1 Group Activity	1 Group Activity
Total Items			

Table 4.49

Competency 3, Standard 1, Benchmark I requires students to evaluate and use various expressions of communication such as recount, summarize, persuade, assess and relate future plans etc. This benchmark is rooted in activities concerning an individual student's speaking skills, under the direct supervision and monitoring of a tutor. The analysis of the exercises of the first three units shows that there is not a

single question item related to this benchmark. However, Unit 04 and Unit 05 have pair activities and Unit 06 has a role play related to this benchmark's SLOs. Units 07, Unit 08, Unit 09, Unit 12 and Unit 16 also have individual activities based on this benchmark. Unit 18 has a debate activity on a given topic. The data shows that the book has a considerable number of individual speaking practice activities.

Benchmark II refers to demonstration of advanced level awareness of conventions and dynamics of group discussion and interaction at different levels. Students would practically learn how to give job interviews and deliver presentations. They would also evaluate peers' presentation based on set criteria. It is apparent from Table 4.49 that Unit 01, Unit 02 and Unit 03 have one group activity each. Proper guidelines are given for students to help to perform the group activity in Unit 01. In Unit 02 and Unit 03 only topics are given for group discussions.

Oral Communication: Students will be divided into small groups[...]Each representative will be given 3 to 5 minutes for expression (Book 12, p. 9).

OralCommunication

Make two groups of students and arrange a debate on the topic "What type ofPakistan did Quaid e Azam want (Book 12, p. 22).

OralCommunication

Divide the class into two groups. One group may be asked to speak in favor of the rural life and the other to speak in favor of urban life (Book 12, p. 30).

Other important SLOs pertaining to preparation of job interviews and peer evaluationofthestudents'presentationareneglectedinthebook. Notasingleactivity or a question or a part of a question is asked from these SLOs.

Competency-4	NumberofItemsin TextbookExercises
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Formal and Lexical Aspects of Language	Seerat-e-Tayyiba and the Muslim Youth	Jinnah's Vision of Pakistan	Solitary Reaper
Standard-1			
Benchmark-I (Pronunciation)	01 Activity	01 Activity	01 Activity
Standard-2			
Benchmark-I (Vocabulary)	List of Glossary	List of Glossary	List of Glossary
Standard-3			
Benchmark-I (Grammar)	1 Activity of verbs with 20 items	-	1 Activity of verbs with 10 items
Benchmark-II (Punctuation)	-	-	-
Benchmark-III (Sentence Structures)	-	-	-
Total Items			

Table 4.50

Competency 4, Standard 1, Benchmark I is about students using pronunciation keys to accurately pronounce the words. They would also recognize and pronounce stress and intonation patterns and recognize silent letters in words. Table 4.50 shows that

Unit 01, Unit 02 and Unit 03 have activities for improving the pronunciation of the students. One SLO of Competency 1, Reading and Thinking Skills, Benchmark IV is the same as to “identify pronunciation with the pronunciation key”, as of Competency 4, Standard 1, Pronunciation. Therefore, these activities have been discussed earlier in Competency 1: Reading and Thinking Skills (See above pp. 97-98).

The SLOs at Competency 4, Standard-2, Benchmark I are about vocabulary development. Students would use appropriate vocabulary and correct spellings in their own writings. They would also learn to translate passages from English to Urdu by following the parameters for translation. It is clear from Table 4.50 that every unit has a sufficient list of glossaries. The vocabulary items in the glossary lists are explained in the context with the mention of part of speech against each. Apart from this, contextual vocabulary building activities are given in Unit 07, Unit 08, Unit 13, Unit 17; use of affixes in forming the multisyllabic words in Unit 05 Unit 07, Unit 08, Unit 10; and use of transitional words in Unit 11 and Unit 16. In addition, different vocabulary building activities are given, such as synonyms and antonyms in Unit 02, Unit 9, Unit 12, Unit 15, Unit 18 and Unit 19. These can be very beneficial for students towards understanding the contextual vocabulary and recognition of a word's class, and improving vocabulary through different ways. Another important SLO pertaining to translation from English to Urdu is entirely neglected in the book. The researcher could hardly find any activity vis-à-vis practice of translation skills in the whole book.

The SLOs at Competency 4, Standard 3, Benchmark 1 pay attention to learning grammar. Students would demonstrate the use of parts of speech and tenses in detail. They would also use appropriate transitional devices in their written as well

as oral communication. It is apparent from Table 4.50 shows that Unit 01 and Unit 03 have grammar activities based on the use of verb and Unit 02 has no activity.

Activity

B. Complete the sentences by using the opposite of the verbs in brackets at the end of each sentence. Use the words in the box. You may need to change the form of these verbs.

Admit, ban, defend, ... teach.

1. She tripped over the carpet and everyone _____ . (cry) (Book 12, p. 14).

Activity

B. Use the correct form of the verbs given in brackets:

1. Your friends _____ for you for over an hour. (wait) (Book 12, p. 31)

The SLOs of this benchmark have given equal weightage to all components of grammar. But, in tenses, only future tenses and its components are discussed in detail in Unit 15, while objectives pertaining to present and past tenses are completely excluded from the exercises. The textbook exercises have grammar activities, which include use of verb in Unit 04 and its usage in conventional sentences from Unit 08 to Unit 14. Noun and noun phrases are also asked in Unit 06 and Unit 07. Only one activity is found pertaining to parts of speech in Unit 05 and one related to pronouns i.e., anaphoric and cataphoric references in Unit 16. Overall, all components of grammar are sufficiently included in the exercises, whereas parts of speech have not been given due weightage. Only nouns and noun phrases are explained in detail. Even the forms of verb activities are based on the conditional sentences except for one activity. Neither transitive and intransitive verbs explained, nor is an activity given about them. Similarly, adjectives and adverbs are barely explained, and no activity is included for their understanding.

Benchmark II is about the use of punctuation marks. Students would apply rules of punctuation, such as capitalization, comma, semi-colon, colon, brackets and apostrophe to evaluate complex texts for style and changes in meaning. They would also use them in writing bibliographies and reference lists. As shown in Table 4.50, not a single activity for the understanding and practice of punctuation marks is seen in the exercises of the first three lessons. Moreover, the analysis of exercises in the whole book shows no explanation or an activity pertaining to the mechanics of writing.

The SLOs at Competency 4, Standard 3, Benchmark III intend that the students learn structures and types of sentences. They would recognize and use active and passive voices in their written as well as oral communication, and recognize the rules of direct and indirect narration. According to Table 4.50, Unit 01, Unit 02 and Unit 03 do not have any activity based on this benchmark. However, the analysis of other exercises shows that Unit 12 includes explanation of the types of sentences and an activity for practice and Unit 13, 14 and Unit 19 have activities to find out simple, compound or complex sentences from a list of sentences. Overall, four units have sentence construction activities. The exercises also include direct and indirect speech activities in three units i.e., 17, 18 and 19.

Competency-5	Number of Items in Textbook Exercises		
Appropriate Ethical and Social Skills	Seerat-e-Tayyiba and the Muslim Youth	Jinnah's Vision of Pakistan	Solitary Reaper
Standard-1			

Benchmark-I	-	-	-
Benchmark-II	-	-	-
Benchmark-III	-	-	-
TotalItems	-	-	-

Table4.51

Competency 5, Standard 1, Benchmark I is aimed towards making students recognize and practice different values and attributes, such as tolerance, equity, justice and empathy etc. The curriculum demands of the textbook developers to add the themes of this competency so that these ethical and social values are engrained in the students. These themes are directly and indirectly present in the lessons of the book. Like theme of character building is very much present in the first unit, “Seerat-e- Tayyiba and the Muslim Youth”.

“The Rasool(PBUH) was the embodiment of modesty and chastity, emphasizing the same upon his followers ” (Book 12, p. 3).

Likewise, themes of tolerance, equality and humanism are projected in Unit 02, “*Jinnah’s Vision of Pakistan*”.

The first duty of a government is to protect to maintain law and order, so that the life, property and religious beliefs of its subjects are fully protected by the state. If we want to make this great State of Pakistan happy and prosperous, we should wholly and solely concentrate the well-being of the people and especially of the masses and the poor. (Book 12, p. 18)

Benchmark II states that a sense of importance of individual worth and at the same time valuing diversity and equality among people will be developed and portrayed through actions amongst the students. Theme of equality and respect for others are present in Unit 04, “Truck Art” and Unit 17, “Desiree’s Baby”: “She was thanking God for the blessings of her husband’s love.[...] But, above all, “she writes, night

and day, I thank to good God..... the brand of slavery” (Book 12, p. 167). A complete unit, “Gender Inequality and its Implications”, is also included in the book which highlights the different aspects of gender discrimination prevailing in the world: “Women across the world face violence in various forms, such as physical, psychological and economic violence” (Book 12, p. 94).

The SLOs of Benchmark III ask students to understand and evaluate the present-day social, economic and scientific developments and issues. In this way, they may participate in the global society as aware and insightful individuals. To make the students aware of current scientific and economic happenings, two units are included in the book. Unit 07 “Hubble” provides information about space technology. The lesson is named after a Hubble telescope, which was launched in Space by NASA in 1990s. The information collected from this telescope is still informative and intriguing for the students. Likewise, to give awareness about current economic challenges and to cope with those utmost challenges and to eradicate these problems Unit 13, “*Technical Education*”, is included in the book: “Hubble continues to make significant contributions to the search for [...] alien worlds” (Book 12, p. 68). “The key to economic growth and industrialization is a skilled and well-trained workforce” (Book 12, p. 120).

4.9.4 Criticism of the Book 12

The material in the book is related to the goals of the Curriculum. Objectives of the lessons are mentioned at the beginning of every unit. These objectives are directly taken from each competency’s SLOs. Therefore, they are absolutely relevant to the requirements of students. The inclusion of a variety of cultures may enhance the understanding of learners. However, the material could have been culturally assimilated for better understanding of the students who are not well-versed in foreign or Western cultures. Out of nineteen units, except for a few, foreign authors write all

lessons. Similarly, foreign authors write all six poems. Although they present the universal themes, there could be an addition of local poetry that directly addresses the local themes and issues. It is also a known fact that textbooks, such as the one in question, also have manuals or guides helpful for teachers and students to effectively digest the book. On the contrary, this book is not supplemented by any key or manual, which may burden both teachers and students to see themselves through any ambiguities in it. The layout of the book is attractive and user-friendly. Different color schemes are used in the book i.e., black for the content, pink for the explanation of the concepts/ideas and red for the guidelines/instructions for the activities. Overall, the length of the passages is appropriate. Every lesson is three to four pages with few exceptions. It has adequate page and font size, titles and sub-titles where necessary in the particular lessons. The book has a consistent format in terms of language, content and activities.

Although it does not have any introduction, the lessons have objectives that may address the ambiguities, if any, for teachers and students. In addition to that, each lesson has a glossary list. The language of the content is easy to understand. However, it could have been more vibrant and user-friendly had there been charts, tables and diagrams, especially units where data has been presented, for example, “Technical Education”, and “Gender Inequality and its Implications”. The book does not mention anything for further readings and seeking knowledge from internet on the topics discussed in the units.

The content analysis shows that it is accurate and authentic, but it needs updates. As some lessons about scientific topics such as “*Hubble*” needs current and up-to-date data. Further, mostly the content is written by foreign authors and to give first-hand knowledge of the language taught, it is presented without cultural assimilation. The content is understandable but some topics that discuss content, such

as slavery and racial segregation in, “*Desiree’s Baby*”, is irrelevant to Pakistani culture. Although racial segregation and slavery are universal topics, but these have not been persistent in our society as they were institutionalized in Western societies, especially in the US. However, the content fulfills the requirements of students for gaining improvements in the intended language. As the units are based on a variety of topics, multiple themes and genres are discussed; therefore, the content provides sufficient material for practice. Most of the content is in formal language and at some places informal language is used to incorporate diversity of expressions. The book contains a wide array of topics that discuss a variety of current issues and happenings from different perspectives. The content is without certain biases such as religion, occupation and class but the books lack the writings of female authors which itself shows editors’ biasness towards females. Even a male hero, Jahangir Khan, is glorified in a unit, “*Jahangir Khan The Conqueror*”. Pakistani women have achieved glories even at international level, but no unit in the book acknowledges achievements of the female heroes.

The exercises are based on four basic areas of language learning i.e., reading, writing, speaking and vocabulary and grammar. Reading comprehension Benchmark IV and Lexical Item Benchmark II (vocabulary) have more or less same SLOs. Therefore, the questions are repeated in both benchmarks. The activities and number of questions are sufficient for practice but there could have been a variety in the questions asked. In the reading part, almost all questions in every exercise are based on WH-questions, which only need analysis and at times basic understanding of the text. Some challenging questions could be added which may trigger the analytical skills of students as proposed in the objectives of the Policy document. Secondly, the difficulty level of the questions is almost the same in the whole book, which may create boredom and monotony for the students to answer same level of question in

every exercise. The analysis of the exercise shows that the book is overloaded with activities to enhance reading and writing skills, whereas vocabulary building and grammar activities are less in number. Even in the grammar, the tenses are given more weightage and the sentence structures and parts of speech have fewer activities. The book has also two activities of direct and indirect speech and no activity is given for understanding narration and translation skills. Moreover, the book does not contain a single activity related to punctuation. Similarly, the researcher could not find any activity that could enhance the reviewing and editing skills of students. Therefore, some additional activities pertaining to direct and indirect speech, active and passive voice, punctuation and translation can be added for students to have sufficient material for practice.

In oral communication, all activities are based on individual, pair or groupwork. In one or two exceptions, role plays are given to improve speaking skills. It is good that additional speaking activity pertaining to role play has been given in the speaking activities although there are no SLOs pertaining to role plays in the Curriculum. These activities are good at individual and collective level. Although there is mention of SLOs pertaining to interviewing and presentation skills in the Curriculum, no activity is given in all the nineteen exercises. A grammar book could be added to the syllabus so that students may understand the concepts in detail. Overall, the number of activities are sufficient, but some more challenging activities can be added in the exercises.

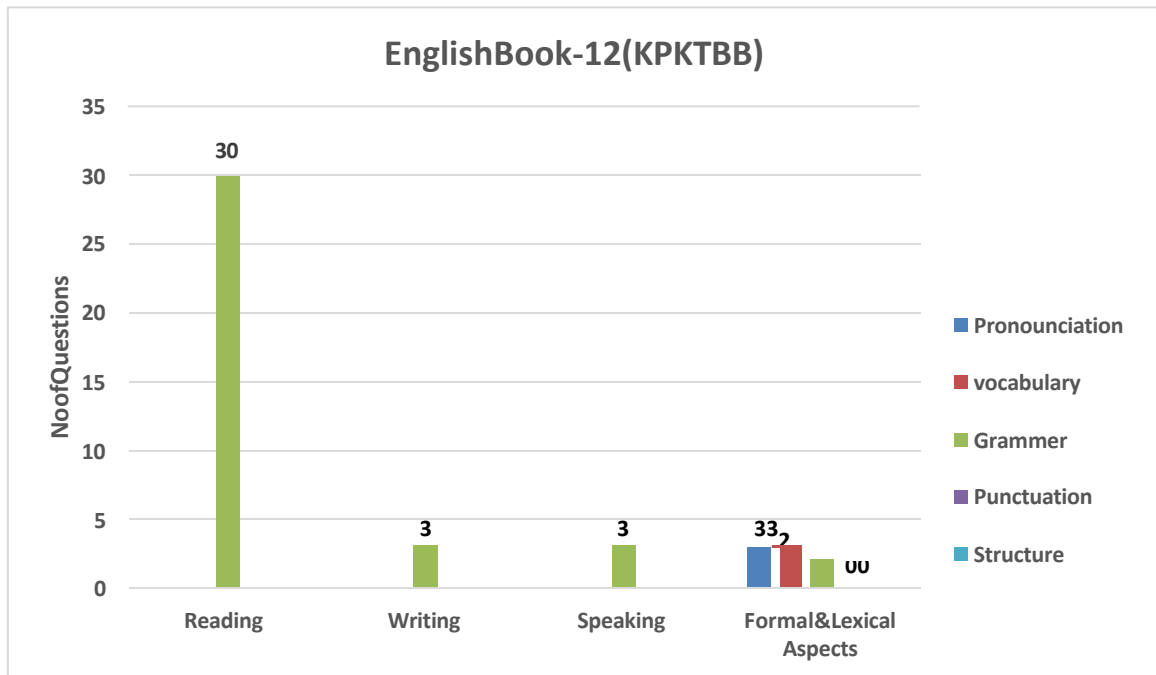


Chart4.10

In English Book-12, KPKTB, extra ordinary numbers of questions are given to improve reading skills. Writing and speaking have only three questions each. The same is the situation in formal aspects of language where few questions are based on pronunciation practice, vocabulary building and grammar. Punctuation and structure items are absolutely ignored in the exercises.

Chapter 5: Evaluation of Textbooks through Bloom's Taxonomy

5.0 Bloom's Taxonomy

Bloom's Taxonomy divides educational objectives into three "domains": cognitive, affective, and psychomotor (sometimes described as "knowledge/ head," "feelings/heart," and "skills/ hands," respectively).

- A. Cognitive Domain: mental skills (Knowledge)
- B. Affective Domain: growth in feelings or emotional areas (Attitude or Self)
- C. Psychomotor Domain: manual or physical skills (Skills)

5.1 Cognitive Domain

Cognitive domain is the very first domain of Bloom's Taxonomy of Educational Objectives. This domain evaluates the intellect and thinking skills of learners. The second domain is the Affective Domain, which tests and develops the emotional aspects of the learner. The third domain is Psychomotor Domain measures and develops the physical aspects of the students. It has been observed that most of the curriculum and syllabi are designed keeping in mind the Cognitive Domain. One reason can be the major focus of the content developer towards enhancing the cognitive skills of learners. Cognitive Domain has six levels i.e., Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. These six levels are broadly divided into two groups. The first three levels are of basic understanding of the things and fall in Lower Order Thinking Skills (LOTS). The remaining three fall in Higher Order Thinking Skills (HOTS) which require advanced level understanding of things.

The question items of the first three exercises of all the Intermediate textbooks of four provinces will be analyzed on the basis of Bloom's Taxonomy of Educational

Objectives. Questions will be matched with every domain of the Taxonomy and its sub-categories.

5.1.1 Analysis of English Textbooks of Punjab Textbook Board (Book-I, II, III & IV)

5.1.1.1 Remembering/Knowledge/Recalling

Knowledge is the first level of Cognitive Domain. It is the very basic level in terms of intellectual abilities. This level only requires recalling or identifying from the given facts. In this level, students' abilities to remember the facts, ideas, theories and procedures are developed.

In appendix 2, the reading notes are taken from the first three lessons of every textbook taught at Intermediate level at Punjab Textbook Board.

The items require remembering only the facts given in the exercises and there is no mental processing and complexities involved in this process. The learners would only memorize the words and their meaning. Almost all words are described in the context and explanations of the words are given in detail. The students are supposed to only memorize the contextual vocabulary items and reproduce and recall at the time it is required. Lesson 1 has 13, Lesson 2 has 17 and Lesson 3 of Book-I has 15 glossary items like 'frowned: an expression of displeasure', '97 in the shade: temperature of 97°F', 'bulging pop: irregular short, sharp, explosive sound'.

Likewise, vocabulary items are given in exercises of Book-II. Lesson 1 has 12, Lesson 2 has 25 and Lesson 3 has 47 glossary items like 'pack: put into box, parcel, etc.; put things into box, etc., get or become crushed into small space. I must pack my suitcase (fill with articles) before the taxi comes to take me to the station', 'maintenance: keep going in good condition. The train maintained a speed of 50 miles per hour. She has to maintain a large family', 'do not...boundary: do not complete their education, fail to get the required degree, etc.' Again, the students have to memorize the words without mental labor and processing of the information.

Words are explained in their contexts and some words are explained out of contexts for the convenience and better understanding of the learners.

Similarly, Lesson 1 has 23 and Lesson 3 has 27 vocabulary items in Book-III. For example, 'hysterically: without burst of emotion, 'luminous: shining, giving outlight'. The learners are tasked to remember the glossary items and retain them in their minds and recall at the required time. Lesson 2, which is a poem, does not have any vocabulary or questions pertaining to this cognitive level. Book-IV "*Mr. Chips*" is a novelette and has no question items related to remembering level of Cognitive Domain.

5.1.1.2 Understanding/Comprehension

This is the second level of Cognitive Domain. The actual process of thinking starts from this level. The learners process the information out of different options learnt from the first cognitive level i.e., remembering. Students are also supposed to understand the information and then convert it into their own means of communication. The information can be inferred, translated and interpreted as per the requirements. On the basis of the understanding from the first level, the learners can also acquire, integrate and express the knowledge according to the task or situation at hand.

In appendix 3, the questions are taken from the exercises of all textbooks of English for Intermediate level recommended by the Punjab Textbook Board, Pakistan. Question No.1 of the first three exercises of Book-1 is about: "Choose the correct answer". The Lesson 1 has 10 items, Lesson 2 has 09 and Lesson 3 again has 10 items related to comprehension of the information. Here, the learners are required to activate mental processing and find out the suitable option out of multiple options. For example, one has to find the answers by activating the faculty of comprehension and answer the questions in various situations like 'where Norma put the lamb chops',

‘The old man wanted to show his son’, ‘The man felt his hair flutter and the tissues of his body draw tight as if he were’. This type of question demands the learners to understand the facts and then comprehend them.

Question No 2 of the same exercises asks the learners to, “Mark the statements as true or False”. All three lessons have 10 questions each. For instance, “Norma found the carton in front of her door as she arrived home”, “Jess’s father was a weak man”, “The rocket metal burned in the meadow winds”. Here, again the learners are expected to learn the facts, comprehend them and answer the question. Question No. 3 in all three exercises requires short answers of the question items. Lesson 1 has 08 items, Lesson 2 has 9 items and Lesson 3 has 8 items. The answers to these questions demand understanding of the facts and information, and after comprehending them provide the suitable answer as deemed. The learners are not only supposed to understand the facts but also define these facts into their own terms. For example, finding the reasons ‘why did Norma consider the tone and attitude of Mr. Steward offensive’, ‘what are the reasons that the old man did not follow the advice of the doctors’ and ‘what are those motives that compel Harry to go back to the Earth’.

Question No. 4 in the exercise is about giving answers in a range of words, which is 50 to 150 words. Lesson 1 has 02 items, Lesson 2 has 04 items and Lesson 3 has again 02 items. These types of answers require detailed understanding of the information from all angles. It is expected from the learners to know the basic points of questions like, ‘the factors by which Norma did not remain true to her husband’, ‘describe the physical appearance of the old man’ and ‘what type of situations the Bittering family faced. In these types of questions, the students need to understand text contextually, infer from the stated information and subsequently answer the questions.

Questions No.5 in Lesson 1 is also based on understanding the information. The exercise has 01 question with 10 items. In this activity, the students have to activate their mental processing and find the missing information like, 'Connect a sentence of Column I with the relevant sentence in Column II'. Here again the students have to understand the context on the basis of the first part of the given statement and find the other missing information from the given text like, 'She sat down to open... the package'.

In appendix 4, the first three exercises of Book-II of the Punjab Textbook are given which have been evaluated on the basis of the Bloom's Taxonomy here. Lesson 1 has 6 items, Lesson 2 has 7 and Lesson 3 also has 6 items. All exercise items fall in the sub-domain, comprehension. These questions enhance the comprehension skills of the learners. They also develop the ability to reproduce the information in their own way and give solutions to queries. The exercise items in Lesson 1 require the learners to find out the reason 'how is it that a star seldom finds another star near it, 'In what way scientific method has helped us in our fight against disease' and the reasons of the boys' failure, like some boys who fail because they do not try, identify them and also tell the ways to help them.

In appendix 5, question No.1 of the three exercises of Book-III requires learners to "Choose the correct answer". Lesson 1 and Lesson 2 have 08 and 10 items respectively, whereas the exercise of Lesson 3 does not contain any short questions. The students are supposed to carefully read the information in the texts, comprehend the facts and answer the questions from multiple choices. For example, questions asked in the exercises require students to understand 'why the bus was late', and 'who is Roger Spelding', and 'who was drinking the rain'. These are the questions where understanding factual information is necessary.

Question No. 2 of the same exercises asks learners to, “Mark the statements as true or False”. Lesson 1 has 08, Lesson 2 has 10 and Lesson 3 has 05 items. For instance, ‘the carran out of gas about two miles from here’, ‘Ellan is going to marry John, a farm boy’, and ‘the poet hears leaves drinking rain’. To answer these questions, the learners are supposed to understand the content of the items and elicit facts from the texts. Subsequently, they have to comprehend it and answer the questions whether true or false on the basis of the exact information taken from the text.

Question No.3 in all three exercises requires short answers of the question items. Lesson 1 has 08 items, Lesson 2 has 9 items and Lesson 3 has again 8 items. The question items taken from Lesson 1 and Lesson 2 of Book-III expect students to decipher contextual information and then reproduce the same in their own terms. The process of comprehension culminates interpretation of the understood facts, and this process goes on for reproducing those concepts in one’s own words. For instance, in the question items of the given exercises, the learners are required to find out the reasons ‘why the girl could not describe the killer’, and also sort out the facts that ‘how does Kreton prove his extraordinary power’. After reading and grasping the facts from the text and the context, the students have to give answers in their own words.

Question No.4 in Lesson 1 is about the answering the questions in 100-150 words. It is a kind of a short essay. Lesson 2 and Lesson 3 do not have such types of questions. Lesson 1 has 3 items, which require comprehension of the information. Learners have to read the text, understand its various components and narrate the information in their own words. The items like, ‘why did the girl consider First Man her helper’, ‘what are the factors that played a role in saving the girl’ and ‘how did the girl realize the truth’.

Question No.6 from Lesson 1 and Question No.5 from Lesson 2 of the book are related to comprehension. Lesson 1 has 08 items and Lesson 2 has 10 items. These questions ask the learners to pick out the correct word and fill in the blanks. One important aspect is that while choosing the correct option, the students have to select that word which is explained in the context and gives the same meaning both in the text and in the question. Further, they have to find out the correct option out of a number of words in the following items by selecting the suitable proposition to complete the sentence i.e. ‘she sobs and rushes the Man quickly’ and ‘It’s not very flattering when one’s own daughter won’t listen what one says.

In *Mr. Chips* (PTBB): *English Book-IV*,

7. Describe the first encounter between Mr. Chips and Catherine Bridges.

8. Describe the quarrel between Ralston and Chips.

Book IV’s exercise has only two items, which ask for the comprehension of presented information. Here, the questions require learners to read the text thoroughly and find out the contextual information. They have to further process the information and rewrite it in their own expressions. For example, a learner is supposed to ‘describe the first encounter between Mr. Chips and Catherine Bridges’, and the quarrel between Ralston and Mr. Chips. Here the learner has to first grasp the account, understand it and subsequently reproduce the information in a sequence in his/her own words.

5.1.1.3 Applying/Application

This is the third level of Cognitive Domain. It is also the last level of Lower Order Thinking Skills (LOTS). At this level, the learners apply the previously attained information from the first two cognitive levels i.e. remembering and understanding skills to a novel situation. At times, in this stage, the learners have to apply knowledge to something new concrete situations which were not understood previously and are

not based on the comprehension in the previous level. The application may be based on methodical or theoretical assumptions and refers to the ability to use learned material in new and concrete situations which are not countered before.

5.1.2 English Book-I (PTBB)

Lesson 1: Button, Button

6. Use the correct forms of the verbs given in brackets.

- i. Norma (unlock) the door, and (go) into the apartment.
- ii. She (turn) the unit over.
- iii. She (reread) the typed note smilingly.
- iv. He (remove) his hat as Norma (open) the door.
- v. Mr. Steward (look) surprised.

7. Punctuate the following lines.

Mr Steward looked embarrassed. I am afraid I am not at liberty to tell you that. However, I assure you the organization is of international scope.

8. Write down the following lines in indirect narration.

- i. "Don't you want to know about it?" the salesman asked the customer.
- ii. "I hope everything goes well with you," said Asif to his friend.
- iii. "Where shall we meet tomorrow, at my home or at yours?" the lawyer asked his client.
- iv. "All is well that ends well!" said the father when he had finished the story.

Lesson 2: Clearing in the Sky

5. Use the correct forms of the verbs given in brackets.

- i. I (carry) a basket of dishes to Mom.
- ii. I (know) how hot it was.
- iii. I (follow) him down the little path.
- iv. I (buy) this little farm around here.

v. Is that what you (want) to show me?

6. Punctuate the following lines.

now you're coming to something so he said as he pushed down the top wires so that he could cross the fence this is something i want you to see

Lesson 3: Dark They were, and Golden-Eyed

5. Use the correct forms of the verbs given in the brackets.

i. The man (feel) his hair flutter.

ii. They (see) the old cities.

iii. They (look) at their children.

iv. Laura (stumble) through the settlement.

v. He (drench) in the hotness of the air.

vi. All the boards (warp) out of shape.

vii. Harry (move) into the metal shop.

viii. His wife (appear) with his supper in a wicker basket.

ix. The sons (play) songs on the ancient flutes.

x. They (turn) their backs to the valley.

6. Punctuate the following lines.

the town empty but we found native life in the hills and dark people yellow eyes the martians very friendly we talked a bit not much they learn English fast

Lesson 1 of the Book-I has the following number of question items, which fall in the application level. Question No.6 with 5 items, Question No.6 with 01 item and Question No.8 with 04 items are related to application of the information. Students have to use the correct form of verbs in the given sentences like 'I (carry) a basket of dishes to Mom'. In Question No.6, they also have to apply the already learnt mechanics of writing rules to given lines. Likewise, in Question No.8, they would

apply the rules of narration on the given sentences, for example, “Don’t you want to know about it?” the salesman asked the customer.

Similarly, in Lesson 2, Question No.5 with 05 items is about the correct usage of form of verbs like, ‘I (carry) a basket of dishes to Mom’ and Question No.6 is to punctuate the given lines. The learners are supposed to learn the skills first and afterwards apply those skills on the given exercises. Similarly, in Lesson 3, Question No.5 with 10 items is about the correct usage of form of verbs like, ‘the man (feel) his hair flutter’, and Question No.6 is about punctuating the given lines. Here, a learner would again learn the skills, understand them and apply them on the given items.

5.1.3 English Book-III Plays and Poems (PTBB)

Lesson 1: Heat Lightning

V. Punctuate the following lines.

i want to get out of this storm. What the hell do you think I want what the idea of locking this door you think you own this place

Lesson 2: Visit to a Small Planet

6. Use the following phrasal verbs in your own sentences.

a) pass on b) pass through c) pass over d) pass down

7. Punctuate the following lines:

the odds against being hit by a falling object that size is I should say roughly ten million to one

Poem No. 1 The Rain

3. Add two more rhyming words in each line.

- | | | | |
|------|--------|-------|-------|
| i. | leave, | _____ | _____ |
| ii. | drop, | _____ | _____ |
| iii. | ram, | _____ | _____ |

Application is the last level of Lower Order Thinking Skills (LOTS). Book-III has a number of questions which fall in the application level of Cognitive Domain. Lesson1 has 01 item, Lesson 2 has 02 items and Poem 1 has 01 item, which seek application of the acquired skills. At this stage, learners first understand the context and apply the acquired knowledge in new circumstances, which are not countered previously. For example, Question No.5 in Lesson 1 and Question No. 6 in Lesson 2 are about the application of mechanics of writing and Question no.7 in Lesson 2 is about the usage of phrasal verbs in your own sentences. It is understood that the learners know the rules of punctuation and apply them on the given excerpts and words. Similarly, Question no.3 in Poem 1 is to add two more rhyming words to the given lines'. Although these are simple questions, they require students to comprehend the context and apply the knowledge to the given questions.

5.1.3.1 Analyzing/Analysis

This is the fourth level of Cognitive Domain. Higher Order Thinking Skills (HOTS) starts from here. At this level, on the basis of the creative abilities of learners, the information is split into bits and pieces and students are expected to analyze its different components. Internal as well external elements are analyzed to see the relationship of the specifics in the body of the text. It also provides thorough insights into the organizational principles on which some information or a discussion is based. At this level, the learners acquire the ability to analyze the information without giving any evaluation of the information.

5.1.4 English Book-I (PTBB)

Lesson 1: Button, Button

4. Write down the answers to the following questions in 100-150 words.

iii. Do you agree with Norma's assertion that the death of someone you have never seen is not important?

Lesson 3: Dark They were, and Golden-Eyed

4. Write the answers of the following questions in 50-100 words.

iii. How did the life change finally? Was this better or worse?

v. What difference can you point out in the lifestyle of the people of two different planets?

In Book-1, Lesson 1 has 1 question and Lesson 3 has 2 questions related to analysis. Students are supposed to give answers of a question within the prescribed word limit. It is like giving an answer in the form of essay in miniature. The learners will split the internal and external components of the information and analyze the relationship of the components. For instance, question No.3 in Lesson 1 asks whether learners agree to the information provided in the text like 'Do you agree with Norma's assertion that the death of someone you have never seen is not important' or not, question 3 in Lesson 3, 'how did the life change finally and it was this better or worse' and question 5 in Lesson 3 is to find out the difference in the life style of the people of two different planets. The information would be analyzed in small chunks. An important thing to note here is that the information asked in these questions will be analyzed but not evaluated.

5.1.5 English Book-II Modern Prose and Heroes (PTBB)

Lesson 1: The Dying Sun

7. Why is the universe, of which our earth is a part, so frightening? Give as many reasons as you can.

Likewise, Lesson 1 in Book-II has only 1 question that asks for the analysis of the information. The learner would analyze the facts from the ideas and theories. For instance, learners are supposed to understand the reasons why the universe is so frightening. These reasons will be split into parts, understood and analyzed as a whole to give the overall point of view.

5.1.6 English Book-III Plays and Poems (PTBB)

Lesson 2: Visit to a Small Planet

4. Answer the following questions in 100-150 words.

ii. How does the playwright expose the inferiority of the present race to that of the future?

iv. Compare and contrast the people of the two planets.

Lesson 2 in Book-III has 2 questions about the analysis of the information. Minimum and maximum word limits are already prescribed for the analysis. The students would read the text with respect to making a comparative analysis as Question 2 asks about the inferiority of the present race with the future one. Likewise, Question 4 also demands understanding of different parts of the text and subsequently drawing the analysis from the body of text. Students would read the text; analyze the internal and external elements as they have to 'draw a comparison of the people of the two planets.

5.1.7 English Book-IV Mr. Chips (PTBB)

Exercises

2. What contribution did Brookfield make to England?

6. What influenced did Catherine Bridges exercise on Mr. Chips?

10. Can we look upon Mr. Chips as an institution of Brookfield?

The above-stated 3 questions of Book IV are fragmented in nature. The students would read the text thoroughly and extract minute facts from the whole information. They would read the whole text, analyze it into parts, and state those facts which are asked in the question statements. For example, Question 2 is about the contribution of Brookfield for England, Question 6 is to 'state the influence of Catherine Bridges on Mr. Chips' and Question 10 is to 'look upon Mr. Chips

character as an institution of Brookfield. In all these questions, the learners have to split and analyze the information from within the text.

5.1.7.1 Evaluating/Evaluation

It is the fifth level of Cognitive Domain. This is used at tertiary level of academic activities i.e. universities. This level has many complexities, yet it is widely used at school and college level studies. At this stage, the learners are expected to evaluate internal and external facts and evidence of the text. After evaluating facts and evidence, learners are expected to give a valid conclusion.

5.1.8 English Book-II Modern Prose and Heroes (PTBB)

Lesson 1: The Dying Sun

8. What, in your opinion, should be the conditions necessary, for the kind of life we know to exist on other heavenly bodies? Do such conditions generally exist?

Lesson 1, Book-II has only 1 question based on the second highest level of Cognitive Domain. At this level, a learner is supposed to give his/her personal opinions and judgments. A learner's answer may be against or in favor of the query. Usually these types of queries are aimed at eliciting the opinion of a learner about a certain aspect. The learner reads the text and sees the important points and becomes judgmental, while giving his/her point of view. For instance, Question No.8 is designed to get personal opinion of the learner about the existence of plausible living conditions in other heavenly bodies.

5.1.8.1 Creating/Synthesis

This is the last stage of Cognitive Domain. It is also the highest level of Higher Order Thinking Skills (HOTS). At this level, the learners use already acquired abilities of cracking and analyzing the information and combining the components to form a unified whole. The main emphasis of this level is on the parts, pieces, elements

etc. to form as a whole, which did not exist before. This level improves the learners' writing skills and other expressive modes.

5.1.9 English Book-I (PTBB)

Lesson 1: Button, Button

4. Write down the answers to the following questions in 100-150 words.

i. Write a note on the character of Arthur.

iv. Write the story in your own words.

Lesson 2: Clearing in the Sky

4. Write the answers to the following questions in 100-150 words.

iv. Write the story in your own words.

Lesson 3: Dark They Were, and Golden-Eyed

4. Write the answers to the following questions in 50-100 words.

iv. Write the story in your own words.

In Book-I, Lesson 1 has 2 items, Lesson 2 has 1 item and Lesson 3 has 1 item fall in the highest level of Cognitive Domain i.e. synthesis. To answer such kind of questions, one has to read the text carefully, analyze it and then reproduce in a way that the response presents a unified whole. As the inference is made from the text keeping in view the context, there is a great likelihood of a modified response for it given by a learner in his/her own words. Question No. 4 in Lesson 1 has 2 sub-items

i.e. 'write a note on a character' and 'write the story in your own words'. Similarly, Question 4 in Lesson 2 and Lesson 3 are also about writing the story in own words. Hence, answering such kind of queries contains the subjective element too in it along with the information or facts taken from the text.

5.1.10 English Book-III Plays and Poems (PTBB)

Lesson 2: Visit to a Small Planet

4. Answer the following questions in 100-150 words.

i. Write a note on

- | | | |
|-----------------|-------------------|-----------|
| a) Mr. Spelling | b) Mrs. Spelling | c) Ellen |
| d) John | e) General Powers | f) Kreton |

iii. Describe the arrival of the flying saucer in your own words.

v. Write a story of your visit to a far-off place in the north of Pakistan.

The above-stated items of Book-III also require the synthesis of the information. In Lesson 2, the first sub-items ask learners to write down notes on the mentioned personalities. This type of writing would be based on the information taken from the text and the personal opinion of the learner. Likewise, sub-items iii and v of the same question also check the abilities of the students to crack the information, analyze the chunks and add subjectivity to it to form a new unified whole. Like sub-item iii is 'description of flying saucer in one's own words' and sub-item v is altogether 'create a new story on the basis of their personal experience of visiting a far-off place in the north of Pakistan'.

Poem No. 1 The Rain

4. Write a critical appreciation of the poem.

5. How can a rainy day be enjoyed?

6. Explain the first stanza with reference to context.

Question No. 4, 5 and 6 of Poem No. 1 requires students to invoke their potential of creative writing. Question No. 4 is about the critical appreciation of the poem, which is based on thorough comprehension of the poem prior to giving answer to the question. Question No. 6 is about the explanation of the first stanza in one's own words. This requires students to read the stanza from all aspects and synthesize the information into a new whole bearing subjectivity. Question No. 5 is also about understanding the content from different angles and adding personal input to the

existing ideas taken from the content, like mentioning the factors in how one can enjoy a rainy day.

5.1.11 English Book-IV Mr. Chips (PTBB)

Exercises

1. Write a note on Brookfield.
3. Draw a character sketch of Mr. Chips.
4. Write a note on Mr. Chips as a teacher.
5. Write an account of Mr. Chip's married life.
9. Write a note on Mr. Chip's humor.
11. Draw a character sketch of Katherine Bridges.
12. Write a short note on the views and ideas of Katherine Bridges.
13. Write a brief note on the following:

a) Mr. Wetherby	b) Mr. Meldrum
c) Mr. Ralston	d) Mr. Chatteris
e) Mr. Merivale	e) Mrs. Wickett

All the above-stated 08 questions in Book-IV demand synthesizing of information into one whole. Text is analyzed, information is gathered and then synthesized because most of the time, the process of synthesis is based on the given text. In the aforementioned questions, the information regarding different aspects of characters is already present at different places in the Novelette. After thoroughly reading the text, learners can acquire information about various aspects of the characters, analyze them accordingly and create a new piece of writing. Like, Question No.1 is to 'write a note on Brookfield'. Similarly, all questions are about writing notes on the characters discussed in the text. Detailed descriptions and accounts of the characters are given in the text. Hence, the students are supposed to

collect information about the characters from different parts and create a unified whole, while answering the questions. Question No.12 asks learners to ‘write a short note on views and ideas of Katherine Bridges’. The question also requires the comprehension of the Katherine’s views available in the text, detailed analysis and then synthesis of them in their own words. Overall, the synthesis level of Cognitive Domain is paramount in developing the creative writing skills of the learners.

5.2 Analysis of English Textbooks of Sindh Textbook Board (Book- One, Two)

5.2.1 Intermediate English Book- One

5.2.1.1 Remembering/Knowledge/Recalling

Knowledge is the first tier of Cognitive Domain. It helps recalling or identifying from the facts given. In this level, students’ abilities to remember the facts, ideas, theories and procedures are developed.

In appendix 6, the items from the exercises of the textbooks are taken for evidence. Lesson 1 has 6 questions, which are only related to remembering facts. The learners have to only learn facts and recall information when required like, ‘the first Governor-General of Pakistan’ and ‘who was the last viceroy of India’. The exercise also contains 03 pairs (06 items) of vocabulary, which require memorizing the words and their meanings. Although the words are explained through sentences and their contextual use is given, the students have to memorize the words by heart and recall the words when it is so required. For instance, the use of words ‘accuse and blame’ is given with examples.

Lesson 2 has 02 question statements, and 06 vocabulary items explained in detail with the help of sentences. The question statements only require remembering the facts in the text i.e. the date and sinking place of the ship and the type of people boarded on the ship like ‘when and where did the Birkenhead sink’ and ‘what kind of people were on board on the Birkenhead’. To answer these questions, no mental

processing is required, and students have to just recall the information. In the study

part of the exercise, although the vocabulary items are explained in their contexts, the learners are supposed to just memorize the meaning and reproduce them.

Lesson 3 has 07 question items in the exercise and 04 words in pair and a single word explained in the contexts in the 'For Study' part of the exercise. The question statements simply demand the memorization of the factual information by the students and recalling them at the material time. For example, the first part of Question 1 demands only memorization of the information from the text and retention of the information like the inception date of the United Nations Organization and the second part is related to comprehension, which requires understanding of the factors, which inspired its establishment. Similarly, the answers to the rest of the above-stated questions are just based on recalling the information. In the same way, the vocabulary items like 'ALLOW: LET' are given in the exercise and their differences through usage are mentioned. The students only need to cram these words and use them where necessary.

In appendix 7, the items are from lesson 1 and book 2 which include three terms like 'trench-coat' in notes part of the exercise. These vocabulary items are simple facts and can be easily memorized. Likewise, the 'For Study' part of the exercise has 11 idiomatic expressions of a word take like 'Take after', 'Take Back' etc. All the vocabulary items in Notes and For Study part of the exercise are part of remembering specific facts of knowledge level.

Similarly, Lesson 2 has 5 terms like 'the Tang dynasty' and 18 idiomatic expression of a word bring like 'Bring about', 'Bring Down', etc. These words would be learnt in the same way as the terms would be learnt in Lesson 1 i.e. memorization of the meanings because all these vocabulary items and idiomatic expressions are based on specific facts.

Lesson 3 has 10 terms explained in detail in the Notes part and explanation of 09 words explained within and out of context in the 'For Study' part of the exercise. These words also include differences of meaning in the words through their usage like adjective and adverb 'Hard: Hardly'. All these items require remembering the words given in the exercise and no complex thinking process is involved.

5.2.1.2 Understanding/Comprehension

This is the second level of Cognitive Domain. The actual process of thinking starts from this level. The learners process the information out of different options learnt from the first cognitive level i.e. remembering. Students are also supposed to understand the information and then convert it into their own means of communication. The information can be inferred, translated and interpreted as per the requirements. On the basis of the understanding from the first level, the learners can also acquire, integrate and express the knowledge according to the task or situation at hand.

The following items (questions) are taken from the exercises of all textbooks of English for Intermediate level recommended by Sindh Textbook Board.

5.2.3 English Book-

One (STBB) Lesson 1

Answer these questions:

4. State briefly what the 'Pakistan Resolution' decided.
6. Why did Kashmir not join Pakistan?
8. How does Pakistan compare in size and population with the other nations of the world?
9. Why does the writer apply the word 'terrible' to the first Year of Pakistan's history as an independent state?

Lesson 2

Answer these questions:

3. How did the Birkenhead come to be wrecked? Was any member of her crew to blame?
4. Why was there lifeboat accommodation for only 180 people after the collision with the rock?
5. Was there enough room in the lifeboats for all the women and children on board?
6. What would probably have happened had there been a panic?
7. Describe the behavior of the soldiers while the women and children escaped in the boats.
8. Where many of the men rescued who remained on the sinking ship? How did the survivors among those left on the ship manage to save themselves?
9. Describe one heroic action that took place after the Birkenhead went down.
10. Were the troops on board the Birkenhead experienced, and used to facing danger? How do we know that they behaved with gallantry and discipline up to the very last?

Lesson 3

Answer these questions

3. What part of the work of the United Nations appears, so far, to have yielded the most promising results?

Lesson 1 has 04 question statements that are related to comprehension level of Cognitive domain in Book 1. In these questions, the learner has to understand the information from the text and define it in its own terms. For example, one has to understand the reasons of 'why did Kashmir not join Pakistan' and 'comparison of Pakistan's area and population with other nations of the world'. The answers to these

questions are mentioned in the text and are mostly based on concrete information. The students only need to understand it and interpret it in their own ways.

Lesson 2 has 08 items that ask the learners to go through the text, get the basic understanding of the required factual information and explain it in their own terms. For instance, Question No.3 and No.4 asks for causes of sinking of the ship and the reasons of the shortage of lifeboats at the ship.

Lesson 3 has only 01 question statement that is about understanding the information. The learner has to understand the facts from the content and correlate those facts into a one unit to give the answer. Like in Questions 03, students need to understand which part of the United Nations is more active and find outcomes of that activeness.

5.2.4 English Book-II (STBB)

Lesson 1

Answer these questions:

1. Explain the importance of the label on Mrs. Oakentubb's suitcase. Why does she hide it?

Lesson 2

Answer the questions below. Questions 1 to 8 can be answered very briefly. Fuller answers may be given to questions 9 and 10.

1. Why is it insular for European historians to term the centuries after the fall of the Roman Empire "The Dark Ages"?
2. On what grounds does the author argue that Communism is the 'most modern and virulent' from the Western Imperialism'?
3. To what causes does the author attribute the power of England in the early Nineteenth Century and the power of the United States and Russia today?
4. Why does the author consider it useless to resist industrialization?

5. Does the author welcome cultural uniformity or not? How does she justify his attitude?
7. What reasons does the author give for his opinion that the nations of Asia will not find it hard to keep their independence?
8. What, in the author's view, has been the most serious flaw in the character of the West over the last few centuries?
10. What, in the author's opinion, should Asian countries accept from the West and what should they reject?

Précis: Write a précis of the passage in 102 words:

Lesson 3

Answer these questions:

1. How accurate is the title of Thurber's essay?
2. What can we gather about grandfather's age, physique and mental condition?

Précis: Summarize the following passage in from 90 to 100 words:

Lesson 1 has 01 question related to comprehension of the information. The learner is supposed to go through the relevant part of the text, understand it and reproduce this information in the answer. Like in Question No.1, the learner has to find the importance of the label on the suitcase and the reasons why Mrs. Oakentubb hides the label.

Lesson 2 has 08 questions that require comprehension of the text with reference to the asked questions. In these sorts of questions, the students need to understand the facts and then comprehend them. The learners are not only supposed to understand the facts but also define these facts into their own terms. For example, in Question No.1, one has to find out the reasons why European historians term the centuries after the fall of the Roman Empire "The Dark Ages". All the other six questions require the answer in more or less the same way. Question No.10 also falls in the domain of

comprehension but here the learner has to be specific only to the author's opinion, while answering this question. Another type of question in the exercise is about précis writing. In this activity, the students need to read out the given passage, understand the main points/facts and reproduce the information in their own words keeping in mind that the sentence(s) from the original excerpt are not repeated in the answer.

Lesson 3 has 03 questions about comprehension level. In the first question, the learner has to go through the text, understand it and find out the theme and correlate it with the title of the essay to check it accurately. The next question also requires the understanding of the text pertaining to the age, physique and mental condition of the grandfather and define that information in own words. The 3rd item is to write the summary of the given passage. The student has to read, understand and explain in his/her own words the main and the supporting ideas.

5.2.4.1 Applying/Application

This is the third level of Cognitive Domain. It is also the last level of Lower Order Thinking Skills (LOTS). At this level, the learners apply the previously attained information from the first two cognitive levels i.e. remembering and understanding skills to a novel situation. At times, in this stage, the learners have to apply knowledge to something new concrete situations, which were not understood previously and are not based on the comprehension in the previous level. The application may be based on methodical or theoretical assumptions and refers to the ability to use learned material in new and concrete situations not countered before. In appendix 8, the exercise is taken from Book 1 of English (STBB).

Lesson 3

Exercise

The Past And Past Perfect Tenses

The simple Past Tense is used to describe an action which took place in a definite past. The time indicated by an adverb or adverbial or adverbial phrase or by the context. The past is thought of as being definitely separated from the present, although the interval may, in fact, be quite short:

The doctor left at 10 p.m.

The progressive Past Tense is used to describe a continuing action in the past. The interest is not in when the action took place, but in its continuity. The continuing action may also be thought of as a kind of background, against which another, completed action (expressed by the Simple Past) may take place.

Bombs were falling and people were coming out of their houses and (were) running towards the air raid shelters.

While we were all talking, the lights went out.

The simple Past perfect Tense is used to describe an action which took place before another action in the past. (Hence its frequent use in reported Speech.)

After my visitor had gone, I went out to post a letter. The general admitted that he had lost the battle.

Exercise 12

Put the verbs in brackets into the correct form of the Past Tense (Simple or Progressive):

1. The bus (turn) around when a private car (crash) into it.
2. I (put) up the Christmas decorations when I (fall) and (twist) my ankle.
3. He (have) a bath when the telephone (ring), so of course he (not answer) it.

Exercise 13

Supply suitable verbs and put them into the correct form of the Past Tense (Simple or Progressive):

1. The maid---the plates on the floor, and they all-----
2. She---to South America by plane in 1954.
3. I-----three tennis sets yesterday. And ---all of them.

Exercise 14

Put the verbs in brackets into the correct tense (Present Perfect, or Past):

1. Since I (have) influenza last December. I (not feel) very well.
2. The children (not believe) in Father Christmas since they (be) eight years old.
3. They (not be) abroad for the last few years. The last time they (go) were in 1954.

Exercise 15

Put the verbs in brackets into the correct tense (Past or Past Perfect. Simple or progressive):

1. The train (be) in the station at least five minutes before I (recognize) my friend in the crowd.
2. After she (wash) the clothes she (hang) them up to dry.
3. I never (see) such high mountains until I (go) to India.

Exercise 16

Complete the following sentences:

Example

I had never been there until---

I had never been there until we went at Easter.

1. She had learnt Spanish before -----
2. After they had finished the meat, the servant-----
3. We had only driven 32 kilometers, when-----

The above-stated questions in Lesson 1 and Book 1 have multiple exercises about different aspects of grammar. All these exercises fall within the purview of application of the skills. These exercises with sub-items have explanation of grammar rules, which ask about the use of definite and indefinite articles like ‘For me ----- hardest subject is ----- history and ----- geography are ----- easiest’, use of helping verbs such as ‘A reward of fifty pounds – offered and the use of simple present tense like ‘She (do) all her housework in the evening’. Exercise 5 has the use of material nouns like ‘This dairy sells many liters of milk every evening’, and Exercise 6 is about rewriting the sentences such as ‘It is quite possible for poor people to be happier than rich people’. The above-stated items may help students improve their application skills.

Lesson 2 has the same type of question about the learning of different tenses. All exercises from 7 to 11 are about the use of present tense and its various kinds like, ‘She always (take) her pet dog for a walk before breakfast’. These exercises provide students with opportunities to learn the present tense, its kind and then apply it on the given sentences. Every exercise has a plenty of practicing sentences ranging from 20 to 25 sentences.

Past tense and its kinds are explained in the exercise of Lesson 3. Students can better learn the past tense from this type of explanation as it contains the relevant examples like, ‘The doctor left at 10.p.m.’ and ‘The bus (turn) a corner when a private car (crash) into it’. Here again the student would learn the skills, understand them and apply those skills on the given items. Every exercise has a considerable number of (20 to 25 per exercise) sentences for practice.

5.2.5 English Book-II (STBB)

Lesson 1

TRANSLATION

Translate the following sentences into Urdu or Sindhi:

1. He can sue me for libel if he likes. I won't take back what I said.
2. We intend to have this wall taken down in order to convert the two rooms into one.
3. I forgot to take down his telephone number.

Lesson 2

TRANSLATION

Translate the following sentence into Urdu or Sindhi

1. The recent discoveries of medical science have brought life and health to millions of people.
2. He could not bring himself to accuse his own brother.
3. The destruction of forests commonly brings about great changes of climate.

Lesson 3

TRANSLATION

Translate the following sentence into Urdu or Sindhi.

1. He was very busy, but he was willing to see me.
2. He was too busy to see anybody else.
3. That book is too difficult for a young child.

Lessons 1, 2 and 3 of Book Two have translation activities, which fall in the application level. Every exercise of first three lessons has almost 20 sentences to translate in Urdu or Sindhi from English like 'He can sue me for libel if he likes. I won't take back what I said'. Students cannot do the exact translation from one language to another due to language constraints i.e. exact word to word translation. Secondly, the sentences are not taken from the text and are a kind of general statement. However, these are still important in imparting translation skills to students.

5.2.5.1 Analyzing/Analysis

This is the fourth level of Cognitive Domain. Higher Order Thinking Skills (HOTS) starts from here. At this level, on the basis of creative abilities of the learners, the information is split into bits and pieces and its different components are thoroughly analyzed. Internal as well as external elements are analyzed to see the relationship of the specifics in the body of text. It also provides thorough insights into the organizational principles on which some information, or a discussion is based and at this level the learners acquire the ability to analyze the information without giving any evaluation of the information.

5.2.6 English Book-

I (STBB) Lesson 3

2. How successful has the United Nations Organization been, so far, in preventing local wars?

Lesson 3, Book-I has only one question that requires the analysis of the information given. First the learner has to read the whole text and understand the specific information from different ideas and concepts from specific places of the text. Then, the smaller facts may be analyzed to combine as a whole. For example, one has to understand the facts and then on the basis of this understanding, the level of success of the United Nations in preventing local wars would be analyzed.

5.2.7 English Book-

II (STBB) Lesson 1

Answer these questions.

2. At what point in the play do we become certain that the man knows that the woman in the waiting room is Mrs. Oakentubb? When, in fact do you think he discovered her identity?
3. When is the audience likely to begin to suspect that she might be Mrs. Oakentubb?
4. What motive has the man for murdering her?

5. In this little melodrama, the author keeps on building up the tension then relaxing it, until the final moment of tension when the murder is done. Briefly describe the chief moments of tension and what follows after each one.
7. Suspense is an important element in a thriller. Briefly show how the author keeps the audience in suspense for the answer to two questions --- will he find out who she is? Will he kill her?

Lesson 2

6. How is traditional culture threatened in an age dominated by science and machinery?
9. What parallels may be drawn between the decline of the power of Europe at the end of the Roman empire and the decline in the power of Europe since 1914?

Lesson 3

3. How does the panic appear to have started?
4. How did Thurber's mother cope with the situation?
5. What caused the lieutenant colonel of infantry to lead a fleeing company of three hundred people?
6. How long did the panic last and how was order restored?
7. How did the panic start in the cinema on High Street?
8. Why did Dr. Mallory think that the floodwaters were about to engulf him?
9. How did Thurber obtain the description of the events in the cinema and the experience of Dr. Mallory?
10. Why did the citizens of Columbus not care to talk about the events of the 12 March 1913?

Lesson 1 in Book-II has 05 questions that need to be analyzed. It is obvious that this level develops the ability to divide the components and better understanding of the relationship among the components. The components are analyzed at micro and macro levels. As Question No.2 demands the analysis of the information by bifurcating it into its parts like 'at what point the man knows that the woman in the waiting room is Mrs. Judy Oakentubb' is dividing the larger information in the smaller component to analyze it. The other remaining questions are of the same nature, which can be analyzed by extracting facts from the ideas and theories.

Lesson 2 has 02 items that are about analysis of the required information. In Question No.6, the students have to read the relevant part of the text and analyze what factors pose a threat to traditional culture. Question No.9 is to 'draw the parallels between the decline of the power of Europe at the end of the Roman empire and the decline in the power of Europe since 1914'. In these 02 items, the students need to understand the information and analyze the relevant part of the text.

Lesson 3 has 08 items that require the analysis of the information in different parts of the text. These items require the deconstruction of the ideas. The students are supposed to read the text from different parts and figure out the facts. For example, Question No.3 'how does panic appear to have started' is about finding out when the actual state of panic started as there are references across the text. In the same way, Question No.5 is about Thurber mother's handling of the situation. In this item, students have to determine only specific events of Thurber's mother handling of situation, since all others in the situation appear stunned and clueless. Similarly, the other 06 items also require learners to divide the events in chunks and analyze them.

5.2.7.1 Evaluating/Evaluation

It is the fifth level of Cognitive Domain. This is used at tertiary level of academic activities i.e. universities. This level has many complexities, yet it is widely

used at school and college level studies. At this stage, the learners are expected to evaluate internal and external facts and evidence of the text. After evaluating facts and evidence, the learners are expected to give a valid conclusion.

5.2.8 English Book-II (STBB)

Lesson 1

Answer these questions.

6. Why, in your opinion, does the author make the porter a humorous character?
10. Briefly discuss whether the play would have had a more satisfying ending if the man had not come back through the door, seen Mrs. Oakentubb's vulgar and impenitent gesture and shot her—that is to say if it had ended in Mrs. Oakentubb's collapsing with genuine remorse and the man's decision that he would be adequately revenged if she went on living.

Composition

Write a letter of between 150 to 200 words (excluding your address) to a friend or relative on one of the following topics.

1. You're seeing a performance of *Twenty Minutes with Mrs. Oakentubb*; briefly describe what sort of a play it was and what you thought of it.

Book-II, lesson 1 has 03 items that need evaluation. In these areas, the independent and subjective point of view of the learner is sought. Like in Question No.6, a student has to justify his own point after understanding the context and the text. Similarly, in Question No.10, a learner has to give his personal point of view based on his/her understanding and judgment of the events described in the text. The 3rd item is also about giving personal judgment in the body of the letter. Here, the student is expected to describe the nature of the play and most importantly what is his/her take on that.

5.2.8.1 Creating/Synthesis

This is the last stage of Cognitive Domain. It also comes under the highest level of Higher Order Thinking Skills (HOTS). At this level, the learners use the already acquired abilities to analyze the information by combining the components to form a unified whole. The main emphasis is on the parts, pieces, elements etc. to form a whole which never existed before. This level improves learners' creative writing skills and other expressive modes.

5.2.9 English Book-I (STBB)

Lesson 1

Composition

Write an essay of 250 to 300 words on one of the following personalities:

1. Mohammad Ali Jinnah. 2. Liaquat Ali Khan. 3. Syed Ahmad Khan.
4. Amir Ali. 5. Allama Mohammad Iqbal.

Lesson 2

Composition

Write between 250 to 300 words on one of the following topics: 1. The value of discipline. 2.

A true story of heroic behavior.

Lesson 3

Composition

Write between 250 to 300 words on one of the following topics:

1. The need for international understanding
2. The importance of literacy.
3. The value of the United Nations Organization.

All three lessons of Book-I have various types of composition activities. Lesson 1 has a composition question about 05 personalities. But only the personality of Mohammad Ali Jinnah is discussed in detail. The students can find plenty of material

about the life, and feelings of Mohammad Ali Jinnah and the major events that happened during the independence movement. Therefore, students can easily compose an essay based on the given information. However, there is no direct or indirect information about other personalities. This depends on students to compile information from different sources and then composing their answers.

Lesson 2 has 02 items that belong to the category of creating or synthesizing information. The composition topics have no direct information in the text. The students have to write on the value of discipline' and 'a true story of heroic behavior'. However, students can get ideas from the text about the value of discipline and some acts that fall in the category of heroic behavior.

Likewise, Lesson 3 also comprises a general topic for composition. The first two topics 'the need for international understanding' and 'importance of literacy' have indirect information in the text. Students infer from the text and then come up with a composition in their own discrete manner. Conversely, the third topic, which is about the value of the United Nations Organization, is presented with some facts. Students develop their own compositions after delving into the given information.

5.2.10 English Book-II (STBB)

Lesson 1

9. Write a brief character sketch of Mrs. Oakentubb.

10. Write a brief character sketch of the porter.

Lesson 2

Composition

Note: When you write composition exercises, you are asked to write within a given number of words. It is highly important for you to obey this instruction. Those who write for publication are constantly required to supply editors or publishers with

pieces of writing which will exactly fill a given space, and the skill of writing to a given length is one which all students of composition should acquire.

Write an article of 350 to 400 words for a school or college magazine on one of the following topics:

1. The Re-awakening East: an essay by Bertrand Russell.
2. Industrialization – a blessing or a menace.
3. The value of the arts to modern man.
4. What we can learn from the successes and failures of the West.
5. A visit to a factory.

Lesson 3

Composition

Write between 350 and 400 words on one of the following topics:

1. An appreciation of the Day the Dam Broke.
2. The behavior of crowds.
3. The dangers of panic.

Book-II also has composition activities. Lesson 1 has 02 questions that require synthesis of the information provided. For example, Question No.9 and 10 ask for writing brief bios of different characters. The detail of the characters i.e. Mrs. Oakentub and the porter is given at various places in the text. Now, it depends on the students to find the factual information of these characters, understand its various facets and create a new writing structure. These types of questions help to understand the subject matter, a situation or a character from all angles and develop analytical abilities in the Students. Lesson 2 also has 05 writing items. Students are supposed to answer all questions in 350 to 400 words. The first item is directly linked to the lesson which asks about 'The Reawakening East: an essay by Bertrand Russell'. The details

of this topic are mentioned in the lesson and students only need to collect facts and synthesize the information in his/her own words. However, the next four questions are general essay type, whose answers are not directly present in the text. The students elicit the information from other sources and create answers in their own ways like ‘a visit to a factory’.

Lesson 3 also has 3 writing items, which ask for answers in 350 to 400 words. For all three items, required information is explicitly mentioned in parts of the text like ‘the Day the Dam Broke’, ‘behavior of the crowds’ and ‘the dangers of the panic’. The students are to carefully read the text, connect the facts and elaborate what they understand in their own writing.

5.3 Analysis of English Textbooks of Balochistan Textbook Board (Book-11, 12)

5.3.1 Intermediate English Book 11

5.3.1.1 Remembering/Knowledge/Recalling

Knowledge is the first level of Cognitive Domain. It forms the basis of a person’s intellectual abilities. This level only requires recalling or identifying from the given facts. In this level, students develop their abilities to remember facts, ideas, theories and procedures.

The following items from the exercises of the textbooks are taken for evidence.

5.3.2 English Book-11

(BTBB) Lesson 1

Reading and Thinking skills:

1. Answer the following Questions

1. Where did the story take place?

vi. When did the spring return to the garden?

5.3.3 English Book-12

(BTBB) Lesson 1

Reading and Thinking Skills

1) Answer the following question

- i) When did the Hazrat Muhammad (PBUH) give his last address?
- ii) Where did the Hazrat Muhammad (PBUH) give his last address?

Lesson 2

Reading and thinking skills

1. Answer the following question

- iii. Where did the eagle fly to?
- v. Where did the gardener find the money bag?
- vi. How many gold pieces had the gardeners spent and why?
- vii. What kind of a man was the gardener?
- viii. Which character of the story do you like?

In these exercises, the questions are taken from the first three lessons of every textbook taught at Intermediate level at Balochistan. Lesson 1 in Book-I have only two questions, which require learners to memorize the facts and remember them. There is no mental processing involved as a student is just supposed to recall the place the story is originated from and the time of spring. Lesson 1 and Lesson 2 in Book-II also contain the same type of questions. For example, a student has to just recall the time and place in the question, “when and where did Hazrat Muhammad (PBUH) give his last address?” Similarly, Lesson 2 has 05 items requiring students to memorize the information, like the flying direction of the eagle and the place where the gardener found the bag. The remaining the questions in Lesson 2 are of same nature.

5.3.3.1 Understanding/Comprehension

This is the second level of Cognitive Domain. The actual process of thinking starts from this level. The learners process the information out of different options learnt from the first cognitive level i.e. remembering. Students are also supposed to understand the information and then convert it into their own means of

communication. The information can be inferred, translated and interpreted as per the requirements. On the basis of the understanding from the first level the learners can also acquire, integrate and express the knowledge according to the task or situation at hand.

In appendix 9, the first type of questions in all three lessons of Book-I require short answers. Lesson 1 has 7, Lesson 2 and 3 have 10 and 6 items respectively. What is expected of students is that they sift through the text and give suitable answer(s). For example, in Lesson 1, Question No. 1, sub-item ii, one has to understand the cause and effect in the given situation and answer 'why could not children play on the road'. Likewise, the remaining questions in Lesson 1, Lesson 2 and Lesson 3 are of the same nature, which require understanding of the information from all aspects before giving answers.

In appendix 10, the second type of questions in the lessons is Multiple Choice Questions (MCQs). Lessons 1, 2 and 3 have 10 questions each. The learners are required to invoke their analytical abilities and select suitable options from the given choices. For instance, a learner has to comprehend the text from all aspects and answer questions, like 'who was a Cornish ogre?', 'Why the boy could not give the correct answer?' and 'Psalm means'. 'Question No. 3 in the exercises is to "Mark the statements as True or False". Every exercise has 10 items. For example, 'Giant was selfish only in the beginning', 'The teacher loved to teach the little boy' and 'Art is long, and time is fleeting'. To answer these sorts of queries, the learners are expected to process the facts and relate information and then mark the statement as either True or False. Another activity is to fill in the blanks with the suitable relative pronouns. Relative pronouns are explained in the first place. Students then need to fill in the blanks with the appropriate choice. The last item is about the lesson or moral of the

story. In this activity, students would read through the text and furnish the main idea in their own words.

The very first question in the first three lessons of Book-II is about comprehension skills. Lesson 1 has 04 items, Lesson 2 has 05 items and Lesson 3 has 06 items. All these items test students' understanding of the context in one way or the other. The learners have to read the text, comprehend it and narrate the information in their own words. For example, in the questions like, 'What did Hazrat Muhammad ﷺ say about the life and property of every Muslim?', 'Why did the merchant leap into the water?' and 'How do you explain patriotism?'. Another activity in Lesson 1 is about writing a note on the last address of Hazrat Muhammad (PBUH). This activity is meant to ascertain facts regarding human rights and responsibilities in the text, understand them in the context and write down answers in own words. Question 2 in Lesson 1 and 2 is about choosing the correct option and filling in the blanks with a suitable option. Question 3 in Lesson 3 is about filling in the blanks with a suitable answer. These sorts of items ask learners to choose the correct word from different options. Students need to put their mental faculties into play to decipher the available information and then select the most appropriate choice. For instance, 'Harm no _____ so that no one may harm you'. Question 2 and 3 with sub-items in Lesson 3 are about 'Mark the statements as True or False' and 'Fill in the blanks with correct options'. These questions are the same in nature as the above-stated items (Questions 2 and 3) of Lesson 1 and Lesson 2. Question No.4 in Lesson 3 is about reading the text, and extracting the main idea/theme of the lesson and the detailed information that support the theme. This question also asks for processing the facts and then presents one's subjective analysis.

5.3.3.2 Applying/Application

This is the third level of Cognitive Domain. It is also the last level of Lower Order Thinking Skills (LOTS). At this level, the learners apply the previously attained information from the first two cognitive levels i.e. remembering and understanding skills to a novel situation. At times, in this stage, the learners have to apply knowledge to situations which have been neither understood previously nor studied in the levels of comprehension discussed before. The application may be based on methodical or theoretical assumptions and refers to the ability to use learned material in new and concrete situations which have not been countered before.

In appendix 11, Lesson 1 in Book-I has four activities, which fall in the application level of Cognitive Domain. The first activity is to find out the examples of personification from the text together with at least five examples of personification from other texts or sources. The concept of personification is explained with examples in the exercise. Now, after learning this concept, students need to apply knowledge by finding out examples from the text. The second item is to punctuate the given passage.

Punctuation marks are defined with examples. At this stage, a learner has to first understand the context and apply the acquired knowledge in new circumstances. The third activity is to translate a paragraph from English to Urdu, keeping in mind the points mentioned in the exercise. The last item is about a group presentation, where students need to read the text and collect important details of the story to present it before the class. The presentation will follow a question-answer session to further understand the plot, characters and thoughts in the story.

Lesson 2 has 09 different types of activities related to application level. These are short activities, which include use of kinds of nouns in their relevant columns; identify tenses in a specific paragraph; use relative pronouns and antecedents in the sentences; write anaphoric and cataphoric references in the relevant columns; find

ellipses in the story; determine the use of affixes to make new words; figure out phrasal verbs and idiomatic expressions in the sentences; pronounce words with the help of the key and finally the construction of dialogue activity to perform in pairs. All these items require application of the skills as per the guidelines and instructions given in the question statements.

5.3.4 English Book-12(BTBB)

Lesson 1

Activity:

Work in a group of five to ten. Prepare a class/group presentation on “The human rights and the last address of the holy Prophet ﷺ”. Select a group leader and present it in the class.

Activity:

Tick the correct participle.

1. My brother was (amused/amusing) by the comedian.
2. This story is so (boring/bored).
3. This mathematics problem is so (confused/confusing), can it help me?
4. The plane began to move in a rather (alarmed/alarmed) way.
5. He bought a (broken/breaking) watch.

Activity:

Read the unit “The Last address of Hazrat Muhammad ﷺ” and find out ten present participles and ten past participles and use them in your own sentences.

Lesson 2

Activity:

Rewrite the following sentences replacing the underlined parts with a perfect participle for example:

- We switched off the lights before we went to bed.

Having switched off the lights, we went to bed.

- i) He has worked till late hours, so he is exhausted now.
- ii) She filled the washing machine and switched it on.
- iii) Maria had travelled from Karachi to Quetta, therefore she overslept in the morning.
- iv) Since I had not seen Ali for ages, I did not recognize him.
- v) Saleem had not ridden a horse for a long time, and found it very difficult to keep in the saddle.

Lesson 3

Oral Communication

Activity

Working group of five students. Select a topic of your choice. Discuss it in the group.

Follow these steps.

- i) Brainstorm your ideas
- ii) Make an outline of your ideas.
- iii) Each student should be given the opportunity to present his/her opinion clearly
- iv) Support or prove your opinion with reasons and examples.
- v) Be polite while presenting your opinion.
- vi) At the end, conclude your discussion

Activity

Use the following infinitives and infinitive phrases in your own sentences by highlighting their different functions.

To protect, to achieve, to become educated,

To vote, to take a walk, to climb,
To teach English, to please everyone To
buy groceries, to resign

Activity

Work in groups of five to ten students. Each student in the group should choose one of the bold words from the unit and use a thesaurus to find a synonym and an antonym. Write one sentence using the synonym. Then write a second sentence using the antonym.

Lesson 1 has 03 items that are meant to inquire about the application of the learnt skills. These items include group presentation, selecting the correct participle and finding ten present and ten past participles from text and use them in sentences. The learners are supposed to learn the skills first and afterwards apply those skills on the given exercises which they have not come across previously.

Lesson 2 has only one simple activity with 05 sub-items that are related to application level. Here, the learner has to rewrite the sentences by replacing the underlined part of the sentence with perfect participle like 'He has worked till late hours, so he is exhausted now'. These types of items are in the exercise to understand the concepts and then apply into a new situation.

Lesson 3 has three activities that pertain to application level. The first one is an oral activity in a group in which students have to select a topic and discuss it in the group by following the mentioned steps. The other two activities are the use of infinitives and infinitive phrases in the sentences and finding the antonyms and synonyms of the bold words from the text and using them in their own sentences. This activity will also be performed in a group ranging from five to ten students. It is assumed that the students know the rules and ethics of group discussions and also

know how to make sentences. Nevertheless, these are simple activities only require students to comprehend the context and apply skills on the given set of questions.

5.3.4.1 Analyzing/Analysis

This is the fourth level of Cognitive Domain. Higher Order Thinking Skills (HOTS) starts from here. At this level, on the basis of creative abilities of the learners, the information is split into bits and pieces and its different components are thoroughly analyzed. Internal as well as external elements are evaluated to see the relationship of the specifics in the body of text. It also provides thorough insights into the organizational principles on which some information or a discussion is based on. At this level, the learners also acquire the ability to analyze information without giving any evaluation of the information.

5.3.5 English Book-I (BTBB)

Lesson 1

Reading and Thinking Skills:

Answer the following questions.

iv. Do you think that Giant was really selfish? If yes, why?

Activities:

2. Read any other story and analyze its elements by giving examples

Lesson 3

Critical Thinking:

- Do you agree/disagree with the poet's point of view?

Lesson 1 has two items aimed at improving learners' ability to analyze things. The learners would divide the components of information into different spheres and examine each layer to have a thorough insight into the concept under study. In such questions, students are supposed to analyze the text 'whether the giant was selfish or

not and if yes', then, what are those points in the text which justify this claim and also analyze the elements of a story with the help of relevant examples. The third item is to agree or disagree with the poet's point of view. Students need to read the poem, understand it and analyze its various components and ideas and present his/her own point of view.

5.3.5.1 Evaluating/Evaluation

It is the fifth level of Cognitive Domain. This is used at a higher level of academic activities i.e. universities. This level has many complexities, yet it is widely used at school and college level. At this stage, the learners are expected to evaluate internal and external facts and evidence of the text. After evaluating the facts and evidence, the learners are expected to give a valid conclusion.

5.3.6 English Book-I (BTBB)

Lesson 2

Critical Thinking:

The teacher was being paid 30 rupees; do you think the teacher's financial position was weak? Give reasons.

5.3.7 English Book-II (BTBB)

Lesson 2

Activity:

Comment on the presentation given by your classmate in the previous unit about "Human Rights and the last Address of the Hazrat Muhammad (ﷺ)"

Use the following criteria.

a) How was the topic introduced?

- b) Was he/she able to give details to support his topic?
- c) How was his/her confidence?
- d) Did he/she have a good eye contact with the audience?
- f) How did he/she answer the questions of audience?

Two items have been added to the exercises of Lesson 2, Book-I and Lesson 2 in Book-II designed to improve the evaluative abilities of students. The first activity needs peers' feedback on the oral presentations based on set criteria. Further, the students are supposed to give their personal opinions without being judgmental. In the second activity, the students have to give reasons about the financial position of a teacher. Although both questions are based on evaluative skills, the students can add their personal views and judgments.

5.3.7.1 Creating/Synthesis

This is the last stage of Cognitive Domain. It is the highest level of higher order thinking skills. The skills and already acquired abilities are used in this domain. The learners crack and analyze information and combine the components to make a new form. In this level, the main emphasis is on the parts, pieces, elements etc. to form a whole which did not exist before. This level improves the learners' creative writing skills and other expressive modes of communication.

5.3.8 English Book-11

(BTBB) Lesson 1

Activity:

Write an essay on:

'The Unforgettable Day of My Life'

After he/she has written the essay, proofread and edit it (in pairs) keeping in mind the following points:

Research Project

Collect the data from different source (experts, library, internet etc.) and write a research report on causes of child labor in Pakistan. Also suggest some possible measures to get rid of this evil in the society.

Activity:

1. Write a story on:

- i) How did you help someone in trouble?
- ii) A rich man unexpectedly lost all his wealth.

Lesson 2

Writing Skills

Write down the characters of the following:

- a) Boy b) Teacher c) Parents

Research Project

Write a research report highlighting the causes and solutions of the absenteeism of the college students.

Lesson 3

Critical Thinking:

- How can one live forever in the hearts of people?

Writing Skills:

- i) Paraphrase all the stanzas of the poem
- ii) Write down a summary of the poem.
- iii) Write about 200-250 words on the life of our “Hazrat Muhammad ﷺ” telling how he greatest revolution in the world.

Research Project:

Go through the biographies of some famous personalities and select the one you like the most write down the reason for your liking (About 300 words).

Lesson 1 has 03 items which require synthesis of the information. This is the highest level of Cognitive domain and is meant for developing creative writing abilities of the students. The above-stated questions ask for in-depth analysis of the information, its comprehension from all angles and its adaptation into a new component according to the requirement. For example, the students would write on the unforgettable events of their lives, and proofread and edit as per the specified criteria. Likewise, in another activity, they are supposed to collect data by using multiple sources and write a research report on child labor in Pakistan. The last activity in the lesson is also about creative writing where students would narrate events i.e. 'how you helped someone in trouble' and 'a rich man unexpectedly lost all his wealth'. In these items, the information can be collected analyzed and presented with subjectivity. Therefore, these topics can also help students sharpen their analytical skills. Lesson 2 has two items, which are as per the synthesis level. This is so because the items asked in the lesson need answers in terms of writing. For example, the first item is concerned with writing about different characters. The description of characters is present in the text. The students have to collect the information stated at different parts of the text, analyze it and combine the components in a synthetic whole. The second item is based on analytical writing skills, which asks for writing of a research report on absenteeism of college students, its causes and solutions. Lesson 3 has 06 items which are meant to inquire synthesis. The learners have to comprehend the information, analyze it and put forth their own point of view as a new whole. For instance, students have to give the points 'how one can live forever in the hearts of the people'. Similarly, second type of questions are to paraphrase the poem, write its summary and write on the life of Hazrat Muhammad (PBUH) citing reasons that brought the

greatest revolution of all times. The questions are based on analytical writing skills, as they require writing a research report on a personality one likes with the justification of one's liking. In all these items, in one way or the other, students need to analyze the existing knowledge and combine it into a unified whole.

5.3.9 English Book-12

(BTBB) Lesson 2

Reading and Thinking Skills:

Answer the following questions.

ix. If you were the gardener, what would you do with the money lost by the merchant?

Activity:

Write a research report about "Dinosaurs" by following these steps.

1. Collect information about dinosaurs from the library, use internet etc.
2. Write down the information as an outline.
2. Write down your main idea in a sentence.
4. Then write supporting sentence to prove.

Activity:

Select a topic of your choice, and write a general essay of at least 250 words.

Lesson 3

Activity:

Write a persuasive essay on "Corruption leads to destruction" keeping in mind the above mentioned points.

Lesson 2 has 03 items in Book-II that pertain to synthesis. The activities include short answers to a question, a research report and a general essay. The learners have to put themselves in a gardener's situation and describe what they would do if they get the lost money. Likewise, in item two that is about writing an analytical report, one has to search the material, understand it and compose as per the given steps. The 3rd item is a

general essay where students would collect information, analyze its various components and ultimately create their own piece of writing.

Lesson 3 has one activity that is a persuasive essay, which can enhance the synthesizing abilities of learners. The qualities of persuasive essay are mentioned in the exercise. In this activity, learners have to search the material regarding the topic ‘corruption leads to destruction’; analyze the facts and give a subjective answer.

5.4 Analysis of English Textbooks of Khyber Pakhtunkhwa Textbook Board (Book-11, 12)

5.4.1 Intermediate English Book 11

5.4.1.1 Remembering/Knowledge/Recalling

Knowledge is the first level of Cognitive Domain. It only requires recalling or identifying from the given facts. By this level, students develop their ability to memorize information i.e. facts, ideas and procedures.

5.4.2 English Book-

11 (KPK TBB) Lesson 1

Glossary

Word	Meaning
butchered	kill (a person or people) indiscriminately or brutally.
chastened	have a restraining or moderating effect on.
convocation(n)	a large formal assembly of people.
Dingy	gloomy and drab.
disgruntled	angry or dissatisfied.
Exploit	make full use of and derive benefit from (a resource).
fifth columnists	a fifth column is any group of people who undermine a larger group from within, usually in favor of an enemy group or nation.
Hanker	feel a strong desire for or to do something.
holocaust	destruction or slaughter on a mass scale, especially caused by fire or nuclear war.

Lesson 2

Glossary

Word	Meaning
abreast of (adj)	alongside each other; facing in the same direction (also up to date; fully conversant with)
amusedly (adv)	with amusement; entertainingly
beneath (adj.)	below esp. if covered, protected or obscured by/ underneath
brink (n)	the edge, border or verge of a steep place, such as a precipice
cackle (n)	to squawk in shrill, broken notes (of a hen after laying an egg)
chasm (n)	a deep cleft in the ground; abyss, gorge, ravine
daintily (adv)	Elegantly
derisively (adv)	mockingly, scornfully
desperate (adj.)	careless of danger (such as from despair); reckless

Lesson 3

Glossary

Word	Meaning
scrubby thing	inferior in size or quality
patch of soil	area of land or soil with grass growing on it
manly man	A manly man is a man that is usually stoic, hard-working and self-disciplined. He will complete the tasks he is given and will only rarely give up, when the odds are against him. He recognizes his faults and admits that he is not a perfect being, just like everyone else.
patriarchs	a person regarded as the father or founder of an order, class, etc.

5.4.3 English Book-

12 (KPK TBB) Lesson 1

Glossary

Word	Meaning
accession (n)	attaining access to a new office or position.
adherence (n)	attachment to a cause or religion.
apostle (n)	Prophet
austerity (n)	the habit of living without sufficient money or goods.
avenge (v)	take revenge
beacon (n)	a tower with a light that gives warning to passing ships, source of guidance.
chastity (n)	virtue.
clan (n)	tribe.
dynamic (adj)	active.
Embodiment (n)	Concrete representation; incarnation.

2. Narrate the hadith in which the beloved Rasool (ﷺ) resembles himself with the last brick of the otherwise complete house of prophet hood.

7. Cite an instance from the text showing that the beloved Rasool (ﷺ) lead a simple and austere life.

Lesson2

Glossary

Word	Meaning
abide by (ph.)	To tolerate, to put up with, to accept or submit to, to comply with
angularity (n)	The state of being placed at an angle, difference; disparity; discrepancy,
appreciation (n)	Thanks or gratitude; an assessment of the true worth of persons and their actions and worth
barrister (n)	Barrister-at-law a lawyer who has been called to the bar and is qualified to plead in the higher courts
champion (v)	To support or defend a cause or an ideal
contentious (adj)	Controversial; debatable, disputed, open to question
cordially (adv.)	Warmly and amicably;
curse (n)	Something that brings or causes great trouble or harm.
cyclonic (adj.)	Great and awesome and stormy like a cyclone; remarkable; momentous;
dominion (n)	Self-governing division having its own rule of law and authority; a state

Lesson3

Glossary

Word	Meaning
behold (v)	See
chaunt (v)	Sing.
hebrides (n)	the islands off the west coast of Scotland.
highland (n)	belonging to the mountainous areas of western and northern Scotland
lass (n)	Girl
lay (n)	Song
numbers (n)	lines of verse of music. The word is rarely used in this sense today.
profound (adj.)	deep
single (adj.)	alone, by herself:
strain (n)	Melody
the valley (n)	Valley
yon (adv.)	That

In Book 11, Lesson 1 has 17 items, Lesson 2 has 53 and Lesson 3 has 04 glossary items. The glossary items are defined in their contexts. For example, the part of speech to which a vocabulary item belongs is also mentioned in parenthesis such as ‘butchered: kill (a person or people) indiscriminately or brutally’. These items are included in the exercises to improve learners’ abilities to remember the vocabulary. These types of vocabulary building activities contribute to acquisition of a language.

The first three lessons of Book 12 also have a number of vocabulary items. The students need to memorize the items and use them according to the situation, for instance, ‘accession (n): attaining access to a new office or position’. The meaning of the words or the explanation of the lexicons is an important component of the knowledge category. Although some words have different meanings according to the context, the method of learning words by heart almost remains the same. Lesson 1 has also 02 items that require remembering the facts. Like Questions 2 and 7 require learners to read the text and find out a Hadith, where the prophet Hazrat Muhammad (PBUH) “resembles himself with the last brick of the otherwise complete house of prophet hood”, citing an example how he led simple and austere life. In these sorts of questions, students’ abilities to recognize and remember the facts are checked.

5.4.3.1 Understanding/Comprehension

Understanding is the second level of Cognitive Domain. The actual process of thinking starts from this level. The learners process the information out of different options learnt from the first cognitive level i.e. remembering. Firstly, the student understands the information and then converts it into his/her own words. The information is collected and processed through multiple ways, such as inferring, translating or interpreting as per the requirements. On the basis of the understanding from the first level the learners can also acquire, integrate and express the knowledge,

according to the task or situation at hand. The following list contains the number of questions that fall in this domain:

5.4.4 English Book-11

(KPKTBB) Lesson 1

Reading Comprehension

Answer the following questions.

1. Why does the Quaid stress on youth to be continuously vigilant?
2. What, according to the Quaid, is the prime responsibility of youth?
3. Having read the text of the Quaid's speech, what traits of character the Quaid wants to see in the educated youth?
4. What advice does the Quaid give to the youth about the choice of career?
7. Quaid says, "Not only has Pakistan survived the shock of that upheaval than ever." Which upheaval is he talking about?

Writing Suggestions

Write a summary of the lesson 'Responsibilities of Youth'.

Lesson 2

Reading Comprehension

Answer the following questions.

1. Why did the young Seagull have to join the company of his family?
2. Why don't his parents, his brothers and sister give him food?
4. Describe in your own words the feelings, actions and thoughts of the young Seagull soon after his fall.
5. What could be the author's purpose behind writing the story 'His First Flight'?
7. Identify the sentence in the first paragraph of 'His first Flight' which shows cause and effect.

9. Read any paragraph from the text to identify the main idea and the sentences that support the main idea.

A. Write the summary of the story 'His First Flight'.

Lesson 3

Reading Comprehension

Answer the following questions.

1. What is the significance of the title of the poem 'Good Timber'?
2. What is good timber? How does a tree grow into good timber?
3. What, according to Douglas Malloch, is the fate of those people who do not work hard in life?
4. How can a person achieve his/her true potential in life? Illustrate it with examples from the poem 'good Timber',
5. What is the central idea of the poem 'Good Timber'?

Lesson 1 has 05 Short Answer Questions (SAQs) and a summary writing question. Lesson 2 comprises 06 SAQs and a summary question, whereas Lesson 3 has 05 question items. In the aforementioned lessons, there are reasoning questions such as, 'why does the Quaid stress on youth to be continuously vigilant?', 'why did the young Seagull have to join the company of his family?' and the significance of the title of the poem 'Good Timber'. Summary writing tasks also require reading of the whole text for proper understanding and subsequent response generation encompassing all facts stated in the text. Similarly, all other items are about reading the text, developing an understanding and answering questions in students' own words.

5.4.5 English Book-

12 (KPK TBB) Lesson 1

Reading Comprehension

Answer the Questions

1. How was the youth given a great esteem by the beloved Rasool (ﷺ) in the Battle of Uhud?
3. How did Hazrat Muhammad (ﷺ) spend his youth?
5. What social activities did Hazrat Muhammad (ﷺ) participate in his youth?
6. What did the Holy Rasool (ﷺ) say about modesty (Haya)? What is the importance of modesty in the life of youth?
8. What type of youth did the Holy Rasool (ﷺ) want to see?

Lesson 2

Reading Comprehension

1. What were the two main functions of the first constituent assembly of Pakistan as mentioned by Muhammad Ali Jinnah in his speech?
2. What is 'the unprecedented cyclonic revolution' which Quaid-e-Azam has talked about in his speech? Why did he call it unprecedented?
3. How did Quaid-e-Azam Muhammad Ali Jinnah express his feelings about bribery, corruption and nepotism and jobbery?
4. What were Muhammad Ali Jinnah's views about the partition of India? Describe in a few lines.
5. What, in the eyes of the Quaid, was the biggest hindrance in the way of India to attain freedom of the foreign occupation?
6. Describe Quaid-e-Azam's views about the minorities as expressed in his address to the first constituent assembly.

7. What kind of freedom did Muhammad Ali Jinnah envision for the people of Pakistan in general?
8. What did Muhammad Ali Jinnah mean by “Hindus would cease to be Hindus and Muslims would cease to be Muslims”?
10. Read the last paragraph of this speech and state as to what were the guiding principles of the Quaid-e-Azam Muhammad Ali Jinnah. Also, elaborate on the significance of these principles.

Lesson 3

Reading Comprehension

1. What is the theme of the poem “The Solitary Reaper”?
2. How does Wordsworth describe the song of the solitary reaper?
3. What are the poet’s feelings about the song as expressed in the second stanza of the poem “the Solitary Reaper”?
6. As you read the third stanza of “The Solitary Reaper”, what pictures of the situation do you make in your mind?
8. What is the dominant theme of the poem “The Solitary Reaper”?

Question 1 in each of the first three lessons of Book 12 is judge comprehension level of the students. Lesson 1 has 05 items and Lesson 2 and 3 have 09 and 05 items respectively. These types of items are intended to enhance students’ comprehension skills. For example, Question No.1 in Lesson 1 is meant to inquire, “how was the youth given a great esteem by the beloved Rasool (ﷺ) in the Battle of Uhud?”. Similarly, in lesson 2, students would read the text and find out the “two functions of the constituent assembly as described by Muhammad Ali Jinnah”. Likewise, in Lesson 3, the first question is about describing “the theme of the poem”. These items

and all others in the above-mentioned exercises inspire students to focus on the facts and respond to questions accordingly.

5.4.5.1 Applying/Application

Application is the third level of the Cognitive Domain. It is also the last level of LOTS. At this level, the learners apply the previously acquired information from the first two cognitive levels i.e. remembering and understanding within the genre of novels. At times, in this stage, the learners have to apply knowledge to new situations, which have not been understood previously. The application may be based on methodical or theoretical assumptions. In this level, students would learn to use material in a different situation hitherto unattended.

In appendix 12, Lesson 1 in Book 11 contains one oral and a considerable number of various aspects of grammar activities meant to give ample practice opportunities to learners. In oral activity, students have to do a group discussion on a given topic. The grammar activities include pronunciation practice with stress patterns, finding out abstract nouns and making sentences based on them, use of countable and non-countable nouns, figuring out collective nouns from sentences and their usage, filling in the blanks with appropriate use of collective nouns, and locating “abstract and uncountable nouns from the text and use them in their sentences”. The application level of the Cognitive Domain requires direct application of the information in the text, whereas these are simple items and do not directly link to the text. Further, according to the complexity level, these exercises could not be considered as application of the skills. However, they may still impart knowledge to students about nouns and their usage in various situations.

Lesson 2 has a pair activity in which one has to share his early challenges of life encountered in grade XI. The exercise has 02 vocabulary building exercises, 05

grammar activities, such as use of collective nouns, helping verbs, singular or plural nouns and form of verbs. It has also 03 activities that are given to practice the use of transitional words. Application level requires students to learn the skills and gain expertise in them and then apply in a new situation. These various types of vocabulary, grammar and use of transitional devices do not directly fall in the application level. However, they give basic understanding to learn a skill and apply on novel scenarios.

Lesson 3 contains 3 short answer questions, a group activity, one contextual vocabulary building exercise and 02 grammar activities about the use of possessive determiner or possessive pronoun. In first type of questions students are supposed to “read the poem and find out the rhyme scheme, extended metaphor and give the examples of alliteration from the poem”. Vocabulary and grammar parts include filling in the blanks with contextual vocabulary, possessive determiner or possessive pronoun. It is a prerequisite for application level that the acquired knowledge or skills be applied to the material text. Although there is no direct reference or situation available in the text to apply these items, these activities are counted in application level as these items impart skills, which can only be scaled through application.

In appendix 13, Lesson 1 has an oral activity which will be performed in small groups. It also has a description of phonetic symbols as consonants and vowel sounds that follow an activity to write words on the basis of given phonetic transcriptions. The last item of the exercise is to “complete the sentences with the antonyms of the words”.

Again, these are very simple activities and have no direct connection with the text, yet they are useful in developing basic level application abilities of the learners. Lesson 2 contains an oral item related to group discussion on a given topic, writing of spelling of phonetic transcription of words and identification of word clues (synonym, antonym, explanation and example clues) from the given sentences. These activities

may not be challenging to develop application abilities of learners as the skill acquired would be of a very basic nature.

Oral and vocabulary building activities of Lesson 3 are the same as that of Lesson 2. Only the last activity is different, which requires students to use the correct form of verb in sentences. Interestingly, this activity is also designed to make students learn the application of acquired skills. However, owing to the use of simple activities sans any text to correlate with, the whole practice may not be categorized as one that involves real application of the skills.

5.4.5.2 Analyzing/Analysis

This is the fourth level of Cognitive Domain. Higher Order Thinking Skills (HOTS) start from here. At this level, on the basis of the creative abilities of learners, the information is split into small bits and its different components are thoroughly analyzed. The relationship between internal and external components is thoroughly analyzed. In this level, learner's capacities are built to an extent where he can analyze the information without giving any evaluation of the information.

5.4.6 English Book-

11 (KPKTBB) Lesson 1

Answer the following questions.

5. Compare and contrast the youth of today with ideal youth of Quaid-e-Azam as described in his speech.
6. Having read the text of 'Responsibilities of Youth', what, in your view, could be the possible role of youth in crisis management of the country?
8. Interpret and analyze the following statements from the speech:
 - a. "beware of the fifth columnist among ourselves."
 - b. "guard against and weed out selfish who only wish to exploit you so that they may swim."

c. “Hitherto, you have been following the rut.... All you think and hanker for is government service... . Now I want you to get out of that rut and that mentality especially now that we are in free Pakistan.

Lesson 2

Answer the following questions.

3. What was the attitude of the family towards the young Seagull? What is it agreeable to you or not? Explain.
6. Compare and contrast the attitude of the family members before and after the flight of the young sea gull in ‘His First Flight’.

Lesson 1 has 03 items and Lesson 2 has 02 items, which test students’ analysis of facts based on the textual information. Learners would break down the information, analyze it both in fragments and as a whole, and then interpret the acquired knowledge in their own words. For instance, Question No. 1 of Lesson 1 is about comparing and contrasting today’s youth with Jinnah’ ideal youth as described in his speech, “the possible role of youth in crisis management” and the “attitude of the young Seagull’ family towards him” is justified or not. All these items and the rest of the items in the above-stated two exercises are intended to enhance the analytical abilities of students. The learners would go through different components of the information asked in the questions, understand them and then analyze those components individually to provide suitable answers.

5.4.7 English Book-12 (KPK TBB)

Lesson

Answer the following questions.

1. After reading this important speech of the Quaid-e-Azam Muhammad Ali Jinnah, what do you think, was his vision of Pakistan?

Lesson 2 in Book 12 has only one question whose answer could be given through analysis. In this item, one has to split the relevant parts of the text to analyze it and ultimately produce a suitable response. In this item, apart from salient parts of the Quaid' speech one has to give one's subjective analysis to address the query.

5.4.7.1 Evaluating/Evaluation

This is the second last level of Cognitive Domain. This level is mostly used in tertiary level of academic activities i.e. universities. This level has many complexities, yet it is widely used in secondary and higher secondary level studies. In this level, learners are supposed to evaluate internal and external facts and evidence of the text. After going through the facts and the evidence, the learners are expected to give a valid conclusion.

5.4.8 English Book-

12(KPKTBB) Lesson 1

4. Evaluate in brief the character of present day youth in the light of the teachings of the beloved Rasool (ﷺ).

In Book 12, only Lesson 1 has one activity in which the learner will give his personal opinions and judgments. The above item is to “evaluate the character of the present day youth in the light of teachings of the beloved Rasool (PBUH)”. In this item, students need to evaluate the internal and the external components of information in the relevant text and add subjective analysis to provide a valid judgment.

5.4.8.1 Creating/Synthesis

This is the last stage of Cognitive Domain. It is also the highest level of Higher Order Thinking Skills (HOTS). At this level, the learners are supposed to use the acquired abilities to crack the information and analyze it and then combine the parts of the information into a new one form. The main emphasis of the level is on the

parts, pieces, elements etc. to form as a whole, which did not exist before. This level improves the learners creating writing skills and other expressive modes.

5.4.9 English Book-

11(KPKTBB) Lesson 2

Writing Suggestions

- B.** Write down your own narrative using human characters by including their actions, spoken words, observation, thoughts and feelings.

Lesson 3

Writing Suggestions

A. How to paraphrase Poetry.

While paraphrasing the given lines of a poem, keep the following points in mind:

- use your own words to explain the major ideas line-by-line.
- paraphrasing is not the same as explicating or analyzing a poem.
- the goal is to rephrase the ideas in your own words without evaluating or addressing the author's hidden messages or underlying themes.
- a paraphrased line of poetry is a literal translation in regular prose without rhyme or meter.

Now keeping in view the above guidelines of paraphrasing, write a paraphrase of the following lines.

Where the thickest lies the forest growth We
find the patriarch of both.
And they hold counsel with the stars
Whose broken branches show the scars Of
any winds and much strife.

This is the common law of life.

Lesson 2 has one item that asks for narrative writing and Lesson 3 has one activity to paraphrase the given lines. In synthesis level, the information is obviously taken from the given text but some time subjectivity is added to make the answer appropriate. For example, to answer Question item in Lesson 2 one has to find the facts from the lesson and give one's personal point of view. In the same way, questions in Lesson 3 also demand the breakdown of the information and their paraphrasing in one's own words.

5.4.10 English Book-

12(KPKTBB) Lesson 1

Activity

Now keeping in mind the prewriting strategies, develop an outline on the topic "The Love of Holy Prophet (ﷺ) for the youth of Ummah."

Lesson 2

Activity

Analyze the Quaid's speech and reorganize the key ideas to "develop a well-knit essay" having the following central idea:

"Quaid-e-Azam was a far-sighted political leader"

Lesson 3

4. Describe in your own words the visual images depicted in the first stanza of the poem

"The solitary Reaper"?

7. Explain the last stanza of the poem "The Solitary Reaper" in your own words.

Writing Suggestions

Understanding the poem and its language

Stanza Type	Speaker	Sound	Imagery	Figurative
-------------	---------	-------	---------	------------

				language
Stanza:	Human:	Rhyme:	Sight (Visual):	Similes:
Couplets	ThePoet			
Tercets	Man/Women	Rhythm:	Hearing (Aural):	
Quatrains	Mother/Father			
Quintets	Young/Old	Alliteration	Smell (olfactory):	Implied metaphors:
Sestets	Boy/Girl			
Octave	Son/Daughter	Consonance:	Taste: (Gustatory)	OtherDevices:

Strophes:	Non-human:			
	Animal	Assonance:	Touch (Tactile):	
	Wild			
	Domestic	Onomatopoeia:		
	Plants			

Activity

Keeping in view the above chart, “write a paragraph on the poet use of language in the poem ‘The Solitary Reaper’ by highlighting various techniques used by the poet”.

Lessons 1 and 2 have one item each, while lesson 3 has 03 items which are given to check the student’s synthesis level. In Lesson 1, one has to develop an outline based on the detailed explanation given in the exercise. The student has to follow the steps given to create an outline. Similarly, in Lesson 2, the question asks to

evaluate Jinnah’ speech and reorganize it in the form of an essay. Likewise, in Lesson 3, one has to describe visual images used in first stanza, explain last stanza of the poem in one’s own words and also “write a paragraph on the poet use of language in the poem with the help of a given chart”. In all these sorts of items, the students need different steps like reading the text, understanding it and finally synthesizing the information in own words into a single unit.

5.5 Affective Domain

The Affective Domain is the second domain of the Taxonomy. This domain deals with the values, beliefs, attitudes and feelings. It can be mostly observed in literary pieces of writings.

5.5.1 English Book-12 (STBB)

Lesson 1

Composition: (Affective Domain)

2. Imagine that you have acted one of the parts in an amateur performance of *Twenty Minutes with Mr. Oakentubb*. Briefly describe how the performance went from an actor’s point of view.

5.5.2 Book-11 (KPKTBB)

Lesson 3

- B. Read the poem ‘Good Timber’ carefully and write a paragraph in retrospect about the feelings that the poem evoked in you.

Valuing is the third level of affective Domain. In this level, the students value or assess the phenomenon at their own. It employs in “its usual sense: that a thing, phenomenon, or behavior has worth. This abstract concept of worth is in part a result of the individual’s own valuing or assessment, but it is much more a social product that has been slowly internalized or accepted and has come to be used by the student as his own criterion of worth”. In this stage, learners consider themselves a part of the

phenomenon. Likewise, Book-II (STTB) and Book-11(KPKTBB) have two questions that fall in the value category. Here, one is expected to hold the belief and value system. The learner has to describe the performance from another person's point of view and share the feelings which are aroused because of the poem. The answers to these questions would not be evaluated on the basis of right or wrong rather to project one's feelings about a phenomenon.

5.6 Existing and Missing Domains of Bloom's Taxonomy:

5.6.1 Analysis of English Textbooks of Punjab Textbook Board (Book-I, II, III & IV)

5.6.1.1 English Book-I (PTBB)

Cognitive Levels	Exercise Items	Percentage
1. Knowledge	03 items	8.5%
2. Comprehension	18 items	51.3%
3. Application	07 items	19.9%
4. Analysis	03 items	8.5%
5. Evaluation	0 item	0%
6. Synthesis	04 items	11.4%
Total		

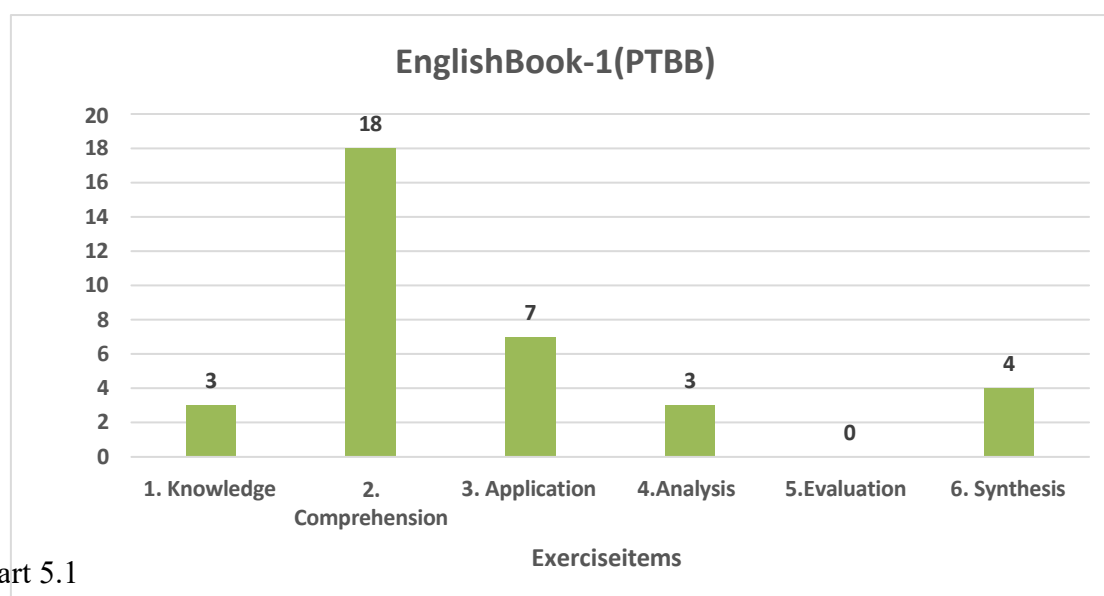
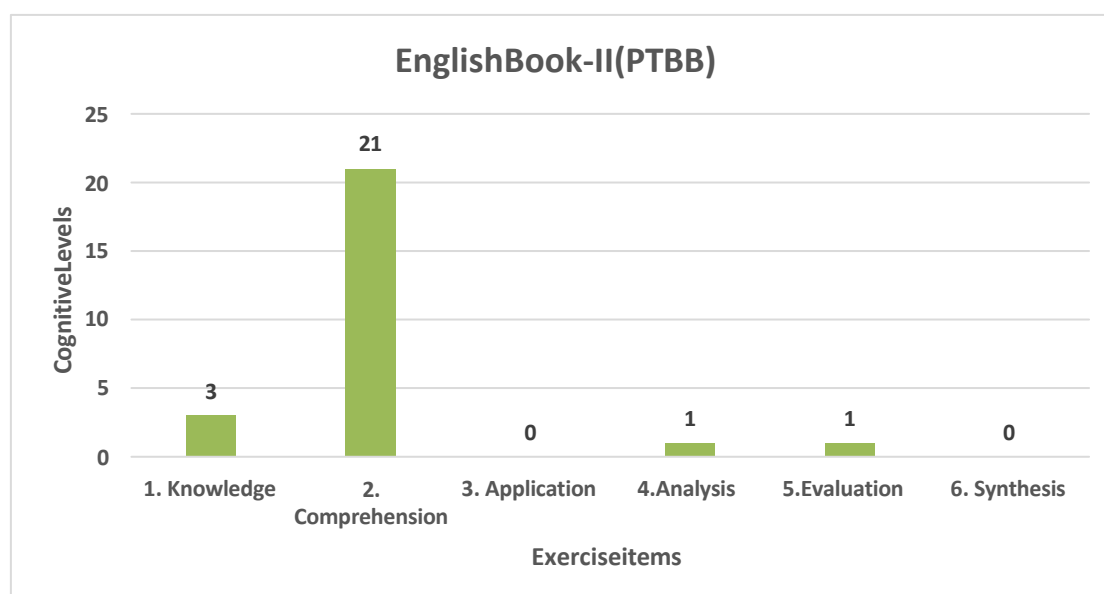


Chart 5.1

According to the table and the bar chart, in English Book-I (Short Stories) PTBB, the highest numbers of questions fall in comprehension level whereas the second highest numbers of questions are from application. Other levels such as knowledge, analysis and synthesis have very low frequency of questions like three to four items in the book. Evaluation level has not a single question. The book is primarily overloaded with basic level questions and higher order thinking questions are overlooked. This may lead to mechanical learning of the content rather to learn the multipronged facets of the language subsiding improvement in critical thinking.

5.6.1.2 EnglishBook-II(PTBB)

CognitiveLevels	ExercisItems	Percentage
1.Knowledge	03items	11.5%
2.Comprehension	21items	80.6%
3.Application	0item	0%
4.Analysis	01 item	3.8%
5.Evaluation	0item	0%
6.Synthesis	01 item	3.8%
Total		



In English Book-II (Modern Prose & Heroes) PTBB, again the majority of the questions are from comprehension level whereas others level is almost ignored in the exercises. Knowledge level has only three questions whereas analysis and evaluation have only one question each. Surprisingly, application and synthesis are the highest cognitive level have no questions. Hence, frequency of questions fostering critical thinking abilities is entirely ignored in the book. This can be a clear deviation of the Policy document that envisages the learners to participate in the global society as “aware and thinking individuals”.

5.6.1.3 EnglishBook-III(PTBB)

CognitiveLevels	ExercisItems	Percentage
1.Knowledge	03items	6.1%
2.Comprehension	29items	59.1%
3.Application	04items	8.1%
4.Analysis	02items	4.0%
5.Evaluation	0item	0%
6.Synthesis	11items	22.4%
Total		

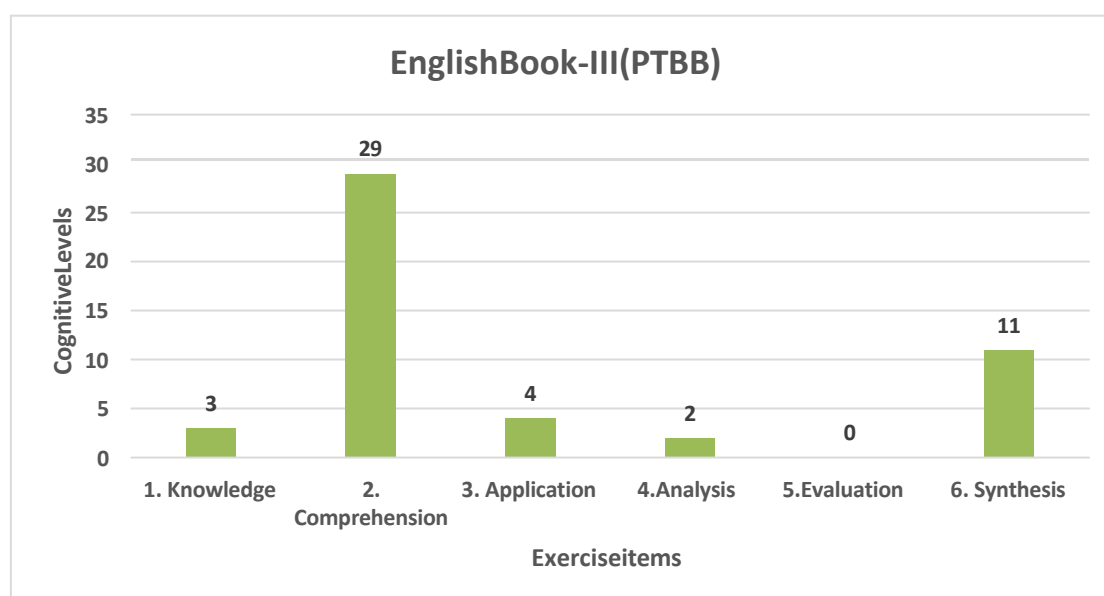


Chart5.3

In English Book-III (Plays and Poems) PTBB, once again the highest number of question are asked from comprehension level. Synthesis has a considerable number of questions, i.e. 11 items. The other levels irrespective of lower order thinking skills or higher order thinking skills have very less numbers of questions ranging from two to four items. Evaluation level does not have a single question in the exercises. The chart shows inconsistencies in the ratio of questions asked at various Cognitive levels which may hamper the spiral progression in learning a language.

5.6.1.4 EnglishBook-IV(PTBB)

CognitiveLevels	ExerciseItems	Percentage
1.Knowledge	0item	0%
2.Comprehension	2items	15.3%
3.Application	0item	0%
4.Analysis	3items	23.7%
5.Evaluation	0item	0%
6.Synthesis	8items	61.5%
Total		

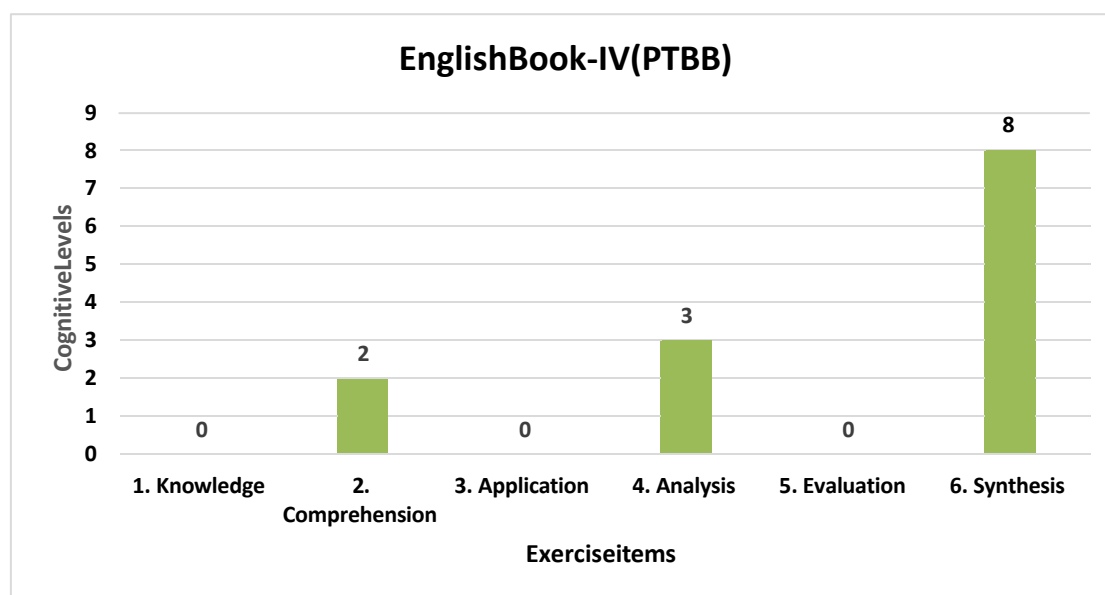


Chart5.4

English Book-IV (Novelette) PTBB has the highest number of questions for development of synthesis abilities. Comprehension and analysis have two and three

items respectively. Application and evaluation have zero items. Again, the chart shows an irrational approach in the inclusion of question items in the book.

5.6.2 Analysis of English Textbooks of Sindh Textbook Board (Book-One, Two)

5.6.2.1 English Book-One (STBB)

Cognitive Levels	Exercise Items	Percentage
1. Knowledge	18 items	37.44%
2. Comprehension	13 items	27.4%
3. Application	16 items	33.2%
4. Analysis	01 item	2.08%
5. Evaluation	0 items	0 %
6. Synthesis	0 items	0 %
Total		

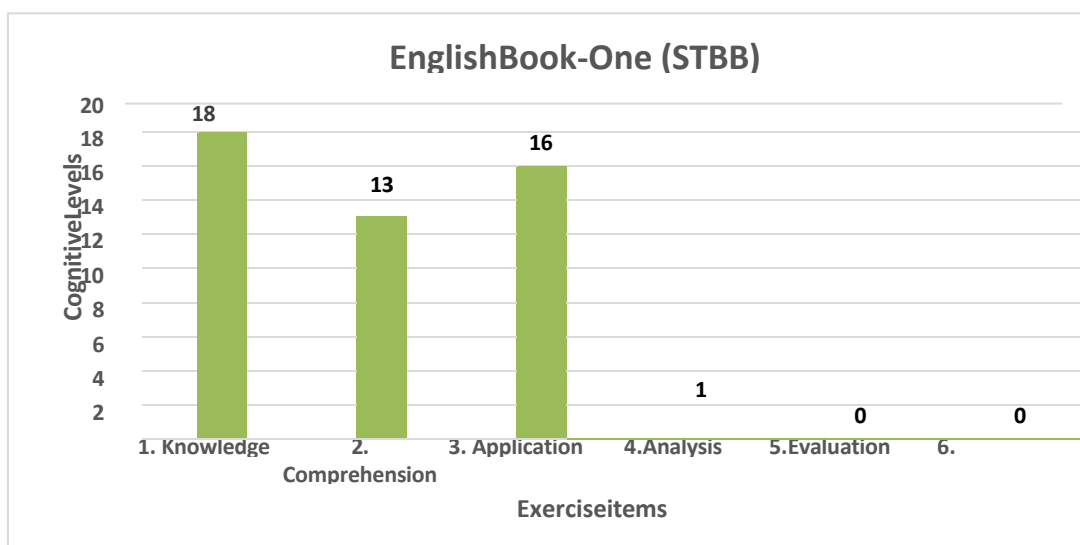


Chart 5.5

In English Book-I STBB has the most uneven distribution of question in lower and higher cognitive levels. It has major chunks of the question items from the lower order thinking skills. In HOTS, analysis has only one item and evaluation and synthesis have not a single item. It can be considered as a clear deviation of the objectives of the Policy Document which ask the learners to improve their analytical skills necessary for progress in the global society.

5.6.2.2 EnglishBook-Two(STBB)

CognitiveLevels	ExercisItems	Percentage
1.Knowledge	06items	14.2%
2.Comprehension	13items	30.9%
3.Application	03items	7.1%
4.Analysis	16items	38.8%
5.Evaluation	03items	7.1%
6.Synthesis	0item	0%
AffectiveDomain(Value)	01 item	2.38%
Total		

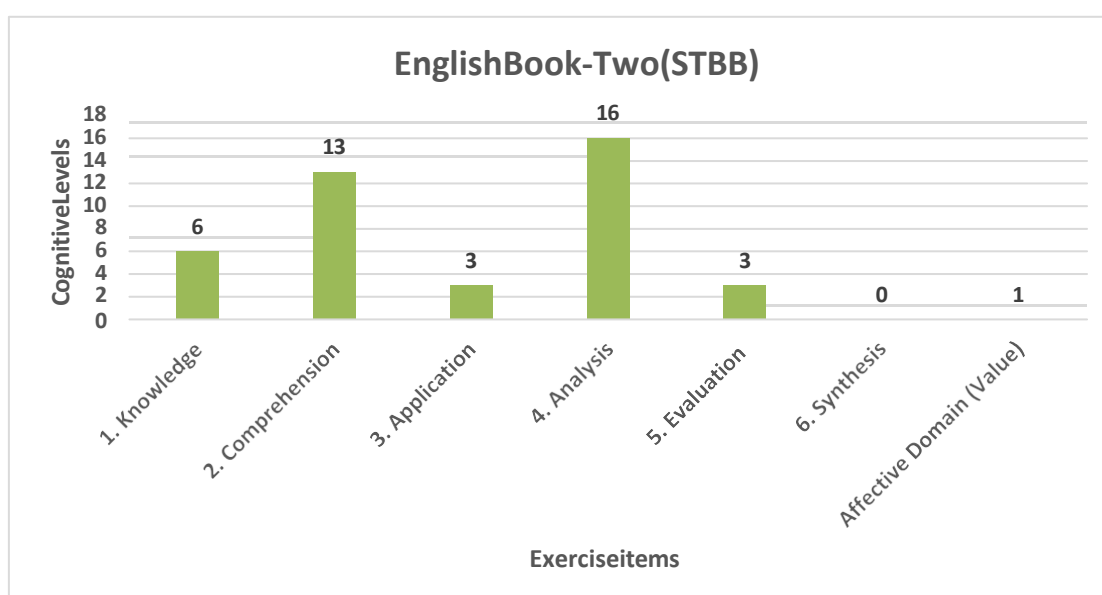


Chart5.6

In English Book-II, STBB has considerable number of questions in comprehension and analysis level. Application and evaluation have equal number of questions i.e. three each. The highest cognitive level synthesis is without any question. It is worth to mention this book has one question that is from affective domain (value). The chart shows anomalies in the frequency of questions especially at the highest level necessary for the development of critical thinking process.

5.6.3 Analysis of English Textbooks of Balochistan Textbook Board (Book-11,12)

5.6.3.1 English Book-11 (BTBB)

Cognitive Levels	Exercise Items	Percentage
1. Knowledge	02 items	2.9%
2. Comprehension	31 items	45.5%
3. Application	18 items	26.4%
4. Analysis	03 items	4.4%
5. Evaluation	01 item	1.4%
6. Synthesis	13 items	19.1%
Total		

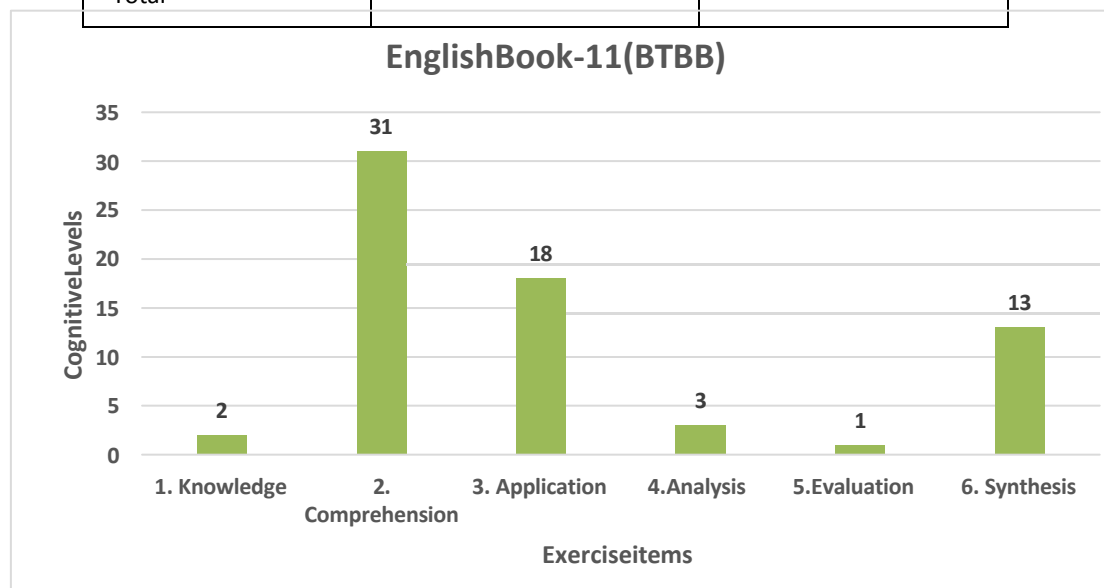


Chart 5.7

English Book-11, BTBB has uneven distribution of questions. In the lower order thinking skills, comprehension and application have the highest number of items while knowledge has only two questions. Similarly, in higher order thinking skills, analysis and evaluation have only three and one items whereas synthesis has thirteen items. Again, the chart shows inconsistency in the number of questions asked at various Taxonomical levels. This inconsistency shows that the textbooks designers have irrationally added questions.

5.6.3.2 EnglishBook-12(BTBB)

CognitiveLevels	ExerciseItems	Percentage
1.Knowledge	07items	17.9%
2.Comprehension	20items	51.2%
3.Application	07items	17.9%
4.Analysis	0item	0%
5.Evaluation	01 item	2.5%
6.Synthesis	04items	10.2%
Total		

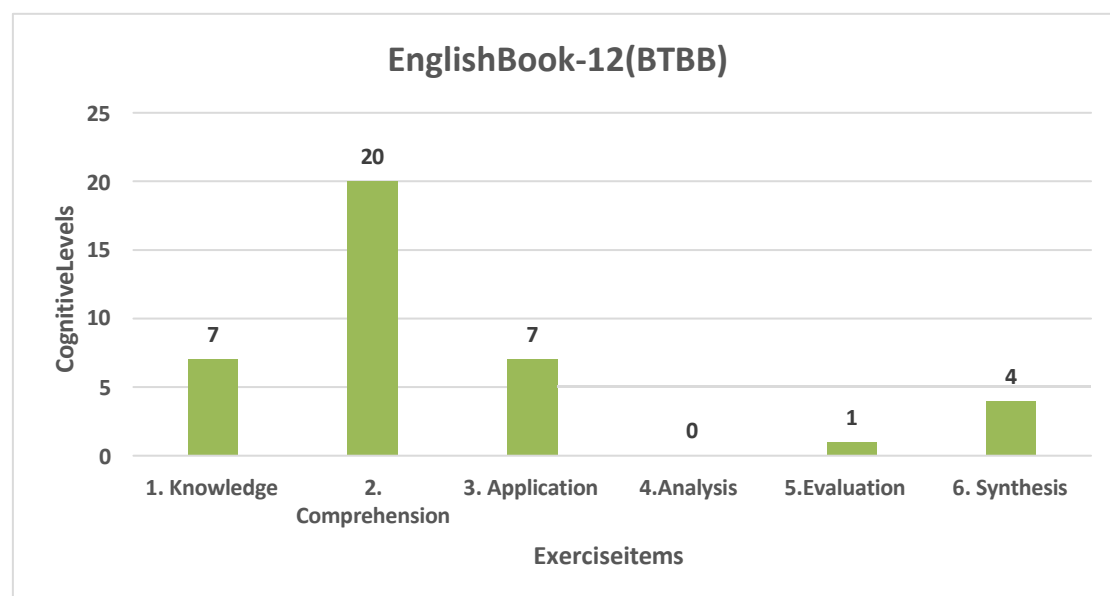


Chart5.8

In English Book-12, BTBB, major number of questions are from first three levels: knowledge,comprehensionandapplication.Theselevelsaregivenmoreweightageas compared to other levels. Analysis has zero item whereas evaluation has one and synthesis has four items. The chart shows accumulation of considerable number of questions in lower order thinking skills, whereas, in higher order thinking skills, AnalysisandEvaluationlevelsarecompromised.However,synthesishasasignificant number of questions pivotal for improvement of analytical skills.

5.6.4AnalysisofEnglishTextbooksofKhyberPakhtunkhwaTextbookBoard(Book 11,12)

5.6.4.1 English Book-11 (KPKTB)

Cognitive Levels	ExerciseItems	Percentage
1.Knowledge	03items	5.16%
2.Comprehension	18items	30.9%
3.Application	29items	49.8%
4.Analysis	05items	8.6%
5.Evaluation	0item	0%
6.Synthesis	02items	3.4%
AffectiveDomain(Value)	01 item	1.7%
Total		

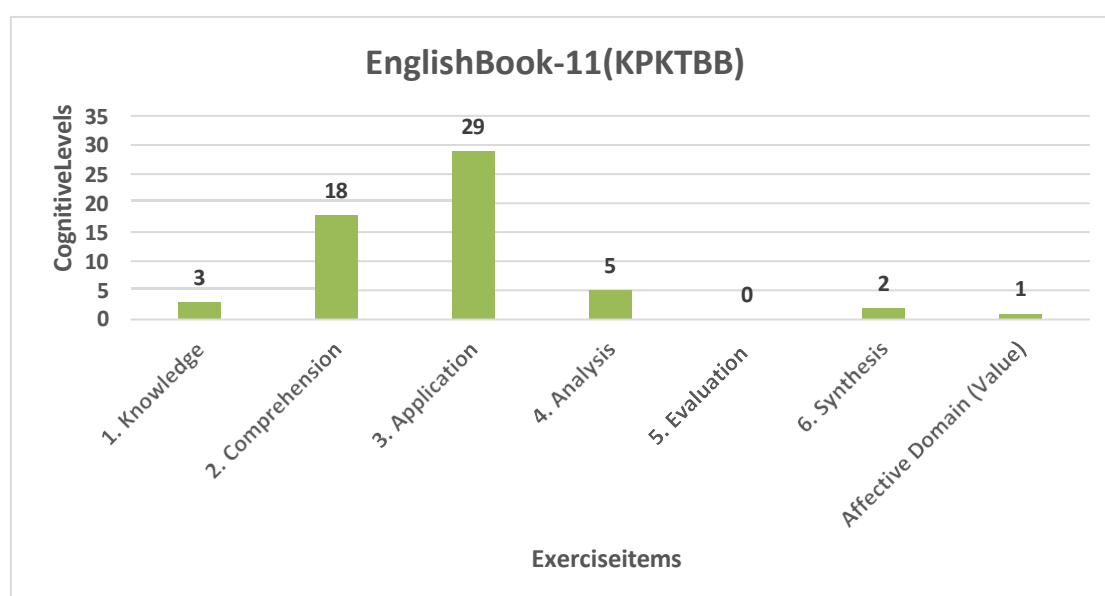


Chart5.9

In English Book-11, KPKTB, mostly the questions are given to assess comprehension and application levels. The other levels from such as comprehension and synthesis have only three and two items respectively. Evaluation has no item, but analysis has considerable number of items. In this book, a single question is also based on the Affective Domain (value). The chart illustrates anomalies in the questions asked in lower and higher order thinking skills. Mostly the questions are from lower order and the higher orders are almost neglected, which is a clear deviation of the objectives of the Curriculum.

5.6.4.2 EnglishBook-12(KPKTB)

Cognitive Levels	ExerciseItems	Percentage
1. Knowledge	05 items	12.1 %
2. Comprehension	19 items	46.1 %
3. Application	10 items	24.3 %
4. Analysis	01 item	2.4 %
5. Evaluation	01 item	2.4 %
6. Synthesis	05 items	12.1 %
Total		

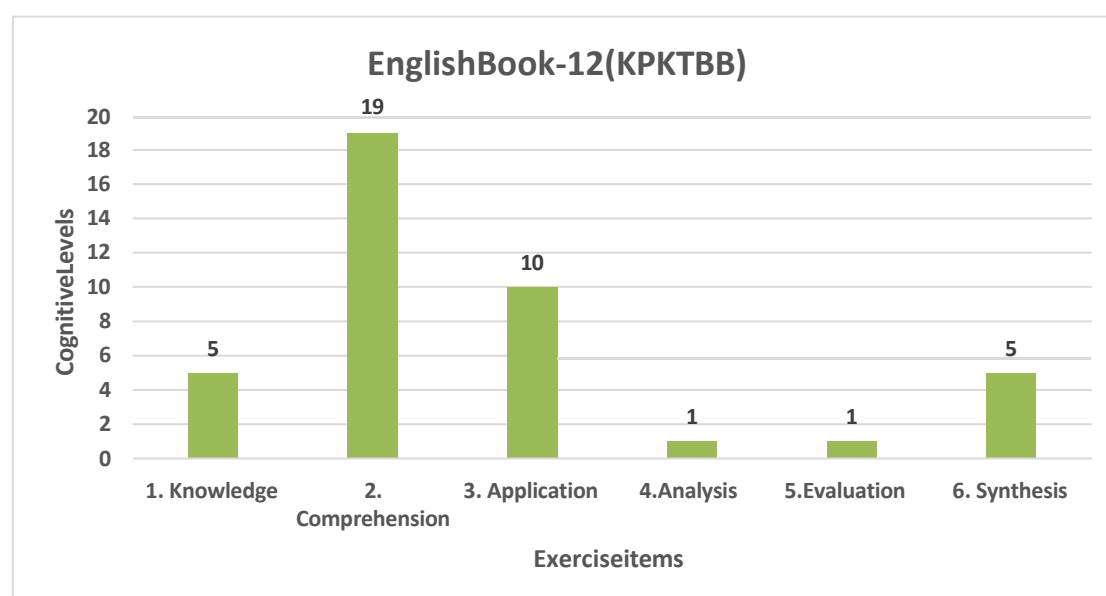


Chart5.10

In English Book-12, KPKTB question items are mostly devoted to the improve comprehension and application level. Knowledge and synthesis have equal number of questions. Same is with analysis and evaluation where only one question each is asked from these levels. This book has a prominent feature that at least questions are asked from every level. However, variation in the frequency of questions in lower and higher orders may obstruct smooth progression in language learning process.

S/No.	Book/Province	Reading	Writing	Speaking	Formal & Lexical
1	Punjab Book I	15	5	3	7
2	Punjab Book II	13	4	2	6
3	Punjab Book III	14	6	3	5
4	Punjab Book IV	10	5	2	1
5	Sindh Book I	8	3	1	4
6	Sindh Book II	9	3	2	3
7	Balochistan Book XI	6	2	1	2
8	Balochistan Book XII	5	2	1	1
9	KPK Book XI	7	3	2	3
10	KPK Book XII	6	2	2	2

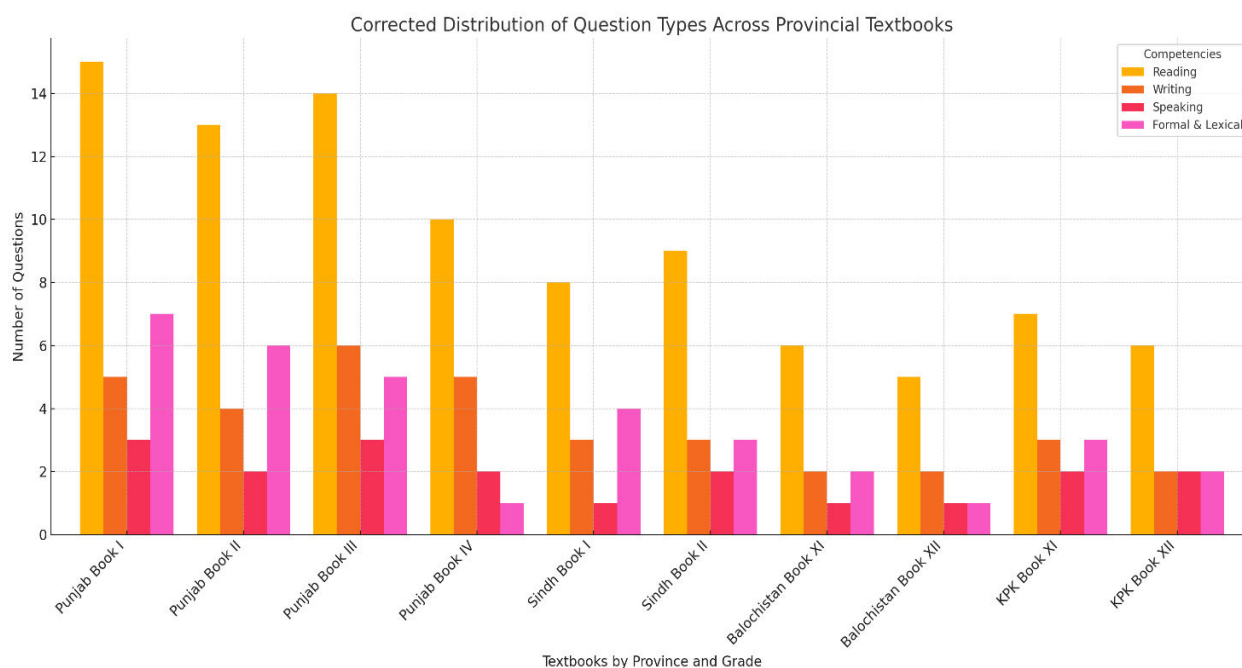


Chart 5.11

The data shows the distribution of questions pertaining to various competencies in Intermediate English textbooks from all four provinces in Pakistan. Punjab has the highest number of reading comprehension and writing questions whereas Balochistan has the lowest number of questions. Speaking activities and questions are relatively very low in numbers. Formal & Lexical items are in moderate number in all the textbooks. Sindh and KPK textbooks have relatively balanced distribution of questions. Overall reading and writing skills are given more weightage as compared to listening and speaking skills in all the textbooks.

Chapter6:Conclusion

6.0 Introduction

This chapter is dedicated to the findings of the study. It evaluates whether the research objectives of the study have been achieved or not. It further synthesizes the findings of the research to draw a conclusion. The study provides a base for future researchers to look into those areas, which could not be explored because of certain constraints.

6.1 Research Aims

1. What are the strengths and weaknesses in English language content in syllabus at Intermediate/Higher Secondary School education sector of Pakistan?

Content analysis can also be called textual analysis. Before moving to content analysis, one has to understand the components of it. Content is usually based on words, meanings, ideas, themes, symbols and illustrations. In this study, the text of the books has been analyzed qualitatively. To bridge the gaps of both methods, 'Mixed Method' approach is also used to evaluate the content and the exercises. Finally, the inclusive aspects of the education are also explored through analysis of the content. The cultural aspects of the content are evaluated, which generate the debate whether the content be modified or taught as it is for maintaining its authenticity. As per the Policy document: "to understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals".

The document requires learners to be aware of the global society. Therefore, considerable content for English language needs to be selected from native culture. The analysis of the book reveals that most of the content is by foreign authors and is taught without any modifications or cultural assimilations. Another important theme of

the Curriculum is gender equality. The analysis of the lessons has pointed out gender discrimination in the textbooks. The textbooks have a discriminatory representation of women as mostly the lessons are by male writers. Even if females are represented, they are projected as being fragile and avaricious.

Through these textbooks, state owned nationalism has been promoted. Moreover, the lessons contain the topics which promote Islamic ideology, its principles and moral values and avoid mentioning the ethics and morality of those belonging to other religions. The textbooks do not contain a single lesson that promotes the ethics, moral values or preaching of the minorities.

Mostly the lessons in the books are taken from writers of 18th and 19th centuries and the topic they discuss are slightly outdated in the 21st century. The sentence structures or the overall meaning conveyed through the lessons can be understood by the students, but some foreign cultural aspects are difficult to understand in the Pakistani context. Overall, the contents of the lessons are readable, understandable and easy to follow but some books have very simple language, which needs to be addressed as the students have to move to universities or abroad after this level. It could be made interesting and user-friendly by adding charts, tables and diagrams, especially units where data has been presented.

An important feature of the textbooks is that they have diversity of text types and genres like prose, poetry, short stories and dramas and also a variety of language forms. Mostly the content is based on formal language and at some places informal language is used to give a variety of expressions to the students. The textbooks cover a wide range of topics that discuss a variety of issues and happenings from different perspectives but more topics to the contemporary world can be added to the syllabi.

Apart from the themes, the content also has certain weaknesses in terms of its functional aspects. The content and the exercises allude students to cram the content of the lessons rather than learning the language. The question items may help students perform well in their summative assessments but do not help them to improve the language.

There are certain aspects which obstruct the learners to achieve the intended goals of the National Curriculum such as flaws in content of the books and the competency of the teachers to impart the knowledge. Although the objectives are clearly stated for the editors and the textbook designers, however, their reflection in the contents of the textbooks is very scarce. The content could be developed or selected from the contemporary issues reflecting ground realities based on the everyday experiences that may enhance the learners' capacity to absorb the content. Hence, the content could be understood better if it includes local example to explain key concepts of the language and structures. Therefore, it should include topics and themes of daily life from Pakistan's local culture. Consequently, the content of the textbooks could be modified according to the requirements, age-groups and understanding levels of students by incorporating the above-stated concerns.

2. How far Intermediate English Textbooks are in alignment with benchmarks / standards of National Curriculum for English?

The second objective of the study is to find out the strengths and weaknesses of the exercises of textbooks with reference to the National Curriculum for English. The textbooks are provided in the schools on the premise that they include all aims of the curriculum and there is no need to provide the document to the schools. The research has demonstrated that there are so many shortcomings in the textbooks, while delivering the aims and objectives of the Curriculum. It is quite evident from the analysis of the textbooks in the light of the Curriculum. The Students' Learning

Outcomes are mentioned in all five competencies i.e. reading, writing, speaking, lexical and grammar and ethical aspects of learning. It is obvious from the data analysis that there are huge inconsistencies in the textbooks of the provinces even the fact that the Curriculum is same for all provinces. The textbooks used in one province are replete with exercises of reading and writing competencies and the other provinces' textbooks have mostly questions related to grammar and vocabulary and vice versa. Vocabulary building activities should include every words and phrases so that students can learn vocabulary in their own contexts. Visual aids may also help learners to understand and remember new vocabulary items. After thorough analysis of the exercise, it was found that mostly reading, writing and grammatical aspects of the language are given weightage, whereas the oral communication skills are mostly neglected. The researcher may find hardly any oral activity in all four textbooks of Punjab and two textbooks of Sindh. One reason can be the examination patterns in which mostly reading and writing skills are tested in board exams. This practice may promote teaching to test rather than teaching to learn the language. Exercise should include interactive activities such as role plays and group discussions to practice oral skills. Such kind of activities would promote interaction and practical language use.

The exercises present in the existing material deviate from many stated objectives of the National Curriculum. The Curriculum states its objectives through Students Learning outcomes (SLOs) for each competency separately. These SLOs are mentioned in the Curriculum in detail so that not a single aspect of language learning is compromised. Whereas the analysis of the exercises shows that few aspects of the SLOs are reflected in the exercises and many of them are unattended consciously or unconsciously. Moreover, there are certain overlapping of the SLOs in the competencies, but it could be adjusted as language skills can be learnt integrated.

1. Which levels of Bloom's Taxonomy are more prevalent in English textbooks?

The third objective is to analyze the questions of the exercise in the light of all three domains of Bloom's Taxonomy. This is an important aspect because of its significance in developing the cognitive skills. There are almost 09 types of questions in the textbooks. The first type comprises short and long questions (word limit is given) whose answers are directly present in the content of the lessons. Some long essays or writing notes on the given topics are asked beyond the content of the lessons and the learner has to write the answer in his/her own words. The next types of activities are multiple choice questions (MCQs) fill in the blanks, grammar exercises, mechanics of writing, oral communication, translation of sentences, and vocabulary building exercises. The last type includes technical writing i.e. CV and letter writing.

The analysis of the exercise has revealed that the questions are not in alignment with the domains of the Taxonomy in two ways. Firstly, most of the questions fall in the Cognitive Domain and the Affective domain has an insignificant number of questions. Secondly, the majority of the questions are from Lower Order Thinking Skills and very few questions are about Higher Order Thinking Skills. The charts and the calculation of percentages show that mostly recalling and comprehension levels are asked in the questions whereas the higher order thinking skills are the neglected ones. It can be also seen that the exercises have an abundance of vocabulary items, short answer questions, fill in the blanks and MCQs which only need memorization of the information. Some questions in the reading comprehension skills also require the understanding level.

Although the grammar exercises cannot be considered as application of the skills, the items mostly are beyond the text. However, they somehow enhance the application abilities at a basic level. Therefore, we can consider grammar exercises to develop the application level of the Cognitive Domain. This situation is inconspicuous while looking at the Higher Order Thinking Skills as every exercise has only one or two

question items pertaining to analyzing, evaluating and synthesizing skills of the learners.

Mostly the questions asked in the textbooks restrict the students to the LOTS and provide very few items/activities to improve HOTS. Therefore, the scarcity of

to make sense of them in implementing in the classrooms. The research would items based on analysis, evaluation and synthesis in the textbooks also restricts the students to develop creative abilities. Consequently, this would promote rote learning amongst the students and do not develop the skills necessary for learning a language. It may be concluded that the textbooks promote the retention abilities and the aim of the Curriculum to teach English language is ignored in the books. For an effective utilization of the Curriculum, the textbooks need to be revised on its objectives and parameters.

Overall textbooks of Balochistan and Khyber Pakhtunkhwa follow the objectives of the National Curriculum and equally distributing the questions in all levels of the Taxonomy. However, in these books, lower order thinking skills are more prevalent than the higher order thinking skills. Textbooks in Punjab and Sindh have uneven distribution of questions. Some questions such as MCQs and grammar are in abundance in the exercises whereas questions that could develop analytical skills are very few in number.

The research would help several audiences such as curriculum designers, publishers, educators and particularly the teachers, one of the most important elements in language learning domain. At one level, the textbooks must be designed in such a way by increasing the frequency of higher order thinking skills questions in the exercises and subsequently the teachers may impart such activities in the classrooms. Despite a limited role in curriculum designing, the importance of teacher cannot be denied because of its role in determining and implementing the content of the curriculum in the classrooms. In Pakistani context, what to teach and how to teach depends on the teachers. If the content is flawed and does not fulfill the stated objectives of the Curriculum it increases the responsibility of the teacher. The study suggests a

framework based on the Curriculum's Objectives and Blooms Taxonomy influence the curriculum designers and the teachers to think and act accordingly in their spheres to ultimately improve the quality of education as the researcher has highlighted the gaps in the current material which hinders to enhance critical thinking of the learners.

6.2 Recommendations

Certain areas of overall education system in Pakistan have been identified. These areas need attention to be addressed and out of these areas, particularly English Language teaching in Pakistan at HSSC needs utmost consideration. There are multiple factors which play their part in imparting knowledge to the students such as role of teacher, environment, medium of instructions, textbooks and the foremost is the exercises. These factors contribute a lot. However, the effective utilization of textbooks would yield even better results. In Pakistan, mostly language teachers rely on the textbooks to impart the knowledge for several reasons, which are already discussed in the literature review section. There can be shortcomings in other areas, but they are less likely to negatively impact teaching in comparison with faulty textbooks. Therefore, it is a need of the time to revise the content, especially the activities in the exercises.

For the enhancement of students' critical and creative abilities, Bloom's Taxonomy's objective could be followed keeping in view the prospects of alignment studies. For this purpose, the textbooks exercises need overall radical revisions which are described in the following ways.

The most important step is to provide curriculum to the publishers and the schools should know what is being published and how it will be implemented in the classrooms by the teachers. This would minimize the anomalies in the beginning and also save the time and energy of the both in streamlining the things. For the convenience of teachers and better understanding of the content, the textbooks

should be supplemented with teachers' manuals. These manuals would obviously elaborate the content and illustrate the rationale of writing the text. They would help the class teachers to use the text effectively and ultimately the progress would be reflected in students' learning. Moreover, the instructions should be mentioned for the teachers' guidance to understand and implement the syllabus. Although some books follow the guidelines, it must be a feature of every textbook.

The textbooks should contain authentic material. This material can be from local writers from Pakistan or native writers. The material should be localized so that the students may use the language according to local settings that will make it easy to comprehend the text.

For better understanding of the text, it is pointed out while analyzing the textbooks exercises that not a single book is accompanied with supplementary material. The supplementary material like additional books, reference material or any type of helping material can reduce the shortcomings of the textbooks in improving a language.

Further, to supplement the content of the books, it could have been made more plausible and vibrant to understand had there been more pictures, diagrams, charts, tables and illustrations added in the text. Additionally, for the practice of oral skills, CDs/listening gadgets and multimedia can be provided in the classrooms, which would definitely help teachers and students in gaining proficiency and better understanding of the text. The textbooks should be revised altogether with regard to its effectiveness and the contents. The content may be improved from time to time, but what is more important is the improvement in exercises aligned with the objectives of the Taxonomy. It is better that the domains of Taxonomy are mentioned with the questions.

Although Balochistan and Khyber Pakhtunkhwa textbooks have objectives and students' learning outcomes in the start of the lessons, these are missing from the Punjab and Sindh textbooks.

Lastly, it is suggested that suitable grammar book(s) be made part of the syllabi for better understanding of the text and gaining proficiency in English language.

6.3 Conclusion

The study is a humble work aimed at finding out the relevance of the content and SLOs of National Curriculum for English, 2006 with the textbooks. It is also geared towards evaluating the exercises according to the objectives of Bloom's Taxonomy. It endeavors to find out how many objectives and SLOs of the Curriculum are being followed in the content and the exercises. This is not directly linked to the testing, but it may enhance the learning abilities of the students and can significantly affect skill teaching.

The study has also identified many lacunas, which can impede the gain of language proficiency. This is further aggravated when textbooks are used in the classrooms without noticing these mistakes. In addition, the Curriculum seeks enhance their language skills to compete in the country and around the world. However, it is evident that the textbooks do not contain such content and exercises, which may bring about desirous changes in the language teaching and acquisition process.

Resource material should be reformed so as to bring changes to the learning environment and objectives of the Curriculum. If a substantial change is required then these issue must be addressed, otherwise, only making language policies would not bring practical and pragmatic changes to the existing situation. It is, therefore, highly

recommended that all stakeholders i.e. text selectors, editors, compilers, publishers and teachers should work in unison and ensure the alignments according to the prescribed standards of the Curriculum. Apart from this, the other areas like teacher's training, development of exams and other resources material also need attention as per the requirement of the Curriculum. Hence, a holistic approach needs to be adopted to introduce and promote futuristic changes in the existing English language learning environment.

Another important aspect that needs attention is that exercises should be inline with the objective of Taxonomy. The analysis has also highlighted the anomaly that some domains are included while others are not part of it. Even within the domains, some levels are given more weightage than others. The content also has aspects concerning human behavior and emotions that are related to the Affective Domain. However, the questions are not asked in the exercises to explore these aspects. Likewise, the Psychomotor Domain necessary for the physical learning and participation is completely ignored in the exercises. There is a need to maintain reasonable balance in the domains and their sub-levels.

6.4 Areas for Future Research

The study has focused on two factors i.e. content and exercises with reference to the SLOs of the Curriculum and Taxonomy. There are many areas that are yet to be explored, such as teacher training, development of the text, its assimilation and relation to the exercises, the anomalies in theory and teaching practices; teaching and testing in board exams, role of authorities in the development of curriculum and inclusive (hidden) aspects of the curriculum. All these factors contribute directly or indirectly to the process of English language learning. The future researchers may consider and explore these aspects in their research papers and dissertations.

In the end, the researcher does not claim that the current study would entirely change

the course of language learning environment in Pakistan. He, however, believes that it would significantly contribute to this phenomenon in many ways.

Model Questions/Lesson

Lesson 1

Seerate Tayaba and the Muslim Youth (Book 11, KPKTB)

Note:

The following are the model questions. The number of questions may be increased as per the requirement of the class/students.

Cognitive Domain:

Remembering:

Glossary:

Accession (noun): attaining access to a new office or position

Avenge (verb) : take revenge

Q.1 Choose the correct answer

Who is the called Khatamul Nabiyeen

- i. Hazrat Musa
- ii. Hazrat Yousuf
- iii. Hazrat Essa
- iv. Hazrat Muhammad (PBUH)

Q.2. Mark True/False in the following statement.

- i. Hazrat Muhammad (PBUH) is the last brick of prophethood.

Comprehension:

Q.3. How were the youth given a great esteem by the beloved Rasool (PBUH) in the Battle of Uhud?

Application:

Q.4 Find out the Adjectives and Adverbs from the passage and make suitable sentences.

Analysis:

Q.5 Compare the social conditions of the people of Makkah before and after Islam?

Evaluate:

Q.6 Evaluate in brief the character of present day youth in the light of the teachings of the beloved Rasool (PBUH).

Synthesis:

Q.7 Write down notes in your own words on the following personalities:

i) Hazrat Abu Bakari ii) Hazrat Umer

2. Affective Domain:

Receiving:

Q.8 Do you wish to read more about the life of companions of the Holy Prophet (PBUH).

Responding:

Q.9. Have you ever read anything about the life of the Holy Prophet (PBUH) other than this lesson?

Valuing:

Q.10. Have you ever tried to work for bringing harmony in the society?

Organization:

Q.11. After reading this particular text, would you like to bridge the gap between the Muslims and the Non-Muslims communities?

Characterization by a value or value Complex:

Q.12. After the conquest of Makkah, the Muslims should have treated the infidels as they had been treating them?

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Evaluation of Learning Objectives in Iranian High-School and Pre-University English Textbooks Using Bloom's Taxonomy

Appendix1:ReadingNotes(EnglishBook-I, PTBB)

Lesson1:Button, Button

frowned	anexpressionof displeasure
gadget	small fitting in machinery
curious	eagertolearn,inquisitive
intrigue	carryonunderhandplot
shrugged	raisedshoulderstoeexpress helplessness
eccentric	Odd
impulsively	spontaneously
swallowed	took in
scoffing	Taunting
glared	gazed,looked atitwithout blinking
appalled	terrified,dismayed
stacking	pilingupinframefordrying
furor	excitement

Lesson2:ClearingintheSky (ReadingNotes)

97 in the shade	temperatureof97°F
protest	Oppose
a wisp of alfalfa	athin stemofleafygreen hay, usedto feedhorses and cows
brag	boast,praiseoneself
sapling	ayoung tree
brace	support, reinforce
bluff	headlandwithabroadandsteep face
curtly	hardlypolite

loam	rich soil consisting of clay, silt and sand
whiff	smell, inhale the odor of something
yam	orange-colored vegetable root, somewhat resembling a sweet potato
stalwart	strong and vigorous in body, mind or spirit
The GOOD Book	The Bible
threescore years and ten	seventy years
bandanna	a large, figured handkerchief made of dyed cloth
black gum	a tree having light but tough wood
mess of fox squirrels	a quantity of fox squirrels enough to cook for a meal

Lesson 3: Dark They were, and Golden-Eyed (Reading Notes):

bulging pop	irregular short, sharp, explosive sound
whirlaway	move or travel rapidly
flake away their identities	lack the knowledge of who they were, lose their identities
marrow	soft, fatty substance that fills the hollow parts of bones
chin up, Harry	be brave; don't be afraid, Harry
holler	(colloquial) yell and shout
the atom bomb will fix the earth	the bomb will permanently destroy the Earth
prowling up	going about
stumble	strike the foot against something and almost fall
stranded	in a difficult position

drenched	madewetall over
theMartianvirus	amicrobeor diseasegerm found onMars
flecks	small spots or patches
tapestries	decorations,embroideries
leapedoutofit	jumpedout of it

EnglishBook-IIModernProseandHeroes(PTBB).Lesson1:TheDyingSun (Words and their explanation):

pack	put into box, parcel, etc.; put things into box, etc., get or become crushed into small space. I must pack my suitcase (fillwitharticles)beforethetaxicomestotakemetothestation
spare	do without, let another have, give what is not needed. She told the robber to take her money but to spare (not to take) herlife.Canyousparethebeggararupee?Wehaveasparebedforvisitors.Haveyoutaspareshirttolendme?
average	number got by the addition of separate numbers and division of this by a number of such numbers; what is normalorrepresentative.Hisworkisaboutaverage,or beloworabove average
Rare	seldom,notoften
radiation	givingoutraysoflightorheat;comingoutasraysinall directionsfrommiddlepoint
organism	livingbodyhavingpartsdependentupononeanother
reproduce	increasingnumberof one'ssortbyhavingoffspring

complex	not simple, hard to get clear or straight complex machinery, complex argument, complex sentence
planetary	of planets; planet, a star moving round the sun
space	that in which all physical things have their being. A space of hundreds of yards. We should have enough space between the houses. In open space.
calculation	something worked out by mathematics; decision as to effect event, by balancing reason, etc. a calculating machine; a rough calculation
Milky Way	the galaxy, the shining countless stars and nebulae stretching across the night sky

Lesson 2: Using the Scientific Method (Words and their explanation):

maintenance	keep going in good condition. The train maintained a speed of 50 miles per hour. She has to maintain a large family.
communication	act of getting in touch with, act of imparting news or giving information. Communication between these two villages is slow.
transportation	act of taking people, goods from one place to another
prevention	prevent is to keep things from taking place, or persons from doing
sanitary	clean, healthy
drain	waterway for taking off water
garbage	food etc., put out as waste
refuse	waste material

outdoor toilet	easing oneself in the open
human waste	waste materials sent out by human bodies
sewage	matter conveyed in sewers
nutritious	with high food value
uses sparingly	economically, with great care, as little as possible
delivered	supplied, The postman delivers our letters at 8 a.m.
thrifty	careful in the use of money and goods
housewife	woman controlling household, woman keeping house
canning	getting food tinned
pickling	keeping meat good by salt and vinegar
grading	putting in order, in grade
processing	putting goods through some process, or way of making
leisure	time free from work
charm	words, acts or things credited with strange powers
Sign	Omen
astrology	observation of the stars in the belief that their motion has an effect on man's life
open-mindedness	willingness to accept new ideas, a liberal outlook

Lesson 3: Why Boys fail in Colleges (Words and their explanation):

do not... boundary	do not complete their education, fail to get the required degree, etc.
get through	Pass
native ability	natural ability

concentrate...assigned	givefullattentiontothegivenwork
eradicate	rootout,putanend to
take...collar	dealsfirmlywithhimself
poise...fidgets	balanceandself-disciplinewhichkeepbacknervous excitement
mappedout	Planned
run-counterto	goagainst
longandshortofit	allthatcanor needbesaid
opening	positionwhichbusinessisoffering
detest	havegreathatefor
winout	Succeed
controversy	argumentespeciallyofpublicsortasinanewspaper
offend	Displease
himselfto try	doesnotfeelinclinedto try
aliveto	consciousof
application	toapply
floatthroughcollege	pass,getthrough
keenness	strongdesire
passesup	notused,notutilized
receptive	ableorquickto receiveideas
attitude	pointofview,wayoflookingatsomething
adequate	enough,satisfactory
healthservice	medicalaid
apparent	clearly seen
enlightenment	knowledge

substitute	person or thing taking the place of another
to bring it to bear	Apply
earn his way	earning to pay for his education
mighty	very large and strong
detriment	damage, loss, injury
transfusion of blood	putting blood from one living body into another
heartrending	very painful
inevitably	bound to happen, as a matter of course, necessarily
see them through	enable them to finish their course
heads are turned	feel very vain
perverted	get turned to a wrong use
side shows	games, etc. which are not a real part of college education
professional	doing a thing for a living
swept off their feet	allow themselves to be carried away
see things at a long range	from a distance
bluffer	one who bluffs to deceive others
drift	go aimlessly
cold world	hard and unsympathetic world
burden of proof	obligation to prove a given statement
see it whole	see life in a balanced way and from all sides

English Book-III Plays and Poems (PTBB). Lesson 1: Heat Lightning (Glossary):

hysterically	without burst of emotion
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Imust gethold ofmyself	Imust become calm
Ihadenoughgastoget home	Ihadenoughpetroltoeachhome
ranoutofgas	ranoutof petrol
breaks	stopsspeaking
comeon	continue,keepspeaking
justalittleway	onlyashortdistance
I'dlosehim	I'descapefromhim
givethem ahead	provide themwithaclue
sobbing	drawinginthebreathsharplyandwith irregularity fromsorroworpain
rattles	knockssharply
viciously	givingordoingwithevil intention
what'stheideaof	what'sthereason for
nondescriptsortofperson	uninterestingperson
prettylate	quitelate
inluck	fortunate
hedidn'tgetit	hedidn'tunderstand
Isureashellam	Iamverymuchsure
suspiciously	showingsuspicion
stunned	shocked
Igotoverit	Irecoveredfromit(the fear)
allby myself	completelyalonewithoutanyhelpfrom someone else.
plercmg	goinginto orthrough

Lesson2:VisittoSmallPlanet(Glossary):

luminous	shining,givingoutlight
unctuous	smoothinspeechormanner
resonant	Resounding
fidgets	makenervousmovements
conjecture	guess,putforwardanopinionformedwithoutfacts
lunatic	madperson
homestead	farmhouse
eluded	Avoided
walnuts	ediblenuts,havingahardcrinkledshell
cellar	anyundergroundroomforstoringdifferentthings
hysteria	disturbanceofthenervoussystemwithoutburstofemotions
meteor	smallparticlesofmatterthatenterstheearthatmosphere from outer spaceandbecomesbright
ominously	Threateningly
evasively	tryingtoevade
blandly	gentlyorpolitely
fascinating	havingstrong charm
fragile	broken,weak
twirls	turnsroundandroundquickly
hunch	thickpiece,hump
intergalactic	inbetween thegalaxies
impostor	personpretendingtobesomebodyheisnot
gad	gofromplacetoplaceforpleasure,oldfashionedfor

	surprise
impromptu	without preparation
deliriously	wildly excited
intoxicate	cause to lose self-control as a result of taking some drink
sordid	wretched, shabby
reconnoiter	to make a survey of an area, especially for military purposes

Appendix2:Exercises(EnglishBook-I,PTBB)

Lesson1:Button, Button

1. Choosethecorrect answer.

i. wheredid Normaput thelamb chops?

- a) in the oven b) in the broiler
- c) in the freezer d) in the basket

ii. Therewasasmallman

- a) in the porch b) in the room
- c) at the door d) in the hallway

iii. Wherewasthekeytothebell-unit dome?

- a) in the box b) in the drawer
- c) in the sealed envelope d) in the pocket

iv. What was the reward for pushing the button?

- a) \$25,000 b) \$50,000
c) \$5,000 d) \$25,00

v. What was the question of Norm that made Mr. Steward embarrassed?

- a) Wheredo you live? b)How doyou do?
- c)Whatdoyou sell? d)Who doyou represent?

vi. What could have happened by pushing the button?

- a) Somewhere in the world a bird would die.
- b) Someone would die in the neighborhood.
- c) Some songs would be heard.
- d) Somewhere in the world some unknown person would die.

vii. Why didn't Arthur agree to the offer of Mr. Steward for pushing the button?

- a) He considered it a practical joke.
- b) He didn't rely on him.

c) He considered death of some unknown person a murder.

d) He didn't believe him.

viii. Why was the offer of \$50,000 attractive for Norma?

a) She had a plan to improve her life.

b) She felt no harm in helping someone to conduct a psychological research.

c) She wanted to purchase a jewelry.

d) She wanted to buy a new house.

ix. Who in Norma's opinion, was the researcher?

a) a psychiatrist

b) a doctor

c) an eccentric millionaire

d) a murderer

x. Why didn't Norma take the consent of her husband to comply with the instructions of Mr. Steward?

a) He couldn't understand the idea

b) He would share the offer

c) He considered it a murder.

d) He considered it immoral to kill some unknown person for the sake of

money.

2. Mark the statement whether it is true or false.

i. Norma found the carton in front of her door as she arrived home.

ii. Norma believed that Mr. Steward was a guest.

iii. Mr. Steward took out a key and opened the box for Arthur.

iv. Arthur and Norma have the same reaction to Mr. Steward's proposition.

v. Norma could not resist calling Mr. Steward back.

vi. Norma did not agree with Mr. Steward to have the button unit brought back.

vii. Arthur said he believed that Mr. Steward's offer was a genuine one.

viii. Norma wants Arthur to understand that she is interested in the proposition because the money would help the two of them.

ix. Arthur could not accept participating along with Norma if they were of a research project.

x. Norma called Mr. Steward after she learned of Arthur's death.

3. Answer the following questions.

i. Why did Norma consider the tone and attitude of Mr. Steward offensive?

ii. Why did Arthur disagree with his wife?

iii. Why did Norma try to persuade her husband to agree with her?

iv. What were the reasons Norma gave her husband to accept the offer?

v. Why did Mr. Steward continue persuading Norma?

vi. What was the message Norma received on pushing the button?

vii. What is the significance of Arthur's life-insurance policy?

viii. Did Norma remain normal on hearing the news of the accident to her husband?

4. Write down the answers to the following questions in 100-150 words.

ii. Why didn't Norma remain true to her husband?

v. What moral lesson does the story teach?

5. Connect a sentence of Column I with the relevant sentence in Column II.

Column I	Column II
She sat down to open	genuine
She saw a folded piece of paper	the package
Arthur came out	by the door
It won't take long	in the bathroom mirror
The offer is completely	the living room
The organization is of	scotch-taped to the bottom of the box

Are you sure you wouldn't	care to think about it for a day or so?
He placed it on the table	to explain
He looked at her reflection	from her purse
She took the card halves	international scope

Lesson 2: Clearing in the Sky

1. Choose the correct answer.

i. The old man wanted to show his son

- a) his farm
- b) his land
- c) patch of clearing
- d) river

ii. The day was

- a) hot
- b) pleasant
- c) rainy
- d) humid

iii. How many years did the doctor advise the old man to take rest?

- a) ten
- b) twenty
- c) thirty
- d) forty

iv. How many children did the old man have?

- a) three
- b) four
- c) five
- d) seven

v. What did the old man cut with his pocket knife?

- a) a sapling
- b) a flower
- c) a wisp of alfalfa
- d) a tomato

vi. In how many years did the old man improve his land?

- a) twenty
- b) thirty
- c) forty
- d) sixty

vii. Why did the old man hunt for the squirrels?

- iv. Had the son ever been there before?
- v. What were the names of the vegetables the old man grew on his farm?
- vi. Why did the old man take the steep path?
- vii. Why did the son at the age of six cry?
- viii. What were the feelings of the old man at the age of seventy?
- ix. Why had the old man planted his secret garden?

4. Write the answers of the following questions in 50-100 words.

- i. Describe the physical appearance of the old man.
- ii. How did the old man feel about the land?
- iii. What did the son remember from his childhood? Were these good memories?
- v. What moral lesson does the story teach?

Lesson 3: Dark They Were, and Golden-Eyed

1. Choose the correct answer.

- i. The man felt his hair flutter and the tissues of his body draw tight as if he were
 - a) sick
 - b) happy
 - c) feelings sad
 - d) standing at the center of a vacuum
- ii. At any moment the Martian air might
 - a) brief relief
 - b) draw his soul from him
 - c) kill him
 - d) become pleasant
- iii. What did they see on the Martian hills?
 - a) the old cities
 - b) flower beds
 - c) stream of freshwater
 - d) a deep valley
- iv. What did they do after building a cottage?
 - a) decorated it
 - b) furnished it
 - c) ate good breakfast
 - d) arranged a feast
- v. What was the news Laura told her parents?

- a) the war on the Earth b) the death of the people
- c) the arrival of a rocket d) the fall of a rocket

vi. Which one of the cities attacked?

- a) Texas b) Virginia
- c) New York c) New Jersey

vii. What did they feel on Mars after the attack on the Earth?

- a) drenched b) stranded
- c) secluded d) surrendered

viii. What were they doing in town on the shadowy step of the grocery store?

- a) quarrelling b) conversing with great leisure and ease
- c) playing d) buying the grocery

ix. How many dollars did he demand to sell the metal?

- a) two hundred b) three hundred
- c) four hundred d) five hundred

x. In which season did Mr. Bittering stand very golden-eyed?

- a) winter b) summer
- c) autumn d) spring

2. Some of the statements below are true and some are false. Mark the statements true or false.

- i. The rocket metal burned in the meadow winds.
- ii. He felt submerged in a chemical that could enhance his intellect.
- iii. He felt like a salt crystal in a mountain stream.
- iv. All the space rockets flew up.
- v. He was drenched in the hotness of his fear.
- vi. Harry suggested to build a rocket.
- vii. Men helped Harry in building a rocket.

- viii. The daughter wove tapestries.
- ix. Harry seemed almost as young as his eldest son.
- x. Six years later a rocket fell out of the sky.

3. Answer the following questions.

- i. Why did Harry want to go back to the Earth?
- ii. Why did he want to stay?
- iii. What climate did they face?
- iv. What was the condition of the Bittering family on hearing the news of the war on the Earth?
- v. What did they want to grow?
- vi. What was the condition of their house?
- vii. What was the advice Harry gave to the people?
- viii. How dangerous can a Martian virus be?

4. Write the answers of the following questions in 100-150 words.

- i. What circumstances did the Bittering family face?
- ii. How social were the people of Mars?

Appendix 3: English Book-II Modern Prose and Heroes (PTBB)

Lesson 1: The Dying Sun

1. How is it that a star seldom finds another star near it?
2. What happened when, according to Sir James Jeans, a wandering star, wandering through space, came near the sun?
3. What happened when the wandering star came nearer and nearer?
4. What are planets and how did they come into existence?
5. Why is there no life on the stars?
6. Write a note on the beginning of life on the earth.

Lesson 2: Using the Scientific Method

1. How has the scientific method helped us in our fight against disease?
2. Write a note on the better sanitary conditions available in our cities today and compare them with what they were like a hundred years ago.
3. What are the sanitary conditions like in our village today and how would you improve them?
4. How has the scientific method helped us in the production and preservation of foods?
5. We are now generally less fearful than our ancestors. What were our ancestors afraid of?
6. How has the scientific method enabled us to get over the old fears?
7. What part did astrology play in the lives of men and women in the past?
Give examples.
8. Describe some of the superstitions still current in our country. How do they affect the lives of those who believe in them?

Lesson3: WhyBoysfailin Colleges

Answerthese questions

1. Accordingtotheauthortherearesomeboyswhofailbecausetheydonottry. Who are they? Can we help them?
2. Howdoesmistakenambitiononthe partofboysandtheirparentsleadtothefailure of the boys?
3. Therearesomeboyswhohavedonewellatschoolbutfailtomaketheir markat college. Who are they? Do you have such boys in college in your country?
4. Howdoes financialpressureleadto the failure ofstudents describedin the lesson?
5. Doyouhavesimilar casesinyour country?
6. Towhatextentdoesthequestionofhealthleadtofailureatcollege?Howfarcan the college authorities with their medical officers help students in such cases?
7. Whatplacewouldyouaccord tosportsmen in colleges?
8. Therearesomestudentswhojoincollegeforthe funofit.Shouldtheybeallowed to stay?

Appendix 4: English Book-III Plays and Poems (PTBB)

Lesson 1: Heat Lightning

1. Choose the correct answer.

- i. The bus was late
 - a) rush
 - b) storm
 - c) accident
 - d) change in schedule
- ii. The girl was coming from
 - a) the party.
 - b) a tour.
 - c) a hill station.
 - d) a station.
- iii. The girl was afraid of
 - a) the policeman.
 - b) a friend.
 - c) a killer.
 - d) a person.
- iv. She thought of reaching the house but
 - a) the car broke down.
 - b) the brakes failed.
 - c) the car ran out of gas.
 - d) the road was blocked.
- v. She saw the man dragging out of his car
 - a) the corpse of a woman.
 - b) a sack.
 - c) a statue.
 - d) a dog.
- vi. Why did she circle round and round into the wood?
 - a) to escape from the killer
 - b) to reach a safe place
 - c) to cheat a man
 - d) to save herself
- vii. "You couldn't think of something that might give them a lead" means
 - a) to find a culprit.
 - b) to find a treasure.
 - c) to persecute.
 - d) to get a clue.
- viii. She saw in the flash of lightning
 - a) a dog.
 - b) a bus.
 - c) a car.
 - d) a man's face.
- ix. The difference in the ages of the two women is
 - a) ten years.
 - b) five years.
 - c) two years.
 - d) one year.
- x. If people were smart they wouldn't be out
 - a) on a day like this.
 - b) on a holiday.
 - c) on a tour.
 - d) on a night like this.

II. Mark the statements true/false.

1. The car ran out of gas about two miles from here.
2. She was too frightened to tell the details of the incident.
3. The Girl went to the police to report the matter.
4. Second Man wanted to save himself from the storm.
5. First Man wanted to go to town for business.
6. They heard the hum of a motor in the distance.
7. She could not remember the description of the killer.
8. She bolted the door before the men came near.

III. Answer the following questions.

- (a) Why couldn't the Girl describe the killer?
- (b) What were the circumstances that forced her to leave her car?
- (c) Why did she ask for help from First Man?
- (d) What was the condition of the weather?
- (e) How did Second Man accuse First Man of flying?
- (f) Does the Girl become suspicious of First Man as the play progresses?
- (g) What is her impression about Second Man?
- (h) Why didn't she accompany Second Man?

IV. Answer the following questions in 100-150 words.

- (a) Why did the Girl consider First Man her helper?
- (b) What are the factors that played a role in saving the Girl?
- (c) How did she realize the truth?

VI. Fill in the blanks using a preposition given in bracket.

(to, down, along, of, over, in, with)

1. She sobbed and rushes _____ the Man quickly.
2. He brings her _____ to the bench.
3. I could get the bus when it came _____.
4. I run like crazy all _____ the road.

5. I'm sure you can answer most _____ them.
6. I saw somebody else when I looked
7. You'll never get over being afraid of _____ things.
8. The dog jumps and seizes the Man _____ its sharp teeth

Lesson 2: Visit to a Small Planet

1. Choose the correct answer.

- i. Who is Roger Spelding?

a) a general	b) a soldier
c) a newscaster	d) a technician
- ii. John is a

a) merchant	b) farm owner
c) pilot	d) professor
- iii. Where did the spaceship land?

a) on the roof of a building	b) in the fields
c) on a hill	d) in the rose garden of Mrs.

Spelding

- iv. Ellen listened to the broadcast of her

a) daddy.	b) fiancé.
c) mother.	d) Kreton.
- v. The visitor was dressed in the fashion of

a) 1960.	b) 1860.
c) 1900.	d) 1850.
- vi. What is the impression of Kreton on seeing the inside of the house?

a) disgusted	b) delightful
c) callous	d) sorrowful
- vii. "I do hope I don't sound patronizing" means that I am

a) not praising.	b) encouraging.
c) discouraging.	d) not appreciating.
- viii. How many years are required to tell the story of travel?

a) one hundred	b) two hundred
c) five hundred	d) seven

hundred

ix. The house of Spelding comes under the

- | | | |
|----|--------------|------------------|
| a) | civil law. | b) criminal law. |
| c) | company law. | d) martial law. |

x. General Powers was thinking about

- | | | |
|----|------------------|----------------------------|
| a) | his promotion | b) security of the country |
| c) | arrest of Kreton | d) murder of the visitor |

2. Mark the statements true or false.

1. Ellen is going to marry John, a farm boy.
2. A girl should prefer to marry a hardworking and ambitious boy.
3. The spaceman looked like a monster.
4. Kreton cannot read the mind of the people.
5. Kreton is interested in the study of the civilization of Earth.
6. There are no instruments in the flying saucer.
7. Mrs. Spelding is worried about her rose garden.
8. Kreton gives his consent to spend the night.
9. General Powers think that Kreton is a spy.
10. The race of Kreton is violent like the human race.

3. Answer the following questions.

- i. How does Kreton prove his extraordinary powers? Write five sentences.
- ii. What is the purpose of Kreton's visit?
- iii. How much advanced is the civilization of Kreton than that of the Earth?
- iv. Can the people of the Earth compete with those of Kreton?
- v. How damaging is violence in life? Write five sentences.
- vi. What type of life do you foresee in the year

5000?

vii. How impressive were the morals of Kreton?

viii. What is the role of General Powers in the play?

ix. What is the theme of Kreton's study?

x. How does Kreton impress General Powers?

5. Fill in the blanks:

i. It's not very flattering when one's own daughter won't listen ____ what one says. (for, to)

ii. He doesn't want to get _____. (up, setup)

iii. There is nothing wrong marring _____ a wealthy man. (with, for)

iv. There is something wrong _____ the way that creature looks. (without, with)

v. I'm sure you're teasing us and this is _____ some kind of publicity stunt. (none, all)

vi. You'd be surprised what a _____ study I've made. (thorough, through)

vii. As you see I am _____ a hundred years too late. (above, about)

viii. It's possible that I could explain it to a mathematician but I'm afraid I couldn't explain it _____ you. (about, to)

ix. I must've known the theory _____ which they operate. (on, at)

x. I wonder how _____ damage he did to my rose garden. (many, much)

Poem No. 1 The Rain

1. Choose the correct answer.

i. Who was drinking the rain?

- | | |
|---------------|-----------|
| a) a man | b) a bird |
| c) the leaves | d) a tree |

ii. What was making the noise sweet?

- | |
|--------------------------------------|
| a) a guitar |
| b) a singer |
| c) drops of rain |
| d) drops of rain falling over leaves |

iii. When did the sun come out?

- a) in the morning
- b) in the noon
- c) in the clouds
- d) when the rain would stop

iv. The round drops are brightened by

- a) sunshine
- b) colour
- c) moonlight
- d) starlight

2. Mark the statement true or false.

- i. The poet hears leaves drinking rain.
- ii. The rain drops make the leaves rich.
- iii. The green leaves drinking water create noise.
- iv. The sun shined darkens the round drops of rain.
- v. The sunshine, after the rain, makes the scene lovely.

English Book-III Plays and Poems (PTBB)

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- a) ten years. b) five years.
- c) two years. d) one year.
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6. Isaw somebody else when Ilooked_____
7. You'll never get over being afraid_____things.
8. Thedogjumps andseizesthe Man_____itssharp teeth

Lesson2:Visitto aSmall Planet

1. Choosethecorrect answer.

i. Whois Roger Spelding?

- | | |
|-----------------|-----------------|
| a) a general | b) a soldier |
| c) a newscaster | d) a technician |

ii. John is a

- | | |
|-------------|---------------|
| a) merchant | b) farm owner |
| c) pilot | d) professor |

iii. Wheredid thespaceship land?

- | | |
|------------------------------|--|
| a) on the roof of a building | b) in the fields |
| c) on a hill | d) in the rose garden of Mrs. Spelding |

iv. Ellenlistenedtothebroadcasttoher

- | | |
|------------|------------|
| a) daddy. | b) fiancé. |
| c) mother. | d) Kreton. |

v. Thevisitorwasdressed inthefashion of

- | | |
|----------|----------|
| a) 1960. | b) 1860. |
| c) 1900. | d) 1850. |

vi Whatisthe impressionofKretononseeing theinsideofthe house?

- | | |
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- vi. What type of life do you foresee in the year 5000?
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- x. How does Kreton impress General Powers?

5. Fill in the blanks:

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- iii. There is nothing wrong marring _____ a wealthy man. (with, for)
- iv. There is something wrong _____ the way that creature looks. (without, with)
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- vii. As you see I am _____ a hundred years too late. (above, about)
- viii. It's possible that I could explain it to a mathematician but I'm afraid I couldn't explain it _____ you. (about, to)
- ix. I must've known the theory _____ which they operate. (on, at)
- x. I wonder how _____ damage he did to my rose garden. (many, much)

Poem No. 1 The Rain

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- a) a guitar
- b) a singer
- c) drops of rain
- d) drops of rain falling over leaves

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- b) in the noon
- c) in the clouds
- d) when the rain would stop

iv. The round drops are brightened by

- | | |
|--------------|--------------|
| a) sunshine | b) colour |
| c) moonlight | d) starlight |

2. Mark the statements true or false.

- i. The poet hears leaves drinking rain.
- ii. The rain drops make the leaves rich.
- iii. The green leaves drinking water create a noise.
- iv. The sunshine darkens the round drops of rain.
- v. The sunshine, after the rain, makes the scene lovely.

Appendix 5: English Book-I (STBB)

Lesson 1

Answer these questions:

1. Who was the first Governor-General of Pakistan?
2. Who was the last Viceroy of India?
3. When and where was the 'Pakistan Resolution' passed?
4. What were the provinces that voted to join Pakistan?
5. How large was the population of Pakistan when it became independent?
6. Where is the tomb of the Quaid-i-Azam?

FOR STUDY

ACCUSE: BLAME

There verbs may be used in the same pattern, but with different prepositions: 'to accuse a person of something'. but 'to blame a person for something'.

The matron accused the nurse of neglecting her patients.

The matron blamed the nurse for neglecting her patients.

Blame is used in other ways: 'to blame something on somebody' and 'to be to blame (for something)'.

AFFORD: OFFER

Afford, in the sense 'have enough time, money, etc., for', is generally used with *can* or *could*. It takes a direct object.

I can't afford a new car.

Offer takes both a direct and an indirect object.

I offered him \$ 500 for his old car.

Both *afford* and *offer* may be used with an infinitive.

Hurry up! We can't afford to waste time.

A friend has offered to take me to Venice in his car.

ABOVE: BELOW

I. Prepositions

Above is contrasted with below, just as over is contrasted with under. In some cases over may be used in place of above, and under may be used in place of below.

II. Adverbs

Above and below are used of references earlier and later in a book, article, etc. It's getting stormy; we had better go below (i.e. below deck, in a ship).

Above and below may follow the preposition from.

Seen from above, the fields make a pattern of squares and oblongs. A voice from below asked us what we wanted.

Lesson 2

Answer the questions.

1. When and where did the Birkenhead sink?
2. What kind of people were being carried as passengers on the Birkenhead?

FOR STUDY

ACCEPT: AGREE: DIAGREE

Accept takes a direct object. Agree is used with a preposition: 'to agree with somebody', 'to agree a proposal or suggestion.'

Did he accept your proposal?

Agree is also used with an infinitive and with a that-clause. (Accept is never used in these two ways.)

Will you accept (to buy) my old camera?

Disagree is used with the preposition with.

I disagree with you (with your suggestion, with what you say).

AFTER: BEFORE

I. prepositions

These two prepositions are used for time and order for arrangement).

I'll come after lunch.

II. Adverbs

After is occasionally used for afterward, especially to modify a noun. A few

weeks after he went abroad

III. Conjunctions

Before and after as conjunctions refer to time

Before the war ended, he had fought in three continents.

ABOUT

Preposition and Adverb

About is used with verbs of movement meaning in various directions 'to various places'.

Lesson 3

Answer the questions:

1. When was the United Nations Organization founded and (briefly) what inspired its foundation?
5. What is the designation of the Chief Officer of the United Nations, for how long is he appointed and by whom is he appointed?
6. How large is the staff employed by the Secretariat and where does it work?
7. What is the function of the International Bank?
8. What do the initials W.H.O. stand for, and what is the function of this organization?
9. What do the initials F.A.O. stand for, and what is the function of the organization?
10. What is the function of UNESCO?

FOR STUDY

ALLOW: LET

When these verbs are used in the sense of 'permit', allow is followed by an *oun* or *pronoun* and an *infinitive* with *to*, and *set* by a *noun* or *pronoun* and an *infinitive* without *to*.

The sentry allowed us to pass. The sentry let us pass.

ARRIVE (AT, IN): REACH

Arrive may be used alone, or with an *adverb* such as *here* and *there*, or by an *oun* preceded by *at* or *in*. No *preposition* is required with *reach*.

We {reached/arrived at} the cinema just as it started to rain.

DEPEND:RELY

Both these verbs are used with the preposition upon (or on). Both verbs are used meaning 'put trust in'. so they are, in some contexts, interchangeable.

Can I rely (or depend) upon that time-table or is it out of date?

You can always depend (or rely) upon John to be there when he is needed. You can always depend (or rely) on him for help.

I am depending (or relying) upon you to help me.

ACROSS (Preposition and Adverb)

Across may mean 'from one side to the other side {of}', It may mean 'on the other side of',
The river flows across the river.

AGAINST

The chief uses of this preposition are:

1. to indicate opposition:

ALONG (Preposition and Adverb)

This may mean 'from one end to the other end {of}', or 'through any part of the length (of)',

BETWEEN:AMONG

The chief uses of between are:

1. to indicate position in space or limits: A
river flows between its banks.

How many stations are between London and Oxford?

Appendix 6: English Book-II (STBB)

Lesson 1

Notes:

1. **trench-coat**: a short overcoat of the pattern worn in the trenches of the frontline during the First World War.
2. **trilby hat**: soft felt hat with a broad brim.
3. **peg out**: die (very colloquial).

FOR STUDY

TAKE AFTER

That boy takes after (resembles in character or appearance) his father. TAKE

BACK

1. Literal meaning.

The shoes did not fit him so the shop took them back.

2. Withdraw (figuratively).

TAKEDOWN

1. Write. Make a note of.

Mr. Sadiq telephoned while you were out. I've taken down this message from him. May I take down your name and address?

TAKE IN

1. Admit.

The first hotel was full and couldn't take us in. TAKE

INTO

He took it into his head (thought for no apparent reason) that I objected to his being on the committee.

TAKE OFF

1. Remove a garment or covering.

It turned warmer and we took off four overcoats. I've lost the lid that I took off this tin.

TAKE ON

1. Undertake.

Who will want to take on the thankless job of honorary secretary to that society? TAKE

OVER

Assume ownership or management in succession to somebody else.

TAKE PLACE

1. Happen:

The visit of the President will take place during the first week of May. These events took place when my grandfather was a young man.

TAKE TO

1. From the habit of doing something.

Oliver Goldsmith was heavily in debt because he had taken to gambling and other extravagances.

TAKE UP

1. Make use of in an emergency.

A fast lift took us straight up to the twelfth floor. He has taken up his bag and walked away.

Lesson2

Notes:

1. TheTangdynasty: ThispowerfuldynastyruledChinabetween618and907 A.D.It extended Chinese rule over a vast area, but was also notable for its encouragement of the arts of peace within China itself. Paper money and printing were known in China during this period, centuries before they were knowninEurope.Administrationwasefficientandthearts,particularlypoetry and painting, flourished.
2. TheFrench...etc:Thissentenceaswrittenin1954.
3. Thespinning-wheel:Gandhimadethespinning-wheelsymbolofhissocial philosophy-the virtual boycott of foreign-made good and the fostering of domestic cottage industries.
4. Cosmopolitanism:internationalculturedivorcedfromlocalcharacteristics:the feeling of belonging to the world rather than to any particular country.
5. Mastodons:giganticprehistoricanimals,similartoelephantsbutlargerand even more powerful.

FORSTUDY

BRING

- 1.Convey,escort.Theverbcontrastswithtakeinthatthereisthesenseof movement towards a point, often the location of the speaker.
Bringit here.
The postman didn't bring me any letters this morning.
Mr.Siddiquibrought afriendhome tolunchwith him.

BRINGABOUT

Cause to happen.

The war brought about many permanent changes in the economic structure of Europe.

The fall of Rome was brought about by the irresponsibility of its rulers.

BRINGDOWN

- 1.Bringtothegroundbykilling,woundingordamaging. The storms brought many chimneys down.

He brought down the tiger with his first shot.
The airplane was brought down by anti-aircraft guns.

BRING FORTH

Produce; give birth to (archaic).
The new traffic regulations brought forth many complaints from motorists.

BRING FORWARD

1. Present for examination or consideration.
The ideas that he brought forward were highly original.
I shall certainly bring your letter forward at the next meeting of our committee.

BRING HOME TO

Cause a truth to be realized or proved.
The police are reasonably certain that he committed the crime, but they have not yet enough evidence to bring it home to him.

BRING IN

1. Yield an income.
Spare-time writing brings him in several hundreds (of rupees) a year.

BRING OFF

1. Rescue from a ship in distress.
The entire crew of the wrecked ship was brought off by helicopters.

BRING ON

Causes something unpleasant (usually an illness) to happen. The cold damp weather brought on his rheumatism again.

BRING OUT

1. Make prominent or clear.
I like our professor's lectures because he brings out the really important points so clearly.

The guilt of the defendant was, beyond question, brought out by the evidence of the last witness.

BRING ROUND

1. Persuade a person to change his mind

At first he was unwilling to forgive his son, but his wife's entreaties eventually brought him round.

BRING THROUGH

Successfully help or manage through danger or difficulty.

The storm was very dangerous for so small a ship and it was only the skill of the captain that brought us through.

BRING UP

1. Rear and train a child or children.

His parents both died when he was very young and he was brought up by an uncle and aunt.

BRING TO BEAR

Direct upon.

All the guns were brought to bear upon the enemy's front line.

BRING TO PASS

Cause to happen.

New inventions have brought to pass amazingly rapid changes in our means of communication.

BRING TO AN END

Finish.

He brought his speech to an end with a witty little story.

The battle of Waterloo brought Napoleon's second reign to an end.

BRING SOMEBODY TO HIS SENSES

Make somebody suddenly become sensible.

The loss of so much money ought to bring him to his senses and make him give up gambling.

BRING TO LIGHT

Reveal.

The excavation at Moen-jodaro brought to light the ruins of a large and very ancient city.

Lesson 3

Notes:

1. Columbus: Thurber's native town.
2. Canyon: Literally a deep gorge with a stream; here the main channel of trade.
3. Julius Caesar: Roman general and ruler (100-44 B.C.) who was assassinated by a group of conspirators jealous and fearful of his supremacy.
4. An electric: an electric carriage (driven by batteries and now obsolete).
5. make Memorial Halls: reach Memorial Hall.
6. Waddling: walking with short steps and swaying from one leg to another (like a duck).
7. Rout: disorderly and hasty retreat.
8. Marie Celeste: a ship which was found in perfect order after being mysteriously abandoned by its crew who disappeared forever.
9. Sherman, Stanton, Grant and Sheridan: eminent figures on the side of the victorious North in the American Civil War.
10. The Scioto: the local river, flowing into the Ohio.

FOR STUDY

TOO: VERY

Although students of English ought to learn the distinction between these two words at an early stage, it is understandable that speakers of Urdu and Sindhi should confuse them for these two languages make no comparable distinction.

Very merely increases the force of the adjective or adverb that it qualifies. Too normally carries the idea of excessiveness, excessiveness so great as to make something impossible or undesirable. The following examples bring out the distinction.

Although he was very ill, he managed to write a letter to his son.

HARD: HARDLY

Hard is used both as an adjective (a hard seat: a hard question: a hard man, a hard—i.e. hard to endure—endure-climate) and as an adverb (most climate commonly with work and try). —i.e. severe—

Hed deserved to pass because he had worked hard.

ONLY

1. Sole. Excluding all others

He is an only child.

BUT: ALTHOUGH: THOUGH

The mountain is high but it is easy to climb.

BUT: FOR

He would have died but for the skill of his doctor.

Appendix 7: English Book-I (STBB)

Answer these questions:

Exercises

The Articles: Concord

Exercise 1

Supply 'the' where necessary:

1. Forme-----hardest subject is-----history and-----geography are ----- easiest.
2. 'Do you know---Dr. Smith?' No,----- only Smith I know is not a doctor.'
3. --sun went down below ----- horizon.

Exercise 2

Replace the dashes, where necessary, by a, an, the or one (either as an adjective or pronoun):

1. You won't find-- house like this anywhere else in -----city.
2. I haven't got --umbrella and I don't need---.
3. There's only--letter here, where are-- others?

Exercise 3

Supply am, is, are, was or were:

1. A reward of fifty pounds-- offered.
2. A great number of people-- present at the lecture yesterday evening.
3. Neither he nor I-- Spanish.

Exercise 4

Using only the Simple Present Tense put the verbs in brackets into the correct form:

1. She (do) all her housework in the evening.
2. Everyone (have) a hobby; mine and my brother's (be) stamp collecting.
3. Which of these mountain roads (remain) open in winter?

Exercise 5

Material nouns, and certain other nouns that are not used in the plural, may be used with much {esp. in negative and interrogative sentences, and after how and too}.

They may be used with units of measurement (e.g. pint, yard, ton), or with such words as piece, bit, sheet (of paper), pane (of glass), item (of news, etc. or with a lot (a great deal) of.

This dairy sells many litres of milk every evening.

This dairy sells a great deal of milk every evening.

How many spoonfuls of sugar would you like in your tea? How much sugar would you like in your tea?

Rewrite the following sentences in the same way:

1. Our daily newspapers contain many items of information.
2. The milkman delivers many bottles of milk to our school every day.
3. How many liters of petrol do you want?

Exercise 6

Adjectives, including participles used as adjectives, are sometimes used preceded by the definite article, but without nouns to denote a class of people. A plural verb is required.

Examples

Isometimesenvypoorpeople. I

sometimes envy the poor.

Onlybravemenmakegoodsoldiers. Only

thebraves make good soldiers.

Rewrite these sentences using the adjectives in *italics* in this way:

1. *It is quite possible for poor people to be happier than rich people.*
2. *Young people are often more enthusiastic than old people*

3. *A wise man listens to advice; a foolish one does not listen to advice.*

Lesson 2

Exercise

The Present And Present Perfect Tenses

The simple present tense is used: (a) To make a general statement or express a general truth.

Irrespective of considerations of time:

He drives very

Nothing grows in a desert.

(b) To describe a habitual action:

The simple present perfect tense is used (a) To describe an action which took place an indefinite time in the past. We are not interested in when the action took place (although the time limits within which it occurred may be suggested), but only in its effect on events now, at the present moment:

Have you (ever) been to North America? No, but I've been to Canada. He has passed his driving-test and has bought a new car.

Exercise 7

Put the verb in brackets into the correct form of the present tense (Simple or Progressive):

1. She always (take) her pet dog for a walk before breakfast.
2. A single scene in a film often (cost) thousands of pounds.
3. I rarely (wear) a tie in summer, but I (wear) one now.

Exercise 8

Restate the following sentences in the present perfect tense. Omit the words in *italics* and insert the words in brackets:

Example

I visited Calcutta six times between 1990 and 1995. (often) I have often visited Calcutta.

- 1. Mary visited Egypt on her honeymoon (twice)*
- 2. I didn't see a crocodile when I was in Africa. (never)*
- 3. We didn't learn Russian at school. (never)*

Exercise 9

Change the following sentences, which now refer to the future, so that they refer to the immediate past. Use 'just' and 'only just' with the Present Perfect. Make the necessary omissions.

Example

I'm going to have a driving lesson tomorrow,

I've just had a driving lesson.

- 1. I'm going to take my driving test next month.*
- 2. We shall have a storm soon.*
- 3. The fireworks will start at midnight.*

Exercise 10

Put the verbs in brackets into the correct form of the Present Perfect (Simple or progressive):

- 1. We (drive) for two hours and (not pass) at a single petrol station.*
- 2. I (study) Russian for four years. But I can't speak it yet.*
- 3. She (not call) to collect her wages for three weeks.*

Exercise 11

Put the verbs in brackets into the correct tense (Present Perfect or Simple past):

- 1. He (have) five different jobs since he (leave) school.*
- 2. Since his father's death he (become) head of the time.*

I(go)toSwitzerland twoyearago,butI (notbe)threesince.

Appendix 8: English Book-I (BTBB)

Lesson 1

Reading and Thinking skills

1. Answer the following questions.

- ii. Why could children not play on the road?
- iii. Why did the Giant chase the children away from his garden?
- vi. What happened to the garden after the children left?
- vii. Why did the beautiful flowers slip back into the ground?
- viii. Why was one tree covered with frost and snow?
- ix. Why could not the small boy reach up to the branches of the tree?
- x. How did the Giant learn to love children?

Choose the correct answer.

i) Cornishogrewas

- a) an enemy of the Giant.
- b) a dwarf.
- c) a man eating Giant.
- d) a friend of the Giant.

ii) The writer of the story is

- a) Oscar Wilde.
- b) H.G wells.
- c) Jermoe K. Jermoe
- d) Katherine Mansfield.

iii) After many years, the Giant was unable to play with the children because he

- a) didn't like to play anymore.
- b) was feeble and weak.
- c) had gone to see his friend.

d) was fed up playing the same game time and again.

iv) In the garden of the selfish Giant, it was.

a) still winter.

b) still Autumn.

c) Still spring.

d) still Summer.

v) The Autumn gave golden fruit to every garden, but to the Giant's garden

a) she gave too much.

b) she gave some.

c) she gave none.

d) she gave enough.

vi) One morning the Giant was lying awake in bed when he

a) heard a lovely song.

b) heard some lovely music.

c) heard a loud Cry.

d) heard a poem.

vii) Through a little hole in the wall the children had crept in, and they were

a) standing out the garden.

b) singing song.

c) sitting on the chairs.

d) sitting in the branches of the trees.

viii) When the children saw the Giant they were so frightened that they all ran away,

and

a) the garden became winter again.

b) the garden became summer again.

c) the garden became school again.

ix) “It is your garden now, little children.” Said the Giant, and he took a great axe.

- a) and knocked down the do.
- b) and knocked down the window.
- c) and knocked down the mirror .
- d) and knocked down the wall.

x) When the children ran in the afternoon, they found

- a) the little monkey dead under the tree.
- b) the Giant lying asleep under the tree.
- c) the Giant lying dead under the tree.
- d) the little boy dead under the tree.

3. Tick the sentences as True or False

i) Giant was selfish only in the beginning

(T/F)

ii) He had been to visit his friend, the Cornish ogre, and had stayed with him for eight years

(T/F)

iii) The Giant loved the little girl the most

(T/F)

iv) The Giant admitted that the children are the most beautiful flowers of all.

(T/F)

v) After coming from school, the children used to go and play in the ground.

(T/F)

vi) “Who hath dared to wound thee?” cried the boy.

(T/F)

vii) Every afternoon, when school was over the teacher came and played with the Giant.

(T/F)

viii) Years went over, and the Giant grew very old and feeble.

(T/F)

ix) The Giant took a great axe and knocked down the wall.

(T/F)

x) Down stairs ran the Giant in great joy, and out into the garden.

(T/F)

Critical Thinking

- What lesson do you get after reading the story

Lesson 2

Reading and Thinking Skills

1. Answer the following question

i) What instructions were given to the teacher by the boy's parents?

ii) Why did the boy give the wrong answer?

iii) Why did the teacher slap the boy?

iv) What was the reaction of the boy?

v) What were the strategies used by the boy to get his own way?

vi) What were the stories told by the teacher?

vii) How did the boy blackmail the teachers?

viii) When the parents of the boy emerged from the house, what was the reaction of the teacher and the boy?

ix) The father asked the teacher how the boy was preparing for his Arithmetic test, what was the answer of the teacher?

x) Why did the teacher favour the boy at the end?

2. Choose the correct answer.

i) The boy didn't give a correct answer because he

- a) didn't know the table of sixteen.
- b) wanted to annoy the teacher.
- c) didn't like arithmetic.
- d) was absent-minded.

ii) The boy in the story was

- a) an orphan
- b) the only child of his parents
- c) well-behaved student
- d) a dunce fellow

iii) The parents of the boy were

- a) illiterate
- b) poor
- c) greedy
- d) rich and provided their son with all kinds of expensive toys and sweets.

iv) According to the parents, the boy was a little angel, all dimples, smile, and sweetness only

- a) wings lacking
- b) one wing lacking
- c) wishes lacking
- d) power

v) "You must never set up any sort of contrariness or repression in the child's mind"

declared the

- a) mother
- b) father
- c) parents

d) teacher

vi) Now the teacher did not know how to quieten the boy, who kept

a) laughing

b) sobbing

c) shouting

d) reading

vii) The boy directed, when the train comes to your station, you must blow the whistle and cry, 'Engine Driver'.

a) speed up the train .'

b) slow up the train.'

c) leave the train.'

d) stop the train.'

viii) On hearing the word "test" the boy's face fell he unobtrusively slunk behind his parents and look and gestures appealed to the

a) mother not to betray him

b) father not to betray him

c) teacher not to betray him.

d) teacher to betray him.

ix) He looked so pathetic and desperate that the teacher replied. 'Only please let him mug up the.

a) 16th table a little more.'

b) 12th table a little more.'

c) 13th table a little more.'

d) 17th table a little more.'

x) The teacher was his grateful face, felt confident that the boy would not give him up now, and said: “Good night sir, we finished our lesson early, and I was just.

a) playing about with the child.’

b) eating with the child.’

c) working with the child.’

d) advising the child.’

3. Tick the sentences as True or False.

i) The teacher loved to teach the little boy.

(T/F)

ii) The father of the boy had written a thesis on child psychology for his M.A.

(T/F)

iii) The teacher told the parents that the boy was not doing mathematics sums properly.

(T/F)

iv) The teacher thought that little boy was an angel.

(T/F)

v) The boy asked the teacher to sing a song instead of teaching to sing a song instead of teaching him.

(T/F)

vi) He went over to his cupboard, opened it, took out his busset, and started assembling the track.

(T/F)

vii) The teacher was absolutely non-mechanical.

(T/F)

viii) He had done six hours of teaching at school during the day.

(T/F)

ix) On hearing the word “test” the boy became very happy.

(T/F)

x) The teacher did not favour the boy at the end.

(T/F)

Activity:

Fill in the blank with relative pronouns (who, whose, where, which or that)

i) Children _____ parents are dead are called orphans.

ii) I like the shirt _____ you gave me for my birthday.

iii) It was his brother _____ taught him English.

iv) Here is the book _____ you lent me.

v) This is the student _____ won the spelling contest.

Lesson 3

Reading and Thinking skills:

Answer the following questions.

i) What is the theme of the poem?

ii) “Benot likedump. Driven cattle

Be a hero in the strife”

What do these lines suggest?

iii) Why should we read the biographies of great personalities?

iv) Which personality has inspired you and how?

v) What is the importance of patience in achieving goals?

vi) Why are great men remembered even after their death?

2. Choose the correct answers.

i) Psalm means

a) a sacred song or poem

b) biography of a person

c) amusicalsong

d) a ballad

ii) Thepoetsays'life'is

a) Dream.

b) Realandearnest.

c) Enjoyment

d) fulloftears.

iii) Theperm hasbeenwrittenby

a) WilliamBlake

b) S.TColeridge

c) H.WLongfellow

d) EmilyBronte

iv) Weshouldlivein

a) present

b) future

c) past

d) dreams

v) Patiencebrings

a) Badfruit

b) tasty fruit

c) rottenfruit

d) sweetfruit

vi) Thepoetsays“lifeisindeedrealanddeathis:

a) notthe goalof life”

b) thegoal of life”

c) endof time”

d) the goal of man”

vii) Great people leave their footprint on

a) the sands of desert

b) the sands of plains

c) the sands of time

d) the sands of river

viii) We take many lessons from

a) the death

b) the hardships

c) the hardworking

d) the achievements of great men

ix) The poem provides advice and counsel

a) to weak men

b) to young men

c) to old men.

d) to children.

x) We should not lose heart in

a) the time of happiness

b) the time of victory

c) the time of crises

d) the time of speaking

3. Mark the sentence as True or False.

i) Art is long and time is fleeting.

(T/F)

ii) We should have trust in the future.

(T/F)

iii) learn to labor and to wait.

(T/F)

iv) we should act in the present.

(T/F)

v) A person may die but good deeds remain forever.

(T/F)

vi) Patience has no importance in life.

(T/F)

vii) We should be optimists.

(T/F)

viii) Death is not the end of life.

(T/F)

ix) Life is the name of ups and downs.

(T/F)

x) Life is the name of setting example for others.

(T/F)

Appendix 9: English Book-II (BTBB)

Lesson 1

Reading and Thinking Skills

1) Answer the following question.

iii. What did the Hazrat Muhammad ﷺ say about the life and property of every Muslim?

iv. What are the drawbacks of taking interest?

v. Why did the Hazrat Muhammad ﷺ give the last address?

2) Choose the option and fill in the blanks.

i) Harm no _____ so that no one may harm you.

a) two b) one c) person d) man

ii) It is true that you have certain rights with regards to your _____.

a) women b) property c) life d) duty

iii) An Arab has no superiority over a _____.

a) non-Muslim b) non-Arab c) Mushriq d) Muslim

iv) Every Muslim is _____ to every Muslim.

a) brother b) friend c) sister d) enemy

v) Islam has set certain _____ to every Muslim.

a) due b) rights c) writes d) right

Activity:

Using the above mind map, write down a note on the last address of Hazrat Muhammad ﷺ regarding human rights and responsibilities.

Lesson 2

Reading and thinking skills

1. Answer the following question

- i. Why did the merchant leap into the water?
- ii. Why did the eagle fly with the money bag of the merchant?
- iv. Why did the caliph call for old men of mountains?
- vii. What kind of a man was the gardener?
- x. What is the main theme of the story?

2. Fill the blanks.

- i) The merchant leaped into _____
a) sand b) water c) earth d) mud
- ii) The eagle was flying towards the _____
a) red mountains b) sea c) black mountains d) villages
- iii) Forty grey-bearded _____ old men stood before the Caliph.
a) dishonest b) coward c) honest d) aged
- iv) The merchant appeared before the Caliph after _____
a) ten years b) one year c) two years d) five years
- v) The gardener spent only _____
a) ten gold coins b) ten gold rings c) ten pieces of gold d) ten cubes of gold

Lesson 3

Reading and Thinking skills

1. Answer the following questions.

- i) How do you explain patriotism?
- ii) What kind of sense does patriotism develop in a patriot?
- iii) What is vicious patriotism?
- iv) How does a true patriot contribute to the development of his/ her country?
- v) What does Islam say about patriotism?
- vi. Does patriotism require the belief that one's country is the greatest on earth?

Discuss.

2. Mark the sentences as true and false.

i) Patriotism means devotion and loyalty to one's country.

T/F

ii) Patriotism is a mere love for an area of land.

T/F

iii) A true patriot is desirous of peace for the whole world.

T/F

iv) A true patriot is desirous of peace for the whole world.

T/F

v) A patriot is always ready to sacrifice his/her life for the defense of his country.

T/F

3. Fill in the blanks.

i) Patriotism is a noble sentiment which is essential for the and solidarity of country.

a) Integrity b) honesty c) morality d) sincerity

ii) A true patriot wishes to have in his country.

a) war b) peace c) piece d) harmony

iii) Patriotism provokes the people to do something for the country.

a) huge b) greet c) great d) grand

iv) Oscar Wilde says, "Patriotism is the For the vicious."

a) merit b) result c) value d) virtue

v) A true patriot considers himself of the world.

a) citizen b) person c) part d) portion

4. Re-read the unit "patriotism" and extract main idea/theme and the

detailed information in support of the main idea.

Appendix 10: English Book-11 (BTBB)

Lesson 1

Activity:

- Identify the example of personification used in the text.
- Find out and share at least five examples of personification from any other source.

Activity:

Punctuate the following passage.

winston is one of the most laid-back people I know he is tall and slim with black hair and he always wear a t-shirt and black jeans his jeans have holes in them and his baseball boots are scruffy too he usually sits at the back of the class and he often seem to be asleep however when the exam results are given out he always gets an 'A' I don't think he is as lazy as he appears to be.

Activity:

Translate the second paragraph of the story "The Selfish Giant" keeping in mind the above points.

Activity:

Form group and make a presentation on the story elements of "The selfish Giant" and present it in class, followed by a question answer session.

Lesson 2

Grammar:

- Use the following nouns in your sentence and state whether these are collective material, abstract, countable, or uncountable nouns.

Noun	Kind of Noun	Sentence
i) Kindness		
ii) congregation		
iii) beauty		
iv) galaxy of stars		
v) milk		
vi) a story		
vii) furniture		
viii) shoal of fish	—	
ix) gold	—	
x) confidence		

Activity:

Read the first Paragraph of the unit and identify different tenses used in the text.

Activity:

Identify the relative pronouns and antecedents in the following sentences.

- i) Here is a student who tries hard.
- ii) They are the ones who have been chosen.
- iii) This is the book which I like most.
- iv) One of the actors, who is my favorite, has fallen ill.

Activity:

Identify the cataphoric and anaphoric references in the following sentences.

- i) As they were coming from school, the children used to go and play in the Giant's garden
- ii) The teacher hunched up in a corner and obeyed. He grew tired of the position.
- iii) Muneeb was the first who entered the classroom. He is my best friend.

iv) Shewasvery frightened,whenAsmasawa snake.

v) Alittle girl,Nazia was,playing inthe garden.

vi) Themonkeytook the bananaandate it.

Activity:

Re-readtheunit,identifyfiveanaphoricandcataphoricreferenceandwriteinthe relevant column.

Anaphoric reference	Cataphoricreference

Activity:

Theauthor has used ellipsesin thestory, tryto find them out.

Activity:

1. Addthegiven prefixto therootsto makenewwords.

Root	Meaning	Englishword
i) mis___	Wrongly,badly	
ii) pre___	before	
iii) crinum_____	Around	
iv) bio_____	Life	
v) post_____	After	
vi) homo___	Same	
v) tele_____	A long distance	
vii)Vice_____	Inplaceof Two	

ix) bi_____	Four	
x) quad_____		

2. Add the given suffixes to the roots to make new words.

Suffixes	Words
i) ____full	
ii) ____less	
iii) ____ship	
iv) ____ness	
v) ____mint	

Activities:

Find out phrasal verbs and idiomatic expressions in the text and use them in your own sentences.

Pronunciation

Activities:

Pronounce the following word with the help of pronunciation key in the dictionary.

Theory psalm continuously miniature devour
psychology gorilla desperate porcelain
fiendish

Oral communication skills

Expressions to inquire

- What.....?
- Why.....?
- Where.....?

- When.....?
- How.....?

Activities:

Construct dialogue by using the ‘expressions to inquire’ and perform in pairs

Lesson 3

Vocabulary:

Simile:

It consists of comparing two things of different kinds resembling at least in one point.

In “simile” like or ‘as’ is used to make comparison e.g. as brave as a lion.

Metaphor:

An expression which describes a person or subject in a literary way by referring to something that is considered to have similar characteristics to the person or object you are trying to describe.

For example, Asim is the tiger of our class.

Imagery:

The use of words or pictures in books, films, paintings etc. to describe ideas or situations.

For example: I love the scent of peaches.

Activity:

Here is a list of few similes, metaphors and images. Can you identify them? Write “S” for simile “M” for metaphor and “I” for imagery. The first has been solved for you.

i)	Iwanderedlonelyasacroud As	
ii)	obstinate as a mule.	
iii)	Hope is the poor man's bread.	
iv)	Thecamel is theship ofdesert.	
v)	Heistheappleofhisfather'seyes. He	
vi)	ate sweet and juicy mangoes.	
vii)	Deathlayshisicyhandsonkings.	
viii)	Therustlingofleavesisakindsofmusicfoeme. Revenge is a	
ix)	kind of wild justice.	
x)	Infancythedawnof life.	
xi)	Howfarthatlittlecandlethrowisitbeam!So,shinesa goof deed	
	in a naughty world	
xii)	Isaw hugetrees in thethick and darkforest.	

OralCommunication skills:

Activity:

Discussin groupsthetheme ofthe poem andits appeal toanordinary man.

Appendix 11: English Book-11 (KPK TBB)

Lesson 1

Oral Communication

Activity:

Divide the class into groups of seven students each and hold a group discussion, keeping in view the conventions and dynamics of the group discussion, on the topic, “The Role of on the in Progress and Prosperity of a Nation”.

Vocabulary and Grammar

Vocabulary

Read each word and underline the silent letter, consult pronunciation key in authentic dictionary if in doubt.

Example: hour – silent letter is **h**.

receipt	doubt	gnome	helves
whale	wrong	ballet	excerpt
Align	Wednesday	castle	thumb
Rendezvous	Know	guest	sword

Consult dictionary and mark which syllable is to stress in the following words.

Example: computer – 2nd syllable.

1. reception

1 st	2 nd	3 rd
-----------------	-----------------	-----------------

2. Comparison

1 st	2 nd	3 rd	4 th
-----------------	-----------------	-----------------	-----------------

3. Potato

1 st	2 nd	3 rd
-----------------	-----------------	-----------------

GRAMMAR

A. Circle the abstract noun in each sentence below.

1. I respected the honesty my friend showed.
2. Can you believe that woman's brilliance?
3. To my delight, everyone arrived on time.

B. Write a sentence with each abstract noun given below:

1. love _____
2. pleasure _____
3. calm _____
4. despair _____
5. truth _____

C. Tell whether the following nouns are countable or not. Tick the correct option and use these nouns in sentences.

- | | |
|--------------|------------------------|
| 1. confusion | uncountable/countable |
| 2. roof | countable/ uncountable |
| 3. traffic | uncountable/countable |

D. Each of these sentences contains a collective noun. Identify and then use these collective nouns in your own sentences.

1. Keys, marbles, and rubber bands were just a few of the things in the pile of objects in his drawer.
2. The boys decided to join the navy after graduation.
3. After the performance, all the actors joined hands and bowed toward the audience.

E. Complete the following sentences using appropriate collective nouns from the list below. Some of the collective nouns may be used more than once.

Swarm	herd	flock	bouquet
Gang	bundle	band	collection

1. A _____ of locusts attacked a _____ of cattle.
2. A _____ of birds is always a beautiful sight.
3. They welcomed the chief guest with a _____ of flowers.
4. As we drove down the country side, we saw a _____ of sheep grazing in the fields.
5. The _____ of thieves has been arrested by the police.
6. There we saw a man carrying a _____ of clothes on his head.
7. A _____ of musicians was hired to perform at the party.
8. My friend has a fine _____ of old stamps.

Activity:

Interact with the text and find out some abstract and uncountable nouns and use them in your own sentences.

Lesson 2

Answer the following questions.

9. Read the second paragraph of the text to identify transitional devices and state their functions.

Oral Communication

Work in pairs, present and explain your point of view to your partner about your early challenges (First Flight) in the grade XI.

Vocabulary and Grammar

Vocabulary

- A.** Use dictionary to identify the pronunciation of the following words with pronunciation key and then use in sentences.

gnaw, monstrous, derisively, plateau, devour

- B.** Write the words related to cooking in front of their meanings.

Fry bake grate boil slice

1. Make with knife without cutting _____
2. Take skin off fruit/vegetable _____
3. Cut into cubes _____

GRAMMAR

- A.** write the correct collective noun in front of its meaning and then make sentences.

deck, suite, set, shoal, bundle, congregation, fleet, swarm

1. many insects _____
2. many people _____
3. cut into cubes _____

GRAMMAR

- A.** write the correct collective noun in front of its meaning and then make sentences.

deck, suite, set, shoal, bundle, congregation, fleet, swarm

1. many insects _____
2. many people _____
3. many fish _____

- B.** Choose the correct verb. Mind the noun (singular or plural).

1. Ladies and gentlemen. Here **is/ are** the news.
2. Where **is/ are** my shoes.
3. Further information **is/ are** available in the office.

C. Use the following words in sentences. Once as singular nouns and then as plural nouns.

Ox Roof Potato party Dear

D. Fill in the blanks with the correct form of the given verb in parenthesis. Think about whether the noun is singular or plural.

1. This pair of sunglasses _____ (be) really expensive. I'm not paying that much!
2. These scissors _____ (Be) blunt. Get me another pair.
3. That jacket you're wearing is really nice but those green jeans _____ (be) horrible.

Transitional Devices

Transition words are used to link ideas within sentences, and sentences within paragraphs. Used correctly, transition words make writing easier to understand and more mature. Try to identify transition words when you are reading, and when you have an opportunity, use these words yourself.

A. Read each sentence carefully and choose the most appropriate transition to fill in the blanks in the sentences. Capitalize when necessary.

1. You can use things you already have around the house for doll furniture.
_____, a pool of thread can be used as a stool.
2. I love pizza; _____, most days I eat it for breakfast, lunch and dinner!

3. The day seemed endless while we were working on our project, but _____ the time came for us to set it aside for the day and go home.

B. Create an original sentence or pair of sentences using the transitions indicated.

1. meanwhile: _____
2. for example: _____
3. consequently: _____
4. without a doubt: _____
5. therefore: _____

C. TIME ORDER/PROCESS TRANSITION WORDS

First, second, later, next, as soon as, during, when, after, then, finally, meanwhile, last, by the time, over time.

Activity:

Make a Paper Airplane

Below, in order, are the steps to making a paper airplane.

Read the steps. Then rewrite them as a paragraph, choosing appropriate transitions from the list above. Don't forget to give your paragraph a title and a good topic sentence.

Get a sheet of

paper. Fold it in half length

wise.

Fold the top corners into the center.

Fold the angled edge into the center.

Fold along the center line. This fold should hide all the other folds inside. Fold down the wings.

Flyyourplane!

Lesson 3

Answer the following questions.

6. What is the rhyme scheme of the poem 'Good Timber'?
7. An extended metaphor is a poetic device in which two unlike things are compared in a series of lines of a poem. Give the example of extended metaphor from poem 'Good Timber'.
8. What is alliteration? Give it six examples from the poem 'Good Timber'.

Oral communication

Pick some students having good voice quality and range and ask them to read aloud the poem 'Good Timber' with proper intonation and stress pattern. Now invite the class to comment on the message of the poem, the poet's use of the poem, the poet's use of language, imagery and tone.

Vocabulary and Grammar

VOCABULARY

Consult dictionary for the following words related to politics and then fill in the blanks with them.

electorate	referendum	propaganda	opinion polls
parliament	polling station	to vote	campaign ad
majority	Policies	ballot boxes	

1. I would like _____ for your party but I disagree with your _____ on free trade.
2. The election was thrown into chaos when two of the _____ were destroyed in fires and several _____ went missing at the close of voting.
3. The opposition party won a large _____ in the new _____ and government accepted defeat.

GRAMMAR

A. Make possessive determiner or the possessive pronoun from the words in parenthesis and then fill in the blanks.

1. The bus stop is near _____ house. (we)
2. How is _____ new school? (you)
3. This is my bag and that is _____. (he)

B. Fill in the blanks using the personal pronoun in brackets in its subject or object form or as a possessive determiner or a possessive pronoun.

1. We can phone our grandma and ask _____. (she)
2. Are _____ your friends? (they)
3. _____ is working on _____ presentation. (she)
4. Divide the class into groups of seven students each and hold a group discussion, keeping in view the conventions and dynamics of the group discussion, on the topic, "The Role of on the in Progress and Prosperity of a Nation".

Appendix12:EnglishBook-12(KPKTB)

Lesson 1

Oral Communication

Students will be divided into small groups of five members each. They will be given the task to discuss and pointing out weaknesses in the character of the modern day youth and suggest remedies. Then one member from each group will stand and share the result of the group discussion with the whole class. Each representative will be given 3 to 5 minutes for expression.

Vocabulary and grammar

The International Phonetic Alphabet (IPA)

Consonants

phoneme	IPA Symbol	Graphemes	Examples
1.	/b/	b, bb	bug, bubble
2.	/d/	d, dd, ed	dad, add, milled
3.	/f/	f, ff, ph, gh, If, ft	gat, chlff, phone, enough, half, often
4.	/g/	g, gg, gh, gu, gue	gun, egg, ghost, guest, prologue
5.	/h/	h, wh	hop, who
6.	/dʒ/	j, ge, g, dge, di, gg	jam, wage, giraffe, edge, soldier, exaggerate

Vowels

a. Short Vowels

phoneme	IPA Symbol	Graphemes	Examples
---------	------------	-----------	----------

1.	/æ/	a,ai,au	Cat,plaid,laugh
2.	/e/	e,ea,u,ie,ai,a,eo, ei, ae	End,bread,bury,friend, said, many, leopard, heifer, aesthetic
3.	/i/	i, e, o, u, ui, y, ie	It,England,women,busy, guild, gym, sieve

b. Long Vowel

phoneme	IPA Symbol	Graphemes	Examples
1.	/i:/	e,ee,y,ey,oe,ie, I, ei, eo, ay	be,bee,meat,lady,key, phoenix, grief, ski, deceive,people,quay
2.	/u:/	O,oo,ew,ue,u_e, oe,ough,'ui,oew,ou	Who, loon, dew, blue, flute,shoe,through,fruit, manoeuvre, group
3.	/a:/	A	Arm
4.	/ɜ:/	ir,er,ur,ear,or,our, yr,	Bird,term,burn,pearl, word,journey, myrtle

c. Diphthong

phoneme	IPA Symbol	Graphemes	Examples
1.	/aɪ/	a,ai,eigh,aigh,ay, er,	bay,maid,weigh,straight, pay,foyer,filet, eight,

			gauge, mate, break, they
2.	/ai)	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	Spider, sky, night, pie, guy, stye, aisle, island, heigh, kite

Activity

- A. Read the phonetic transcription of the words given in the table below and write their spelling in front of them.**

Body Parts		Things used in the Bathroom	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling`
/a:m/		kəʊm	
/iə/		fæm'pu:	`
/aɪ /		'neɪlfaɪl	

- B. Complete the sentences by using the opposite of the verbs in brackets at the end of each sentence. Use the words in the box. You may need to change the forms of these verbs.**

Admit, ban, defend, destroy, empty, fail, fall, forget, laugh, leave, lend, loosen, lose, miss, punish, receive, reject, spend, succeed, teach

1. She tripped over the carpet and everyone _____. (cry)
2. He _____ the bottle of spoilt milk into the sink. (fill)
3. Don't _____ to come to our party tomorrow. (remember)

Lesson 2

Oral Communication

Maketwogroupsofstudentsandarrangeadebateonthetopic“**What typeof Pakistan did Quaid e Azam want?**”

Vocabularyand Grammar

A. Howarethegivenphonetictranscriptionofthewords_spelledcorrectly?

Writedown inthe given blanks.

Fruits		Colors	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling`
/peə/		/gri:n/	
/ʔtferi/		/gəũld/	`
/ˈðrindʒ/		/blu: /	

FamilyRelations		Clothes	
/ʔsistə/		/ʔdʒækɪt/	`
/ʔbrʌðə/		/ʔfʒɪt/	
/ʔkʌzn/		/blaũz/	

B. There are at least four kinds of context clues that are quite common:

Synonyms, antonyms, explanation, and example clues. Read the following sentences and identify which of the four types of clues is used.

1. Thegirlwho usedto bevery vociferousdoesn’t talkmuch anymore.
2. Pedagogical institutions, including high schools, kindergartens, and colleges, require community support to function efficiently.

3. He was so parsimonious that he refused to give his own sons the few pennies they needed to buy pencils for school. It truly hurt him to part with his money.

Lesson 3

5. Give the examples of alliteration from "The Solitary Reaper."

Oral Communication

Divide the class into two groups. One group may be asked to speak in favor of the rural life and the other to speak in favor of the urban life.

Vocabulary and Grammar

- A. How are the following phonetic transcriptions of the words spelled correctly?

Write down in the given blanks.

Animals		Character	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling
/ˈtɑːɡə/		/ˈsɪəriəs/	
/ˈræbɪ/		/ˈkeəfʊl/	
/ˈhæmstə/		/kənˈfjuːzd/	

Miscellaneous words		Miscellaneous words	
/ôæt/		/ˈʌndə/	
ˈdɪfɪkəlt/		prəbləm	
/ˈjuː/		/ˈnevə/	

- B. Use the correct form of the verbs given in brackets:

- Your friends _____ for you over an hour. (wait)
- It is not worth _____ so much money for this concert. (pay)

3. When I reached the station, the train _____(leave).

Appendix 13: National Curriculum for English (2006)

Student Learning Outcomes Grades XI & XII

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark 1: Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text.

Student Learning Outcomes	
Grade XI & XII	
➤ Analyze passages in the text to identify the theme/general subject, key idea /central thought (a statement about the general subject), and supporting details .	
➤ Recognize that the theme of a text is carried in a thesis statement .	
➤ Analyze paragraphs to identify sentences that support the main idea through <ul style="list-style-type: none"> • definition • example/illustration • cause and effect • comparison and contrast • facts, analogies, anecdotes and quotations. 	
➤ Recognize that support can be in the form of a single word, a phrase, a sentence or a full paragraph.	
➤ Identify and recognize the function of <ul style="list-style-type: none"> • pronoun– antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion at discourse level. 	
➤ Analyze the order of arranging paragraphs: <ul style="list-style-type: none"> • Chronological or spatial. • General to specific, specific to general. • Most important to least important and vice versa. 	

BenchmarkII:Analyze,synthesizeandevaluateevents,issues,ideasandviewpoints,applyingreading comprehension and thinking strategies.

Student Learning Outcomes	
Grade X and XII	
➤	Use pre-reading strategies to predict the content of a text from topic/ picture, title /headings, keywords and visuals etc. by using prior knowledge, asking questions and contextual clues .
➤	Skim text to <ul style="list-style-type: none"> • have general idea of the text. • infer theme/main idea.
➤	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • scan to answer short questions. • make simple inferences using context of the text and prior knowledge. • distinguish between what is clearly stated and what is implied. • deduce meaning of difficult words from context. • use context to infer missing words. • read silently with comprehension and extract main idea and supporting detail. • scan to locate an opinion. • distinguish fact from opinion in news articles, editorials, articles supporting a position, etc. • locate examples to support an opinion e.g. appeal to emotions, appeal to logic or ethical belief, etc. • recognize arguments and counterarguments. • explore viewpoints/ideas and issues. • follow instructions in maps or user instruction manuals and forms requiring real life information. • comprehend/interpret text by applying critical thinking. • generate questions to understand text. • explore various options given in a reading text, to decide on a specific course of action relating to work place decision e.g. deciding which job to apply for, etc.

- Usesummaryskills to
 - extractsalientpointsanddevelopa**mindmap**tosummarizeatext.
 - followa processorproceduretosummarizetheinformationtotransferthewrittentexttoadiagramflowchart or**cloze**paragraph.
- Usecriticalthinkingtorespondorallyandinwritingtothetext(**post-reading**)to
 - giveapersonalopinionandjustifystancerelatedtoviewpoints/ideasandissuesinthetextread.
 - relatewhat is readtohisorherownfeelingsandexperiences.
 - explorecausesandconsequencesofaproblemoranissueandpropose varioussolutions.
 - evaluatematerialread.
- Applystrategiesto comprehendquestionsbymarking**key words**,verbsandtensesinavarietyof**questiontypes**:
 - i. Literal/textual/factual
 - ii. Interpretive
 - iii. Inferential**
 - iv. Evaluative
 - v. Personalresponse
 - vi. Openended**
- Respondorallyandinwriting.

BenchmarkIII:Analyzeandsynthesizeinformationfrom a**visualcue**or**graphicorganizer**tosummarize, highlighting the key areas and main trends.

StudentLearningOutcomes
GradeXI &XII
<ul style="list-style-type: none"> ➤ Interpretthe situationinvisualcue andusing concretesensory detailsof sights, soundsand smellsofa scene,andthe specific actions, movements, gestures and feeling of characters write a short description. Create a mind map for organizingideas. ➤ Analyzecomplexinformationinline/bar/circlegraphsanddiagrams.Synthesizeandsummarizetheinformationinawrittenreport. ➤ Highlight thekeyareas,andthemaintrends. ➤ Organizeinformationusingvariousorganizationalpatterns:sequence,comparison,contrast,classification,causeandeffect. ➤ Recognizeanduse appropriatetransitionalwordswithinand beyond paragraphsforbettercoherenceandcohesion. ➤ Recognizeanduseappropriateconventions(format,style,expression).

BenchmarkIV: Gather,analyze,evaluateandsynthesizeinformationtousefor varietyofpurposesincludinga research project using various aids and study skills.

StudentLearningOutcomes
GradeXI &XII
<ul style="list-style-type: none"> ➤ Usedictionariesto <ul style="list-style-type: none"> • locateguidewords. • locateentryword. • chooseappropriateworddefinition. • identifypronunciationwiththepronunciationkey. • identifysyllabledivision,andstress pattern. • identifypartsofspeech.

<ul style="list-style-type: none"> • identify correct spellings. • identify phrases through keywords. • recognize abbreviations used in a dictionary. • locate phrases and idioms. • comprehend notes on usage. • identify word etymology. <p>➤ Locate appropriate synonyms and antonyms in a thesaurus.</p> <p>➤ Utilize appropriate informational sources including encyclopedias and internet sources.</p>
<p>➤ Use library skills to</p> <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non-fiction books/books by subject. • understand card catalogue. • locate and use card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use Dewey decimals system. • use numbers on books and catalogue cards. • use case and shelf labels in the library. • use the reference section in the library. • use computer catalogue.
<p>➤ Utilize effective study strategies e.g. note taking/note making, writing a summary, creating a mind map to organize ideas.</p>
<p>➤ Use textual aids such as table of contents, footnote, glossary, preface, subheading etc. to</p> <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book.

Competency1:ReadingandThinking Skills

Standard2: Allstudentswillreadandanalyzeliterarytexttoseekinformation,ideas,enjoyment,andtorelatetheir own experiences to those of common humanity as depicted in literature.

Benchmark1:Analyzeandevaluateshortstories,poems,essaysandone-actplays;relatehowtexts affecttheir lives and connect the texts to contemporary / historical ideas and issues across cultures.

Student Learning Outcomes
Grade XI & XII
<ul style="list-style-type: none">➤ Make predictions about storyline/content, characters, using contextual clues and prior knowledge.➤ Analyze story elements: characters, events, setting, plot, theme, tone, point of view.➤ Identify the speaker or narrator in a selection.➤ Recognize the author's purpose and point of view and their effect on the texts.➤ Identify universal themes present in literature across all cultures.
<ul style="list-style-type: none">➤ Read a text to<ul style="list-style-type: none">• make connections between characters, events, motives and causes of conflicts in texts across cultures.• distinguish between flexible and inflexible characters.• describe how a character changes over the course of story.• express justification for change in character.
<ul style="list-style-type: none">➤ Recognize genres of literature e.g. fiction, nonfiction, poetry, legend, one act play, etc.
<ul style="list-style-type: none">➤ Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution.
<ul style="list-style-type: none">➤ Identify and describe the function of set design, dialogue, soliloquies, and asides in one act plays.

- Read a given poem and give orally and in writing:
 - Theme and its development.
 - Personal response with justification.
 - Recognize literary techniques such as personification and **alliteration**.
- Analyze how a writer/poet uses language to
 - appeal to the senses through use of **figurative language** including **similes**, **metaphors** and **imagery**.
 - affect meaning through use of synonyms with different **connotations** and **denotations**.
 - set **tone**.
 - influence reader for various purposes e.g. propaganda, **irony**, parody and satire. Analyze their effect on communication.

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark 1: Analyze and evaluate a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.

Student Learning Outcomes	
Grades XI and XII	
➤	Develop focus for own writing by identifying audience and purpose.
➤	Select and use a variety of pre-writing strategies such as brainstorming , mind mapping , outlining etc.
➤	Analyze an essay to identify the general subject, main idea (a statement about the general subject), key ideas , supporting details and transitional devices .
➤	Write an essay on a general subject: <ul style="list-style-type: none">• Write an introductory paragraph with a clear central thought.• Provide key ideas which prove, explain or support the central thought.• Use a separate paragraph for each key idea.• Incorporate evidence (facts, quotations, etc), examples (analogies, anecdotes, etc.), or different points of view (elaborating an idea/opinion) to support each key idea.• Use appropriate transitional devices to connect ideas within and between paragraphs.• Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, a general concluding statement.• Use correct conventions of grammar and punctuation.• Use appropriate vocabulary.

Benchmark II: Write **expository, persuasive, analytical** essays, research reports, and extended **narratives** for multiple purposes and **audiences**.

Student Learning Outcomes	
Grades X and XII	
➤ Analyze to use in their own writing, features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem:	<ul style="list-style-type: none"> • Methods for organizing comparison and contrast. • Connectives of comparison and contrast. • Similes and metaphors for comparison and contrast.
➤ Write an extended narrative incident:	<ul style="list-style-type: none"> • Include action, spoken words, observations, thoughts, and feelings. • Use concrete sensory details to describe and support impressions of people, places, things or experiences. • Give a proper beginning, middle and end to the narrative. • Write a beginning that sets the scene for the following action. • Write middle with the climax in the story (tension and suspense). • Write an end which comes immediately after climax.
➤ Write a persuasive /argumentative essay on a given topic:	<ul style="list-style-type: none"> • Distinguish fact from opinion. • State an opinion on the topic. • List ideas and arguments that support opinion. • Organize ideas and supporting arguments in a clear, structured and logical manner. • Distinguish between language used for persuasion and propaganda. • Use persuasive language to enhance ideas. • Use special devices to support arguments e.g. appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal anecdote or analogy. • Anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.

- Write a research report:
- Analyze a sample research report.
 - Choose and narrow a topic for a report.
 - List thoughts on the topic.
 - Gather information using library and internet sources.
 - List gathered information.
 - Write bibliography cards.
 - Select the information to be used.
 - Organize facts into an outline.
 - Write an effective introduction and conclusion.
 - Revise for clarity, organization, and appropriate vocabulary, conventions of research report, punctuation and grammar.
 - Compile a bibliography.

Benchmark III: Write a variety of interpersonal and transactional text (e.g., business letters, applications, job advertisements, resume, forms) for a range of purposes in real life situations, using vocabulary, **tone**, **style** of expression, conventions appropriate to the communicative purpose and **context**.

Student Learning Outcomes	
Grades X and XII	
➤ Analyze and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.):	
<ul style="list-style-type: none"> • Identify the parts of a business letter. • Recognize the audience and purpose. • Provide clear and purposeful information and address the intended audience appropriately. • Use appropriate vocabulary, style and tone according to the relationship with, and the knowledge and the interests of the recipient. • Emphasize the central idea(s). • Follow the conventions of business letter with formats, fonts, and spacing in order to improve the document's impact and readability. • Write and revise business letters using correct format and style of expression. 	

- Comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter:
 - Identify the skills required for a specific job and match/organize information to suit that purpose.
 - Recognize the purpose of writing job applications, resumes and covering letters.
 - Follow the conventions and **style** of resume / covering letter with **format**, fonts, and spacing that contribute to the document's readability and impact.
 - Emphasize the skills and accomplishments.
 - Give clear and **purposeful** information, and address the intended **audience** appropriately in a covering letter/job application.
 - Use appropriate vocabulary, **style** and **tone** for a covering letter/job application/resume.

Benchmark IV: Plan, draft, revise and edit their own texts in areas such as **cohesion** and coherence, effectiveness of arguments / opinions, sufficient **supporting details**, creativity, appropriate punctuation and vocabulary.

Student Learning Outcomes	
Grade XI & XII	
➤ Develop focus for his or her writing.	
➤ Select and use a variety of pre-writing strategies such as brainstorming , mind mapping , outlining etc.	
➤ Plan, draft and revise writing to ensure that it <ul style="list-style-type: none"> • is focused, purposeful, includes a sense of audience, and shows insight into the writing situation. • has an appropriate writing style (expository, narrative, etc.) for a given purpose. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression. 	
➤ Proofread and edit their own, peers', and given texts for errors of usage and style : <ul style="list-style-type: none"> • Faulty sentence structure. • Unclear pronoun reference. • Incomplete comparison. • Dangling modifiers. 	

- Misplaced **modifiers**.
- Subject/verb agreement.
- Inconsistencies in verb/tense.
- Faulty **parallelism**.
- Confusion of adjectives and adverbs.
- Wordy phrases.
- Redundancy.
- Vague language.
- Inappropriate diction.
- **Clichés**.
- Conventions of **format**.
- Errors of punctuation and spelling.

Competency3:OralCommunication Skills

Standard1:Allstudentswilluseappropriatesocialandacademicconventionsofspokendiscourseforeffectiveoral communication with individuals and in groups, in both informal and formal settings.

BenchmarkI:Useavarietyoflinguisticexponentstocommunicateappropriatelyforvarious**functionsandco- functions** of inquiries, persuasions, arguments, comparisons, evaluations, in a wide range of **contexts**.

StudentLearningOutcomes**GradeXI &XII**

- Evaluateanduseexpressionsforvarious**functionsandco-functions**:
- Recount
 - Describe
 - Inquire
 - Compare
 - Contrast
 - Summarize
 - Suggest
 - Request
 - Encourage
 - Persuade
 - Complain
 - Argue
 - Assessandrelatefutureplansandprobabilityconcerningpracticalandacademicgoals.

BenchmarkII: Demonstrate through formal talks, individual oral presentations and job interviews, the social and academic conventions and dynamics to communicate information/ ideas.

Student Learning Outcomes	
Grade XI & XII	
➤	<p>Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction:</p> <ul style="list-style-type: none"> • Offer and respond to greetings, compliments, invitations, introductions and farewells. • Show gratitude, apology, anger and impatience. • Present and explain one's point of view clearly. • Support or modify one's opinions with reasons. • Acknowledge others' contributions. • Agree and disagree politely at appropriate times. • Share information and ideas. • Clarify, rephrase, explain, expand and restate information and ideas. • Modify, elaborate and extend a statement made by a peer or others. • Exhibit appropriate conventions of interruptions. • Negotiate solutions to problems, interpersonal misunderstandings, and disputes. • Express humour through verbal and nonverbal means. • Summarize the main points of discussion for the benefit of the whole group. • Join in a group response at the appropriate time. • Use polite forms to negotiate and reach consensus.
➤	<p>Demonstrate use of appropriate conventions to give a job interview:</p> <ul style="list-style-type: none"> • Preempt the questions for a job interview. • Formulate and practice responses. • Learn proper etiquettes and conventions of dress, appearance, tone and body language. • Introduce self. • Demonstrate good listening skills. • Give appropriate responses using reciprocalability. • Request for repetition or restatement of a query. • Repeat, restate coherently to clarify own opinions and ideas. • Support ideas and opinions with solid evidence.

- Use clear, concise, cohesive and effective language.
 - Avoid statements or gestures showing bias.
 - Exhibit a positive attitude and confidence.
 - Self-evaluate the effectiveness of the interview.
- Create and deliver group/ class presentations on various themes, problems and issues:
- Present and explain one's **point of view** clearly.
 - Support or modify one's opinions with reasons.
 - Acknowledge others' contributions.
 - Present with clarity, the main points or subject of the presentation.
 - Support the topic or subject with effective factual information.
 - Structure ideas and arguments in a coherent logical fashion.
 - Exhibit appropriate etiquettes of interacting with **audience**.
 - Demonstrate appropriate conventions for use of various **audio-visual aids**.
- Evaluate to comment orally on the presentation of peers against a pre-developed student/teacher criteria:
- Clear and cohesive main idea.
 - Consistent organization of ideas.
 - Sufficient supporting detail.
 - Effective speaking **style**.
 - Appropriate body language, dress and posture.
 - Suitable **tone**.
 - Appropriate interaction with **audience**.
 - Appropriate selection and use of **audio-visual aids**.

Competency4:FormalandLexicalAspectsofLanguage.

Standard1,Pronunciation:Allstudentswillunderstandandarticulatewidelyacceptablepronunciation,stressand intonation patterns of the English language for improved communication.

BenchmarkI:Pronounce(acceptably)new**lexicalitems**,anduseappropriate**stress**andintonationpatternin sustained speech to communicate effectively.

StudentLearningOutcomes
GradeXI &XII
<ul style="list-style-type: none">➤ Usethepronunciationkeytopronouncewordswith developingaccuracy.➤ Recognizesilentlettersinwordsandpronouncethemwithdevelopingaccuracy.➤ Recognize,pronounceandrepresentprimaryandsecondarystressinwordswiththehelpofadictionary.
<ul style="list-style-type: none">➤ Recognizeandusevaryingintonationpatternsasaidsin spokenandwrittenddiscourseto<ul style="list-style-type: none">• show attitude.• highlightfocusinmeaning.• dividespeechintothoughtgroups.

Competency4:FormalandLexicalAspectsofLanguage**Standard2,Vocabulary:**Allstudentswillenhancevocabularyforeffectivecommunication.**BenchmarkI:**Evaluatedifferentkindoftextstounderstandhow**lexicalitems**changemeaningand**style**;use**lexical items** to show finer shades of meaning and **style** in their own speech and writing.**StudentLearningOutcomes****GradeXI &XII**

- Use appropriate vocabulary and correct spelling in their own writing:
 - Illustrate the use of dictionary for finding appropriate meaning and correct spellings.
 - Use thesaurus to locate the synonyms closest to the meaning of the given word in the **context**.
 - Examine and interpret **transitional devices** that show comparison, contrast, reason, concession, condition, emphasis.
 - Deduce the meaning of unfamiliar words from the **context** using **contextual clues**.
 - Use the knowledge of roots, suffixes and **affixes** to determine the meaning of unfamiliar words.
 - Understand and use **colloquial** and idiomatic expressions given in the text/glossary.
 - Explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, **irony**, parody and satire.
 - Use various reference sources to refine vocabulary for interpersonal, academic and workplace situations, including figurative, idiomatic and technical vocabulary.
- Use the knowledge of literal and figurative meaning, grammatical gender and **syntax** to translate passages from English to Urdu.
 - Understand that most phrases and idioms do not translate literally from one language to another.

Competency4:FormalandLexicalAspectsofLanguage

Standard3,Grammarand Structure: Allstudentswillunderstandgrammaticalfunctionsandusetheprinciplesof grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark1:Apply**grammaticalfunctions**andconceptsoftenseand**aspect,transitionaldevicesandmodal verbs** in their speech and writing.

StudentLearningOutcomes
GradeXI &XII
NOUNS,NOUNPHRASESANDCLAUSES
<ul style="list-style-type: none">➤ Demonstrateuseofcollective,countableanduncountable,materialandabstractnouns.➤ Demonstrateuseofnouns,nounphrasesandclausesinapposition.➤ Applyrulesofchangeofnumberof nouns.➤ Recognizeanddemonstrateuseofwordsthathavedoubleplurals.
PRONOUNS
<ul style="list-style-type: none">➤ Illustrateuseofpronouns.➤ Identify,anddemonstrateuseofrelativepronouns.➤ Recognizerulesforusing indefinite pronouns.➤ Illustrateuseofpronoun-antecedentagreement.➤ Illustrateuseofcataphoricandanaphoricreferences.

ARTICLES
➤ Apply rules for the use of <i>a, an</i> and <i>the</i> , wherever applicable in speech and writing.
VERBS AND VERB PHRASES
➤ Illustrate the use and all functions of modal verbs .
➤ Illustrate use of regular and irregular verbs.
➤ Illustrate use of transitive and intransitive verbs .
➤ Make and use present and past participles.
➤ Identify, recognize the function and use of perfect participles.
➤ Illustrate the use of infinitives and infinitive phrases.
➤ Illustrate the use of gerunds and gerund phrases.
TENSES
➤ Illustrate use of tenses.
➤ Identify, change the form of, and use Future Continuous Tense.
➤ Identify form and use Future Continuous, Future Perfect and Future Perfect Continuous Tenses.
ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES
➤ Classify adjectives into different types. Change and use degrees of adjectives.
➤ Follow order of adjectives in sentences.
➤ Identify and use adjective phrases and clauses .

ADVERBSAND ADVERBIALS

- Illustrateuseofadverbs.
- Recognizevaryingpositionsofadverbsinsentencesaccordingtotheirkindsandimportance.
- Identifyanduseadverbialphrasesand**clauses**.

PREPOSITIONSANDPREPOSITIONALPHRASES

- Illustrateuseofprepositionsofposition,timeandmovementanddirection.

TRANSITIONALDEVICES

- Useinspeechandwriting,alltheappropriat**transitionaldevices**.

BenchmarkII: Recognize and use punctuation to evaluate complex texts for **style** and changes in meaning and to use in writing of bibliographies and reference lists.

Student Learning Outcomes
Grade XI & XII
<ul style="list-style-type: none"> ➤ Apply rules of capitalization wherever applicable. ➤ Illustrate use of all punctuation marks wherever applicable. ➤ Recognize and rectify faulty punctuation in given passages and own work.
<ul style="list-style-type: none"> ➤ Recognize and use comma to mark a dependent word or word group that breaks the continuity of the sentence. ➤ Recognize and use colon between two independent groups not joined by a connecting word, when the first group points forward to the second. ➤ Recognize and use semicolon: <ul style="list-style-type: none"> • Before certain expressions when they introduce an illustration that is a complete clause or an enumeration that consists of several items. • To separate serial phrases or clauses which have a common dependence on something that precedes or follows. ➤ Recognize and use quotation marks to enclose titles of published works and titles of their subdivisions.
<ul style="list-style-type: none"> ➤ Recognize and use hyphen to indicate the division of a word at the end of a line. ➤ Recognize and use dash to mark parenthesis or apposition to give strong emphasis, to mark off a contrasting or summarizing statement. ➤ Recognize and use parenthesis (Square Brackets) to enclose explanation, comment or criticism inserted by someone other than the person quoted. ➤ Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks for increased effectiveness in communication.

Student Learning Outcomes
Grade XI & XII
SENTENCE STRUCTURE
➤ Analyze sentences for different clauses and phrases ; evaluate how their positions in sentences change meaning and affect communicative function.
TYPES OF SENTENCES
➤ Recognize and use sentence inversion for various purposes.
➤ Analyze and construct simple, compound and complex sentences .
➤ Identify, analyze and construct conditional sentences.
➤ Use active and passive voice appropriately in speech and writing according to the required communicative function.
➤ Use direct and indirect speech appropriately in speech and writing according to the required communicative function.

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/issues so as to participate in the global society as aware and thinking individuals.

Appendix 14: Revised Bloom's Taxonomy

Bloom's Revised Taxonomy: Cognitive, Affective, and Psychomotor

Bloom's Revised Taxonomy—Cognitive Domain

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock, 2000; Pohl, 2000). This new taxonomy reflects a more active form of thinking and is perhaps more accurate:

Category	Examples	Key Words [Verbs]
Remembering: Recall previous learned information.	Recite a policy. Quote prices from memory to a customer. Know the safety rules.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace.	Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gather information from a department and select the required tasks for training.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Evaluating: Make judgments about the value of ideas or materials.	Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Write a company operations or process manual. Design a machine to perform a specific task. Integrate training from several sources to solve a problem. Revises and process to improve the outcome.	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Bloom's Revised Taxonomy—Affective Domain

The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Category	Examples	Key Words [Verbs]
Receiving Phenomena: Awareness, willingness to hear, selected attention.	Listen to others with respect. Listen for and remember the name of newly introduced people.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Knows the safety rules and practices them.	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (values diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique values system. The emphasis is on comparing, relating, and synthesizing values.	Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Bloom's Taxonomy—Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. These seven major categories are listed from the simplest behavior to the most complex:

[The Simpson's and Harrow's psychomotor domains are especially useful for the development of children and young people, and for developing skills in adults that take people out of their comfort zones like . The Dave's psychomotor domain is the simplest and generally easiest to apply in the corporate development environment. Both models offer different emotional perspectives and advantages: Check the relevance and importance of each before you implement.]

Simpson's Psychomotor Domain

Category	Examples	Key Words [Verbs]
Perception (awareness): The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.	Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Performs a mathematical equation as demonstrated. Follows instruction to build a model. Responds hand-signals of instructor while learning to operate a forklift.	Copies, traces, follows, react, reproduce, responds.
Mechanism (basic proficiency): This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	Use a personal computer. Repair a leaking faucet. Drive a car.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

<p>Complex Overt Response (Expert): The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>	<p>Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p>	<p>Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>
<p>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Performs a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p>	<p>Adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>
<p>Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p>	<p>Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>