

**Textbook Evaluation: Analyzing English Book I of SSC of KPK Textbook**

**Board in Light of Bloom's Taxonomy of Educational Objectives**

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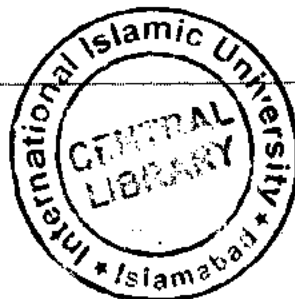
Reg. # 154-FLL/MSENG/F09



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Accession No. TH11261

MS

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IHT

Literature - Collections

English textbooks

Bloom's Taxonomy

Pakistani Textbooks

# DEDICATION

I dedicate the whole thesis to my

Loving parents

Family

And

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## Acceptance by the *Viva Voce* Committee

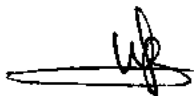
**Title of the thesis:** Textbook Evaluation: Analyzing English Book I of SSC of KPK Textbook Board  
in Light of Bloom's Taxonomy of Educational Objectives .

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## ABSTRACT

This research study documents the analyses of English Book I Level SSC of KPK Textbook Board by the application of Blooms Taxonomy of Education Objectives. The study is analytical in nature, which critiques the subject of the research to see the conformity of the content and exercises of the book against the various domains and sub-categories of the taxonomy. This study offers strategies for the up gradation of the book through discussions of curriculum, the role of textbooks, the importance of evaluation, textbooks in the context of Pakistan, a pervasive view of Blooms Taxonomy and the Revised Blooms Taxonomy (RBT). Overall, the research produced a range of implementable outcomes for further study.

## DECLARATION

I, Ihsanullah son of Sikandar Shah, Registration # 154-FLL/MSENG/ F09, student of MS, in the discipline of Applied Linguistics, do hereby declare that the matter printed in the thesis “Textbook Evaluation: Analysing English Book I of SSC of KPK Textbook Board in Light of Bloom’s Taxonomy of Educational Objectives” submitted by me in partial fulfilment of MS degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

This work was carried out and completed at International Islamic University Islamabad, Pakistan.

Dated: April 05, 2013



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Signatures of Deponent  
IHSANULLAH

## ACKNOWLEDGEMENTS

First of all I would like to express my gratitude to Dr. Ayaz Afsar, my esteemed supervisor, without whose kind consideration, it would not have been possible for me to accomplish my research work. He has always been very considerate and has guided me generously to accomplish my work. He has been reviewing my work on every step of this study and pointing out my errors and suggesting valuable changes. I am grateful also to all the other teachers who have taught us during our course work: Dr. Safeer Awan, Dr. Mustafeez Alvi, Dr. A.R. Saghir and Dr. Naseem Akhtar Raja. All of them have guided us how to tread the path of knowledge.

I am thankful to the members of my family who have been very supportive during the period. All of them have been encouraging me to work hard to be successful.

Mr. Ali Asghar deserves thanks as he has helped me to format my thesis according to the design prescribed by IIUI.



IHSANULLAH

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## **CHAPTER ONE**

### **Introduction**

Education is a nation's backbone for making it developed intellectually, psychologically and physically. To achieve the goal of making a nation progressive, curriculum is used to impart education. The term curriculum comprises various kinds of programs of teaching and instruction. Curriculum is not a narrow phenomenon, rather it is a sum total of different factors of which the most pivotal are the textbooks.

The term 'curriculum' can be, and is, used, for many different kinds of programs of teaching and instruction (Kelly, 2004, p.2).

The textbooks act as an immediate and the most widely accepted source of giving education. Schoolbooks, especially textbooks, tend to be the dominant instructional medium in the classroom (Sultana, Khan, Ali & Rehman, 2007).

In under developed countries like Pakistan, textbooks are of vital value as they are the only material of instruction. The much reliance of the learners on textbooks demands a very careful and up to the mark preparation of textbooks. The reason is if they are prepared in accordance to the needs of a group of learners, whether small or large, they will serve their purpose in a more appropriate way. When it comes to the level of lower classes, it requires even more efforts. If the learners are guided properly from their early stages, they may be able to achieve the target of language learning. If not, the situation may get worst. The immediate

reliance of learners is on the textbooks and they should be handled accordingly after probing deep down in every issue related to their preparation.

One may say that the importance of textbooks become more evident in the light of the above-mentioned facts. However, the issue cannot be concluded here. With the changing scenario and circumstances, these textbooks need a constant revision, assessment and evaluation. This process of evaluation in turn affects the learners, teachers and many others related to the process. These effects need to be comprehended and a reliable solution should be tried to reach at after a close analysis.

According to Tyler (1969), if these effects are understood and utilized properly, they can do much to enhance the students' learning as well as their regard for themselves. If not, they can do great damage to the students as well as to the educational system.

After discussing the importance of curriculum, textbooks and evaluation or assessment, one may relate it to the perspective of English textbooks of class IX and X at SSC level of Khyber Pukhtoonkhwa Textbook Board. These textbooks are claimed to fulfill the language needs of the students at SSC level which seems a myth as students who get their education from the public sector schools are often weak in the usage and comprehension of English language. This point can be made clear from the previous few years' annual reports of the FPSC (Gul, 2002). In the commission reports, it is made clear that students having a background from public sector institutions are not up to the mark in the concepts of English language. The SSC level is the most pivotal stage as if the students are properly motivated and trained at this stage; they may grasp the skills and abilities required for learning the English language. Keeping in view the above discussion, there is a grave need to evaluate the English textbooks by the application of the well-known and widely recognized Bloom's taxonomy of Educational Objectives.

### 1.1 Purpose of the Research

The purpose of this study is to see the extent up to which the exercises in the English Book 1, level SSC of Khyber Pukhtoonkhwa Textbook Board satisfy Blooms Taxonomy of Educational Objectives. This analytical study tried to reach at a fresh and new understanding of the book. Moreover, the study tried to focus at the worth and correctness of the 'new and changed textbook'. The benefits of the study will be multifold, the students and the teachers will be enabled to enhance their performance, and if any scope of change or improvement is found in the concerned textbook, it will be brought to the forefront after the detailed analyses.

### 1.3 Pedagogical Implications of the Study

As is evident from the related literature, the situation of English language teaching and learning is not meeting the satisfactory levels. The present study not only reviewed and analyzed the selected textbook by the appropriate criteria; it also put forth plausible propositions and recommendations about the improvement of teaching and learning English language through relevant and suitable instructional material. There is scope of research in this area. It is stated that, in designing English courses for students of varying levels of proficiency, most language programs do not set clear curricular objectives (Warsi, 2004).

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1. The book under study was compiled in 2006 (entitled as *test edition*) as a replacement of the previous book for the students of SSC level I of KPK Textbook Board.

#### **1.4 Research Hypothesis**

The exercises in English Book 1, of SSC of Khyber Pukhtoonkhwa Textbook Board lack coherency and systematic organization with regards to the content of the lessons, which in turn, do not fulfill the objectives of language learning in the context of the book under study in accordance with the selected standard criteria set in Bloom's Taxonomy.

#### **1.5 Main Research Question**

How far the exercises in English Book 1, of SSC of Khyber Pukhtoonkhwa Textbook Board satisfy Bloom's Taxonomy of Educational Objectives?

#### **1.6 Subsidiary Questions**

1: Which exercises fall under each domain suggested in Bloom's Taxonomy?

2: How far the exercises match with the content given at the end of each lesson?

The study is descriptive and analytical in nature which scrutinized the exercises at the end of the contents of English Book I Level SSC of KPK Textbook Board in light of Bloom's Taxonomy.

The book is taught in public sector government schools throughout the province. The module used for the analyses of the exercises is Bloom's Taxonomy of Educational Objectives (Original Version).

## **CHAPTER TWO**

### **Literature Review**

#### **2.1 Curriculum**

In the human societies, children are always initiated into specified modes of inferring sense out of their experiences and the world around them since ancient times. This initiation is accomplished by making them exposed to a set of norms, traditions, knowledge and skills, which the society requires for its continuance. To question this “curriculum of initiation” is an action seldom followed by any society, furthermore it is revealed through the myths, immemorial practices and rituals. One symptom of diversity in opinion about the acceptance or rejection of the total or part of this set of initiations is the conflict or argument about what this code should contain. This conflict in the modern days gives birth to the necessity of a specified mode of rules for the physical and more importantly, the psychological nurture of the children, which we know as curriculum.

At a superficial level, confusion about what curriculum is, and thus what people concerned with it should do, involves argument about whether curriculum subsumes instruction- and thus whether a student of curriculum should also be a student of the instructional methods- or whether curriculum involves all learning experiences, or refers simply to a blue print for achieving restricted objectives in a

school setting, or includes the statement of objectives as well, or also the evaluation of their achievement, and so on (Egan, 1978, p.1).

The discussion does not seem to have clear-cut boundaries. Majority of the accounts which, try to make sense out of the existing bulk of studies on the professional field of curriculum, reveal mere activities carried on in its name and afterwards, suggestions for compromise or further alternative or arguments for preference.

To say, curriculum is not a sum of subjects or instructional materials taught in schools and colleges, rather it is a pervasive term, which includes systematic activities ranging from mental to physical, abstract to concrete and psychological to social grooming. This can be further testified by the view of Oliver. He states in this regard, "curriculum is something to be felt rather than something to be seen (Oliver, 1965, p. 102)."

Thus, curriculum is a broader term, which encloses teaching and learning formally and informally and all those factors, which put an effect on the learners' skill to imbibe and retain the provided set of instructions and the factors, which enhance or constrain the intellectual journey of the learners to the intended goals.

When it comes to the context of second language teaching, it is often dealt with by adopting merely teaching strategies and reliance on the instructional materials. As a result, stress is often put on teaching methodologies and the format of instructional materials. If the learners are not giving the desired results, the fault is perceived to be in teaching methods or attributed to the inadequacy of the instructional materials. To achieve the intended outcomes out of any program, proper planning, devolvement and instructional strategies need to be determined. Goals

and objectives need to be set forth. Syllabus and instructional material along with the instructional strategies should be decided. Instructional strategies need to be determined, instructors selected and trained and assessment procedures chosen. Once the program is launched, a constant set of procedures as well as evaluation is needed to check the program's effectiveness and its impact on learning. To run an effective second language program, a systematic and comprehensive dealing of the language program and its development becomes a need.

## **2.2 The Role of Textbooks**

### **2.2.1 The Importance of Textbooks for the Teachers**

As pointed out in the starting lines, textbooks carry a vital position in the teaching learning situation. Hutchinson and Torres (1994) view textbooks as a multi dimensional source of input into an educational setting in the shape of theoretical texts, task based practices and explanations. Although the factors for using instructional material differ from instructor to instructor, the commonly mentioned factors by instructors center on the textbooks' assisting role. So, for instance, Hutchinson and Torres (1994, p. 318) assert:

Textbooks save time, give direction to lessons, guide discussion, facilitate giving of homework, making teaching easier, faster, better. In short, textbooks provide teachers with security and confidence.



### **2.2.2 The Importance of Textbooks for the Learners**

At the implementation stage of a curriculum the role of the textbooks cannot be denied. Learners invest a larger portion of their time at schools on textbooks. A study by Schau (1985), for example, indicates that learners invest about 90 % of their learning amount of time in the educational setting using some sort of informative components. While textbooks are the products most easily recognizable as informative components, other products often used are workbooks, catalogues, anthologies, dictionaries and magazines. For learners, the value of textbooks relies on the supply of both content and management.

Hutchinson and Torres (1994, p. 318) briefly mention the status of the textbooks as:

Learners see textbooks as a framework or guide that helps them organize their learning both inside and outside the classroom during discussions in lessons, while doing activities and exercises, studying on their own, doing homework and preparing for tests.

As Robles de Mendelez and Ostertag (1997) recommend, kids use didactic components to muse, generate and process concepts. They are the essential tools that help kids attain and shape information.

### **2.2.3 Role of Textbooks in English Language Teaching**

A textbook has always been the most recommended informative content in ELT. They are best seen as a source in accomplishing goals that have already been set concerning the needs of the students (Cunningsworth, 1995). Guides perform a popular role in the teaching /learning procedure and they are the primary medium of offering the information to the students. Besides,

one of the primary features of books is to make the everyday information available and obvious to the student in a chosen, easy and structured way.

Hutchinson and Torres (1994) claim, that the textbook carry a very essential and a positive role to perform in studying and learning English. They argue that instructional materials provide the necessary feedback into classroom lessons through various actions, readings and details. One may ensure their validity on the reason that they fulfill certain requirements.

Allwright (1981) contributes a further aspect to the role played by textbook by mentioning the lesson as a connection between the three components of instructor, learners and instructional materials. This connection increases the possibilities to understand and learn.

Hutchinson and Torres (1994) also discuss that good instructional material; if it is properly used can be an outstanding means for effective and long lasting change. They conclude that the textbook is an important means of fulfilling a number of needs that come out from the classroom. Their part in teaching learning context cannot be ignored because they make the life of instructors and students simpler, more protected, and successful.

Keeping in view the multidimensional part played by a textbook in ELT, Cunningsworth (1995) determines a textbook as a source in introducing the content, a source for students to exercise and do the practice. They also offer the students with referral source on sentence structure, vocabulary and enunciation. What is more, textbooks act as a curriculum and a self-study source for students. They also offer assistance for the newly hired instructors who need further confidence building. Thus, it can be said that the essential part of textbooks is to be at the assistance of instructors and students.

Richards (2001) mentions that, textbooks act as a pivotal factor in most of the language programs. The input provided by these textbooks helps the learners to practice and learn. They also act as the base for the language material and the abilities to be imparted and other types of language exercises that the learners are indulged in.

Regarding the benefits, Richards (2001) declares that without instructional material a program may have no direction, therefore they offer framework and a syllabus. Besides, the use of instructional material in a system, can assure that learners in different sessions will get identical material and therefore can be analyzed in the same way. In other terms, textbooks impart up to the mark instructions. Moreover, they consist of a wide range of studying sources such as workbooks, CDs and audio cassettes, videos, etc., which shapes the teaching learning scenario exciting and pleasant for the learners.

As for newbie instructors, Richards (2001) declares that textbooks can serve as a mean to make them practice. Lastly, he indicates that guides are effective in that they allow the instructor to pay more attention to teaching rather than material's production.

In the same way, Grant (1990) provides the views of instructors about the instructional material in his book. Most instructors' state that a textbook reveals the order what ought to be taught to the learners and in which manner it should be taught. They train the teachers as to what methods to be used and as Richards (2001) declare above, a textbook saves ample time of the teachers. Finally yet importantly, they render great help from the perspective of the learners.

Ur (1996) also declares that a textbook provides an obvious outline. It makes obvious what is arriving next and students know where they are going. As described above, it works as a

curriculum and preserve the time of the instructor because it already contains ready-made text and projects for a particular list of students. It also functions as a road map to the newbie instructors. Lastly, Ur (1996) indicates that a textbook can enrich the student with some level of independence. She declares that a student without a textbook becomes more teacher's reliant.

Even with the advent of new technology, textbooks will retain their important role as a guide and resource in the teaching learning situation. The next benefit is their impact in strengthening the learners to achieve their goals. The part played by the instructional material in an educational setting is indisputable. Both instructors and learners need a scaffold on which to build and textbooks for sure, offer this.

#### **2.2.4 Textbooks in Pakistani Context**

English has been dealt as a second language in Pakistan and is the formal medium of communication of the nation. The journey of this process has come a lengthy way to this day. However, it could not attain the goals what ought to be obtained. The teaching of English language has been done by several methods but major device and resource of teaching English education and studying is a textbook. The declaration is managed as, "The main teaching, learning, and reference tool for (English) language teaching in Pakistan is the textbook" (Hamza, 2004, p. 3).

Unable to get the preferred outcomes in ELT there may be various factors but the part of manuals cannot be declined. To find out the faults in publication several researches were performed. Among them, the UNESCO review is essential one, which factors out the primary defect in the guides that they do not indicate the curriculum of Pakistan. However, there are

obvious described goals of curriculum up gradation to accomplish through instructional materials. The curriculum review (1994) refers to, following modern strategy in teaching English.

(A) Read various types of texts to be able to:

- i. Recognize the primary concept in individual passages and larger texts
- ii. Extract informative information
- iii. Follow sensible relationship
- iv. Understand the external/internal relationships
- v. Make implications depending on details offered in the text
- vi. Differentiate between reality and opinion
- vii. Understand the writer's perspective.

In addition, there are clear and carefully designed goals and objectives for English language learning but while designing textbooks, these have not been taken care of and the textbooks are not a valid reflection of the decided policies. It is because "Textbooks prescribed for the level do not include the needs of the learner. Moreover, there was no change/modification/development incorporated in them during last two decades (Shah, 2007, p. 101).

Here another disadvantage of the textbooks is outlined that there was no adjustment or growth in books because no appropriate assessment of them was performed to discover the efficiency of the curriculum. This is again outlined by Shah (2007) as evaluation plays an important role in judging achievement of the learners. However, the examination system in Pakistan tests the memory of the individuals. It ignores the assessment of language skills.

The lack of attention towards the improvement of textbooks has become the norm, thus they could not achieve the particular goals. It is due to not upgrading them to the modifying and required needs as outlined by Rehman (2002, p. 317), "The textbooks at the higher secondary level had not been revised for nearly twenty years."

This lack of interest in the long run led to inadequate textbooks, which not only did not provide the preferred outcomes but also restricted the different techniques to English language studying. Identical types of evaluation of the textbooks has been made by Siraj (1992) as, "Neither the secondary school nor the college textbooks give the learner the skill to deal with any particular need for English."

Before establishing the English learning and teaching objectives, first of all textbooks are of the main significance, which are to be made exciting, practice-oriented and having all faculty developing techniques and abilities. This is the situation of English textbooks in common but textbooks particularly at advanced level are still in more dropping down condition. In this respect Shah (2007, p. 94) states that "The text-books are boring, teachers are untrained, classes are over-crowded, conducive learning conditions are missing, traditional teaching methodology is followed which permit no innovation and the evaluation system is faulty. There is a dire need to address these problems."

Both curriculum and textbooks are the means that together, they try to be at par with the requirements of the learners and also support each other in one aspect or the other. Same viewpoint is also recommended by Mohammad & Kumari (2007) as curriculum reforms need to take place in such a way that gaps between the curricular framework and the textbook are bridged and the needs of learners from diverse backgrounds are reflected in curricula and textbooks.

To say it can be said that the condition of English textbooks usually and at advanced level books particularly are in not at best to back up the learning and teaching and thus, need the reassessment, modification and enhancement to get the ELT goals.

### **2.3 Textbook Evaluation**

Material/textbook evaluation is the evaluation of effectiveness and benefit of a textbook or other studying and teaching components. Tomlinson explains evaluation as a process that encompasses gauging the effectiveness of a measuring of any number of learning materials. The material evaluation differs from analysis in one aspect i.e. its focus is not merely on presence or absence of some type of content, rather it focuses on the usefulness of that material. The analysis of a textbook may be carried out before or even during the evaluation process. One may say that analysis means “involves in looking for what is already there in the textbook”. In contrast, evaluation focuses not only on the material but also the people who are related to the usage of that material. To say, it is not a trivial task but an in depth study.

As Tomlinson states that evaluation focuses on the users of the materials and makes judgment about their effects. No matter how structured, criterion referenced and rigorous an evaluation is, it will be essentially subjective.

Evaluation, it can be said is a relevant inspection and judgment of a product or process to testify or negate its validity. If there are any problems, evaluation allows figuring out the methods of stuffing these. This is actually the objective of textbook evaluation (in which the value of evaluation is inherent) i.e. to offer a best remedy out of a variety of opportunities in the light of specific requirements and available sources.

#### **2.4 Who Should Evaluate Textbooks?**

Choosing an appropriate course book or publication is not easy, since many people may be engaged and level of ability to resist solutions can be powerful (Chambers, 1997). Preferably, it is more appropriate for this decision to be made by the entire teaching team. McDonough and Shaw (1993) notice that teachers' option to choose components may differ from no cost to extremely circumscribe. However, the capability to evaluate and select relevant material needs professional skills for the English language teachers.

For instance in USA, the control over the selection and usage of textbook/instructional material entirely depends on the state/district in which he or she serves. Along with the two largest states- California and Texas, round about twenty four states have the policy to approve or disapprove a course before it can be taught (Starr, 1989). Exceptions are there in few states where teachers have some role in decision making regarding the selection of course, but, majority of the selection procedure is carried at a higher level. In short, the decision about the selection of the textbooks retains with the higher authorities. In Southern African context very



few instructors get involved in the choice of guides. Often, the people accountable consist of topic experts, personnel of educational institutions or instructors at colleges as well as curriculum committees. Unfortunately, instructors who are facilitators in the use of these textbooks are rarely involved in the decision-making.

## **2.5 Why The Need To Evaluate Textbooks?**

Keeping in view the fact that there is scarcity of ideal instructional material, therefore, it is essential that people who use guides be aware of this drawback. It places ahead two justifications for the assessment of guides.

Harmer (1991) is of the view that a major bulk of the instructional materials are written by 'some higher authority' with assigning a minimal role to teachers. This activity may generate a situation where the instructional material will be produced by people, who are less acquainted with the level of the learners, or the issues about the expertise, performance and skills of the students. Thus, the teacher being familiar would play an important part in the process of writing, developing and choosing the material.

Research has revealed that most textbooks' authors are white men, while the customers of these materials are people from all events and societies (Du Preez, 1983; Hunt, 1987; Romaine, 1994). Given the variety among the customers of textbooks, it is not amazing that some experts label them as being culturally partial and subjective. Thus, textbooks could inadvertently recommend values unfamiliar to those of the users. Disagreement could be put forward for gender prejudice, since men represent a lot of authors. In view of this, it is not amazing that some textbooks tend to be putting the notions of gender equality at a threshold.

In the *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*, Bloom (1956) explains a "Taxonomy" made up of six significant stages. These stages were believed to own a collective ordered framework improving in complexness from the easiest stage, knowledge, to Comprehension, Application, Analysis, Synthesis, and lastly to the most complicated stage, Evaluation. The designers of the framework of the Taxonomy based their agreement of cognitive behaviors from easy to complicated "on the idea that a particular simple behavior may become integrated with other equally simple behaviors to form a more complex behavior" (Bloom, 1956, p. 18). One may say, knowledge comprises the cognitive behavior of Type A, Comprehension of Kinds A and B, Application of Kinds A, B and C, etc. Although they point out two different methods of watching the more complicated behaviors as either being completely analyzable into easier elements or as being more than the sum of the easier behaviors, they state that either way "the simpler behaviors may be viewed as components of the more complex behaviors" (Bloom, 1956, p. 16). Kropp and Stoker (1966) study is the most extensive research, up to now, of the credibility of the collective ordered framework believed by the Taxonomy.

Bloom considered the original Taxonomy as more than a statistic device. He considered it could provide a

- Common medium of communication about learning goals to assist in interaction across individuals, topic, and grade levels;
- A groundwork for devising a specific course or curriculum
- A standard for maintaining the equilibrium in educational objectives, tasks and assessment at micro and macro level; and
- An up to the mark criteria against which curricula and syllabi can be judged.

## **2.6 Bloom's Taxonomy**

In 1956, Benjamin Bloom leading a group of educational specialists who categorized the way people learns into three spheres. One of these is the cognitive domain, which focuses on perceptive results. The cognitive domain is separated into six major groups or stages, from simple remembrance or identification of facts, at the minimum stage, through increasingly more complex and conceptual mental stages, to the highest stage which is termed as evaluation.

## **2.7 Bloom's Cognitive Levels**

Bloom's Taxonomy was first designed as a guide for measuring learning objectives in a specific field or domain. However, on closer examination, it seems to provide a fine- grained model for evaluation. In this context the model can be viewed as a body of knowledge (or domain) that the evaluator employs when performing the analysis and evaluation tasks. Bloom's taxonomy then provides a framework within which evaluaors' knowledge of this domain can be assessed. There are six major levels within the cognitive domain, as specified by Bloom, and these are: Knowledge (which will henceforth be called recall to remove ambiguity), Comprehension, Application, Analysis, Synthesis and Evaluation. It is worth pointing out that 'comprehension' is only one level in this taxonomy and has a much narrower definition than has been implied in many of the software comprehension studies described above. These levels are now described in detail.

## **2.8 The Cognitive Domain**

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

The knowledge level of cognitive domain is the stage of studying in which the ability of remembering and recognizing is used though it has several sub-categories.

The following kinds of queries are used to analyze this kind of understanding:

- Where, when, how, what, who?
- Define a term
- Describe a process

I.e. the following question falls in the domain of cognition.

1. Why did God tell him to go down again? (KPKTBB, 2006, p. 1)

### **Behaviour Description**

The faculty of recognizing information or recalling is developed in this category.

The above stated example of question may act as a mean to judge the cognitive learning of the learners. It can be said that the above mentioned behavior description and the key words can figure out the level of the queries but even then, they search for questioning patterns.

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

This is the second level in which the understanding of the academic goals is the base towards knowing the trends. The learners are expected to convert a thing from one medium of interaction to another and also to acquire the expertise of presentation and extrapolation of issues.

Queries which enhance the comprehension skills are as follows;

- Rewrite in your own words..
- State the central theme of..

1. Why are honey-bees called 'Social insects'? (KPKTBB, 2006, p. 30)

**Behaviour Description**

After mastering the level one can attain the skills of comprehending the exact meaning of writing, re write in own words about things/issues, covert and extrapolate. Also the queries in Comprehension level can measure the testing level in a general sense which is apparent from the example item that can provide an answer to the question 'what is the main idea of jumping to the conclusion in text'.

**Cognitive Level Three (Application)**

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

Queries which enable the learners to apply in practice the learned content are:

- How is ... an illustration of ...?
- How is ... linked with ...?
- Why is ... significant?

As for example:

*Grammar Unit 5: Kinds Of Sentences*

We now see that there are three kinds of sentences:

1. Statements

2. Questions
3. Commands

**Exercise:** Say which of the following sentences are statements, which are questions and which are commands:

1. What shall we do now?
2. Let us have a game at something?
3. Do you think it's going to rain?
4. It looks very like it.
5. We had better take our umbrellas.

(KPKTBB, 2006, p. 14)

### **Behaviour Description**

This level enhances the abilities of the learners to put into practice the acquired knowledge and provide an acceptable solution to queries in the real situations.

In this stage the given concerns search for use of different information and technique, such as, there is an example of must and have which are used according to their perspective and concept components.

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

This is the fourth level where the learners learn to split apart the major chunk of information into smaller bits and pieces and then study it in separate sections. Every piece of information bears an underlying organizational structure and principles. The learners at this level learn to understand

this underlying structure and to read and grab the idea of the constituent parts of this structure. The learners in this way even understand the internal relationship in this bulk of information or knowledge.

Questions that evaluate your capability to evaluate include:

- What are distinctive features of ...?
- Classify ... in accordance with ...
- Sketch/figure/web ...
- How does ... compare/contrast with ...?

Answer the question:

6. How does the rapid increase in population affect the life and economy of a nation?

(KPKTBB, 2006, p. 25)

### **Behaviour Description**

This level of the taxonomy lends the learners the skills to split apart the elements, underlying structures, internal relationships and the validity of the individual components. The above questions help to testify the analytical inquiry in the items.

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

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

Following are the questions, which help to render the ability to synthesize:

- What can be inferred from ...?
- What dimensions can you suggest ...?
- How would you provide a new design of ...?
- What might be the outcome if ... is combined ... with?

3. Explain in your own words the third stanza of the poem?

(KPKTBB, 2006, p. 49)

### **Behaviour Description**

The learners have to develop novel structures, techniques, designs and functions at this level with the help of the previous level of analysis. The learners have to be able to build a new structure from diverse components. While combining the various parts into a whole, the emphasis should always be on the creation of new meaning as well.

Synthesis stage develops the overall prospective of learning that may be well assessed from some of the above queries.



**Cognitive Level Six (Evaluation)**

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

Following are the questions, which illustrate the ability to demonstrate:

- Do you accept ...?
- What is your opinion about...?
- What in your view is the most important...?
- How you will solve the...?

5. Is your classroom well ventilated?

(KPKTBB, 2006, p. 44)

7. Is group cooperation destroyed by sports?

(KPKTBB, 2006, p. 61)

### **Behavior Description**

This is the final stage of the Cognitive domain which needs to evaluate the efficiency of the whole set of principles in its relation to the results, viability and judgmental overview of the material. Question of individual opinion and perception are asked in order to measure the creative ability of the learners. Such questions precisely seek the individual perceptions and conclusions in the issues.

### **2.9 The Affective Domain**

This is the second domain in the Bloom's Taxonomy of Educational Objectives. It is devised to enable the learners to deal with issues and things emotionally i.e. motivation, appreciation, enthusiasm, values, attitudes and feelings. The goals of this domain are to ensure 'the inculcation of feelings, emotions and acceptance or rejection' of issues.

#### **Affective Level One (Receiving or Attending)**

In the Affective Domain, this is the first category where the learners are exposed to a certain stimuli in order to make them aware of the existent of an issue or a phenomenon. The focus of the instructor is to centralize the attention of the learners on what so ever matter they intend. The further sub division of this level lends us the concept of awareness. One may say that it resembles the Knowledge level in the Cognitive Domain, but underneath, a difference lies between awareness and cognition. Knowledge simply means to recall or recognizes a data, while on the other hand, awareness is not recalling of a phenomenon, rather it is taking attention and becoming conscious of a certain situation on the part of the learners. The learners step ahead towards a more thorough understanding of an issue as their conscious mind picks a clue, imbibe

it and then moulds it. Another sub category of this level is the willingness to receive. Here the learners do not avoid the confrontation to an issue, rather they listen carefully and lend their attention wherever is necessary. The further grooming of the learners becomes evident when they reach at the level of controlled behavior or selected attention. The faculty to discriminate and controlled outflow of emotions and responses is the outcome of this level on the part of the learners.

### **Behaviour Description**

The learners are exposed to experience and make them listen to, and give focus to a problem.

The example is as follows:

*Test:* Adapted from *Questionnaire on Voluntary Reading*; Test 3.32 (Chicago: Evaluation in the Eight-Year Study, Progressive Education Association, 1940).

*Directions:* The aim of this questionnaire is to find out your view about the reading activity in spare time. Read each query carefully and answer as frankly and honestly as possible. You can mark the answer sheet in three ways.

*Y* is for *Yes* in response to the question.

*U* is for *Uncertain* in response to the question.

*N* is for *No* in response to the question.

1. Do you wish that you had more time to devote to reading? (Y)
28. Do you have in mind one or two books which you would like to read sometime soon?  
(Y)
41. It is usually possible for you to read for as long as an hour without becoming bored?  
(N)

68. Are there any well-known works of English or American literature which you would like to read during your leisure time? (Y)

*Scoring Rationale:* The answers provided in response to the queries show that the tendencies were for *willingness to receive*. Each question in this representation carry a behavior of a very preliminary and common temperament towards willingness to reading which may be termed as the focal point of the Affective stage of Taxonomy. The *Y* response to question 1 on the part of the learners do not necessarily mean that they are committed readers, rather they are tilted to read more if ever there is a chance of ample time to devote to it.

### **Affective Level Two (Responding)**

At this level, the learners participate actively and ensure the practical attendance. The process may be termed as 'the stage of learning by doing'. Unlike the first stage of willingness, a passive process, the learners indulge actively in responding to issues or phenomenon. The learners may get satisfaction and they may impart a feeling of commitment. In other words, a show of obedience may be displayed. This obedience and compliance with the rules and regulations about a certain issue may lead to the voluntary work on a certain issue. As a result, the learners may dispose a feeling of satisfaction in the task they are performing.

### **Behaviour Description**

The learners respond and react actively in the learning environment. The participation in the study and task performing process is not passive.

The example is given as:

*Objective:* Eagerness to abide by health regulations.

*Test:* Adapted from Health Activities; Inventory 1.1 (Chicago: Cooperative Study in General Education, American Council on Education, 1941).

*Directions:* For each task given below:

- In Column 1 write *X* if you perform the task *without being told or reminded to do it*.
- In Column 2 write *X* if you perform the task *only when told or reminded to do it*.
- In Column 3 write *X* if you *do not perform the activity*.

	Column 1	Column 2	Column 3
12. Visits a dentist annually	_____	_____	_____
15. Wear overshoes or rubber during wet, cold weather.	_____	_____	_____
52. Go to bed about the same during each night.	_____	_____	_____

(Bloom et al., 1964: 123)

### **Affective Level Three (Valuing)**

At this stage of the Affective Domain the learners start to attach value to a thing or issue and react emotionally. Internalization of feelings or giving worth or value to a certain phenomenon occurs. The receiving or responding to a stimuli may be deemed as worthy by the learners and an internalization process may start whether about social or psychological issues. The lowest level in this system is first of all the accepting of a value. Here the learners become ready to believe the stimuli. In other terms it can be said this is the lowest level of certainty. From this low certainty the learners move forward to the phase of conviction where the belief becomes stronger. And at last, they reach to the highest level of commitment. This can be called the highest level of certainty. At this level, the individual becomes devoted and dedicated to a set of beliefs and also, in the long, imparts others the impression to put the same amount of trust on the identical issues

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### **Behaviour Description**

Giving value and expressing personal opinions are developed in this category of the domain.

Its example is shown as:

**Objective:** To appreciate the value of reading in one's life.

**Test:** Taken from *Questionnaire on Voluntary Reading*; Test 3.32 (Chicago: Evaluation in the Eight-Year Study, Progressive Education Association, 1940).

**Directions:** The aim of this questionnaire is to find out your view about the reading activity in spare time. Read each query carefully and answer as frankly and honestly as possible.

There are no “right” answers as such. It is not expected that your own thoughts or feelings or activities relating to books should be like those of anyone else. There are three ways to mark the Answer Sheet:

*Y* is for *Yes* in response to the question.

*U* is for *Uncertain* in response to the question.

*N* is for *No* in response to the question.

8. Have you ever tried to become, in some respect, like a character that you have read about and admired? (Y)

33. Are there any characters in books that you feel you know almost as well as you know your own friends? (Y)

61. After you have read a book, are you usually interested in finding out what critics have said about it? (Y) (Bloom et al., 1964, p. 143)

#### **Affective Level Four: (Organization)**

The acquisition of the value system at the third level of the Affective Domain make the learners to choose between the whole set of values a dominant and pervasive value/values and in turn, imbibe that/those and internalize as well. This process of selection and internalization requires the pre steps of

- A valid organization of the values into a system
- Clarification of the interrelationship among them
- Opting for the right and pervasive one

The learners try to conceptualize the value system at the first encounter. This lends them to understand the correlation of the values in the value system. The next phase is to pick the apt one according to the requirement of time and place. Hence, students may not only understand the underneath objective of the system, but also, can become good judges and better choice-makers whenever and where ever there is a need.

### **Behaviour Descriptions**

The reconciliation of the internal conflicts and the development of a value system according to the understanding and learning of the learners are expected to be accomplished.

Its example is shown as:

*Objective:* To derive ideas about the ways of conducting life from reading.

*Test:* Adapted from Satisfaction Found in Reading Fiction; Inventory H-B2 (Chicago: Cooperative Study in General Education, American Council on Education, 1942).

*Directions:* The pages below try to judge your responses to the reading of fiction. We all read fictions i.e. short stories, novels etc. from this reading we extract meaning depending upon our mood and occasion. The same piece of writing may induce us to react differently at different times. One may say, we respond to *certain* pieces of writing at *certain* times.

Read carefully the below statements and then mark:

*A* If the statement is *applicable* to your reading

*U* if there is uncertainty whether the statement applies to you in your reading.

*D* If the statement is *not applicable* to your reading

44. Realizing that I do not stand alone in certain of the ideas and beliefs I hold. (A)



92. Being encouraged by finding that other people are apparently troubled by the same sorts of problems and difficulties I am. (A)

124. Being able to see many different patterns of life portrayed and the author's idea of what happens to people who adopt this kind of life. (A)

128. Finding ideas which I can make part of my own philosophy of life. (A).

(Bloom et al., 1964, p. 158)

### **Affective Level Five (Characterization by a Value or Value Complex)**

This is the last level of the Affective Domain where the learners use the already acquired system of values and beliefs at personal and impersonal dimensions or subjectively and objectively. At personal level the learners perform controlled actions and projects acceptable and standard behavior while at objective level they nurture a desire to inculcate the same into the masses in a generalized manner. The desire to inculcate values into the masses and the desire for self up-gradation leads to the formation of an overall pervasive philosophy, which would be in accordance with the beliefs and value systems of the world.

### **Behaviour Descriptions**

This is the optimum level of the Affective Domain where acceptable values and belief systems are adopted.

Its example is shown as:

*Objective:* Respect for the worth and dignity of human beings.

*Test: Problems in Human Relations Test.* Cited in Paul L. Dressel and Lewis B. Mayhew, *General Education: Explorations in Evaluation* (Washington: American Council on Education, 1954, pp. 229-37).

1. Tom and Bob were double dating two girls who were roommates. An unexpected storm made it impossible to meet them at the beach as was planned. Tom recommended going to a movie. After proposing the idea, he felt that Bob was without money. What would be your course of action if you were Tom?

- (1) Make payment for the party.
- (2) Lend some money to Bob.
- (3) Leave it up to the choice of girls.
- (4) Ask Bob if he could suggest something.\*
- (5) Be apologetic to Bob for the suggestion you have made.

2. Your social organization has hired a student who is disliked by some of the members. One of the member and a friend as well warns to leave the organization if this person is initiated. What would you do in such situation?

- (1) Discuss with your friends.
- (2) Decline to choose the prospective member.
- (3) Try to persuade other members in favor of the prospective member.
- (4) Vote on the prospective member.\*
- (5) Delay the voting until the matter is worked out by itself.

*Scoring rationale:* The option with the asterisk is a response, which is termed as "Democratic" by the authors of this instrument.

(Bloom et al., 1964, p. 170)

## **2.10. Psychomotor Domain**

This is the third domain in the taxonomy of educational objectives. Bloom and his associates could not devise the educational objectives of this domain as they proposed for the first two domains. Neither the committee formatted any handbook of illustrative examining examples and models. However, various versions of this domain were put forth by many (Kumari & Srivasta, 2005, p. 77) "The development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution". The discussion below is based on Dave's Model (Dave, 1970) of Psychomotor domain. Five levels and their effect on behavior formation of the learners are described. The detail is as under:

### **Imitation (Copy)**

#### **Behavior Descriptions**

This stage includes the activities to copy or pattern behavior of someone else. The resultant product may be of a low quality. The example may be copying a work of art.

### **Manipulation (Follow Instructions)**

#### **Behavior Descriptions**

This level enables the learners to perform an activity or task after receiving lessons or certain training. The example may be creating a work after attending some coaching or guidance.

## **Develop Precision**

### **Behavior Descriptions**

At this stage the learners are required to bring refinement in a task. The example in this regard may be working and reworking on a task to make it 'just right'.

## **Articulation (Combine, Integrate Related Skills)**

### **Behavior Descriptions**

Here the learner becomes able to bring harmony and consistency in actions. They are expected to coordinate a series of actions/tasks. It can be illustrated as producing a video which include sound, music, drama, color.

## **Naturalization (Automates, Become Expert)**

### **Behavior Descriptions**

This is last stage of the psychomotor domain where the automation of the learners takes place. In other words the learners develop competence and become able to manifest it in performance.

Without deep thinking on an activity, the learners perform it with high accuracy.

Summarized version of Cognitive, Affective and Psychomotor Domain and its objectives with key words is given in the appendix B.

## **2.11 Revised Bloom Taxonomy (RBT)**

Lorin Anderson, a former student of Bloom, headed a new group of scholars in 1990 to update the Taxonomy and find new relevancy of it to the 21<sup>st</sup> century teachers and students, if possible.

At this particular meeting, "representatives of three groups [were present]: cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment

specialists” (Anderson, & Krathwohl, 2001, p. xxviii). They were nonetheless, less hopeful in their pursuit of learning, spending six years to give a final version to their work. The revised taxonomy was given the title of Theory Into Practice. Anderson et al., (2001) portray it as the revision of this framework, which is the subject of this issue of Theory Into Practice, was developed in much the same manner 45 years later. The revised edition of the Taxonomy appeared in 2001, which contain several apparently minor, but significant changes. A detail reading of the revision and changes can be extracted from several standard sources. A concise and brief summary appears below as well. The change occurred were in the following broad categories:

- Terminology
- Structure
- Emphasis

### **Terminology Changes**

The most obvious and the most confusing at the same time were changes in the terminology. Originally, “The categories were Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. With the exception of Application, each of these was broken into subcategories” and revised categories were; Remember, Understand, Apply, Analyze, Evaluate and Create” (Krathwohl, 2002). The originally titled six major categories in Bloom’s taxonomy were changed from noun to verb forms. The lower level i.e. Knowledge was changed to Remembering and Comprehension and Evaluation were changed Understanding and Creating. One may say that the

striking difference is the use of verbs. "Key to this is the use of verbs rather than nouns for each of the categories and arrangement of the sequence within the taxonomy" (ibid).

Revised taxonomy was based on the two dimensional approach against the original taxonomy which was based for only testing and performance. It is further defined by Airasian & Miranda (2002, p. 249) as:

One of the major differences between the original Taxonomy and the revised Taxonomy is that the original Taxonomy consisted of a single dimension; the revised Taxonomy reflects a dual perspective on learning and cognition. Having two dimensions to guide the processes of stating objectives and planning and guiding instruction leads to sharper, more clearly defined assessments and a stronger connection of assessment to both objectives and instruction.

To conclude, one may say that curriculum is an important pillar in the whole set up of educational processes. It cannot be restricted to the mere usage of books, charts, writing material etc. but it is the accumulation of all those processes and activities, which occur, in an educational scenario. Henceforth, to select and implement a proper curriculum is a task of vital importance, which needs great care.

Among the many aspects of curriculum, textbook is of the supreme importance as it is the primary means to impart the intended instructions to the learners. The textbooks are a backbone to the educational environment and this fact can be further strengthened from the reliance of the students and teachers on these textbooks for a successful learning and teaching process. Such gained importance of the textbooks gives birth to the need of their analysis to confirm their validity and reliability. To measure the effectiveness of the textbooks is the dire need of the day but unfortunately, in our context, the assessment or evaluation of the textbooks/instructional

materials has not been given heed. The result is the poor outcomes in the field of ELT or English language teaching in Pakistan. In this context, the famous Bloom Taxonomy of Educational objectives are a standard to check the effectiveness of the textbooks. The taxonomy is a tool to test the validity of the exercise items, which in turn play a vital part in making the learners imbibe the allocated information and mould the behavior formation. Bloom's taxonomy is widely in vogue in educational setups and followed by majority of the educational systems. After many decades, an endeavour was put to revise the taxonomy, which resulted in the alteration of the original categories i.e. Knowledge and Synthesis to Remember and Create. The revised taxonomy altered the nouns of the original taxonomy in to verbs. Although RBT has been accepted and given value, yet it could not declare the original taxonomy as null neither could replace it in full dimensions.

## CHAPTER THREE

### Research Methodology

#### 3.1 Overview

The study is analytical and descriptive in type, which tries to see the extent up to which the exercises in the textbook satisfy Bloom Taxonomy of Educational Objectives. The textbook selected is taught in the public sector government schools throughout the province. It was introduced in 2006 as a test edition to replace the old textbook. The study tried to see the extent up to which the exercises in the targeted textbook satisfy Bloom's Taxonomy of Educational Objectives (Original Version). The taxonomy is widely used to measure the validity of instructional materials at various levels. For this study, the original Bloom's Taxonomy was used and not the revised version as the revised taxonomy deals with the cognitive domain while the original covers the cognitive and affective domains, both. The third domain is taken from Dave's Psychomotor Domain because Bloom and his team could not devise any rule for this domain. All the questions in the exercises of the textbook were categorized into relevant and irrelevant on the ground of their relevancy to Bloom's Taxonomy. To fulfill the task, the relevant questions given at the end of each lesson were scrutinized in line with the Blooms taxonomy. The selected data was checked for its presence in all the Domains and the sub-levels of the taxonomy. In this process the existing and missing domains were identified alongside. The proposition which suggests the conformity of the content to the exercises was investigated during the study. Overall, relevant data from all the exercises was analyzed with regards to the selected criteria of



Bloom's Taxonomy, its presence or absence in all the domains of the taxonomy and on the basis of the findings the identification of the existing and missing domains and the conformity of content to the exercises were done. A suggested exercise was designed which carried all the domains and sub-levels of the taxonomy for the content of the textbook and the exercises given at the end of it.

For this purpose, the English Book I, level SSC of Khyber Pukhtoonkhwa Textbook Board, which contains 19 lessons, was selected. All the question items given at the end of each exercise were analyzed and checked for its presence/absence against the domains and sub-categories within each domain. Ratio was drawn to find the presence/absence of all the domains and sub-categories of the Taxonomy in the quantitative form.

### **3.2 Data Collection and Sampling**

The research was concerned with the question items given at the end of the content of each lesson in the textbook. For this purpose, the English Book I, level SSC of Khyber Pukhtoonkhwa Textbook Board was selected which is taught in all the public sector schools. The exercises were scrutinized in relation to its relevancy/irrelevancy with the content of the textbook. The relevant exercises were reviewed for its congruency with the domains and sub-levels of the Taxonomy. The irrelevant exercises are void of any discussion.

Regarding the procedure, <sup>1</sup>three sets of five lessons each and one set of four lessons were selected for analyses in lining with every domain and the sub-level within the domain of the taxonomy. Every set was analyzed for the first domain and the subsequent sub-categories therein. In the same way, for the rest of the domains and the sub-levels, every set of the lessons was analyzed against simultaneously.

- 
1. Total of nineteen lessons are included in the textbook which are divided into three sets of five lessons each and one set of four lessons. These sets are devised to make the discussion convenient on the data of each set. Also it would render an easy understanding on the part of the readers.

### 3.3 Delimitations of the Study

The study is limited to the analyses of the exercise items proposed as relevant with regards to the taxonomy. The evaluation of the content matter is excluded. The study does not throw any light on the methods of English language Teaching adopted in the textbook.

Like other English Language Teaching testing and evaluation techniques which investigates about the four skills of language, this study is concerned with one receptive skill i.e. reading and one productive skill which is writing.

The assumption may be that the study is only limited to the development of the reading and writing skill as the selected sample for analyses are the exercise items. It is also acknowledged that the Psychomotor Domain, unlike the other two domains, was not devised by Bloom and his colleagues, hence Dave's psychomotor model is employed.

The concern over the clear-cut division of the objectives within the sub-levels of each domain is also expressed as the learning domains within the taxonomy may overlap. The same fact is also mentioned by the developing committee of the taxonomy at several occasions. To say, there may be a possibility of the overlapping of the test items within the domains and within the sub-categories of the respective domains.

## CHAPTER FOUR

### Data Analysis and Discussion

#### 4.1 Cognitive Domain

In the Taxonomy of Educational objectives devised by Bloom, this domain is at the top of the hierarchy. This domain functions to judge, test and enhance the intellectual and thinking abilities of the learners. The other domains i.e. Affective Domain and the Psychomotor Domain, which test and strengthen the emotional and sentimental approach of the students, and the physical aspects of the learners simultaneously, are distinct from the Cognitive domain. One may say that the curriculum and syllabi in our educational set up are mainly devised keeping in consideration the requirements of the Cognitive domain. The focus of such instructional sources is on the development of the Cognitive skills mainly.

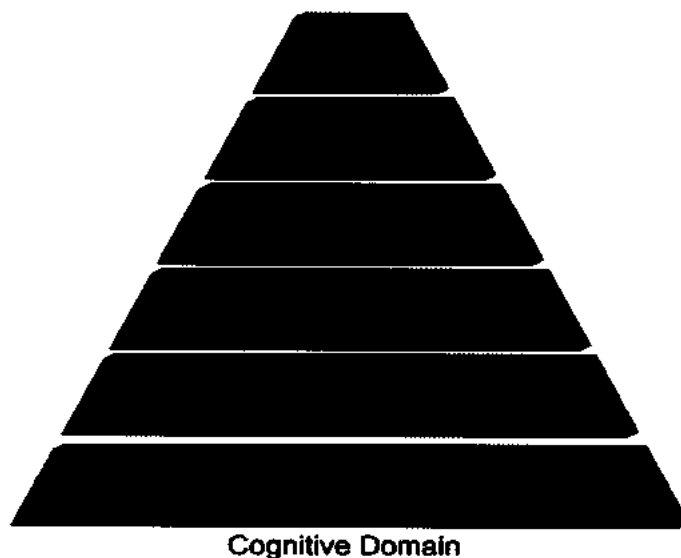


Fig. 1

The Cognitive Domain in itself is a composition of certain sub-categories. It comprises of six levels i.e. Knowledge, Comprehension and Application, which are lower level skills and Analysis, Synthesis and Evaluation, which require advanced level of mental handling or evaluating. A detailed discussion of the exercises in all the levels of the Cognitive Domain is as follows.

#### **4.1.1 Knowledge**

In this level of the Domain i.e. the Knowledge level, the ability to remember, acknowledging the facts, concepts and procedures are developed. The following items taken from the exercises of the textbooks are a testimony.

#### **Reading Text One: The Voice Of God**

**Answer the following question:**

1. Why did the poet climb the topmost steeple?
2. Why did God tell him to go down again?

#### **Reading Text Two: The Holy Prophet (SAW)**

**C. Fill in the blanks.**

1. Our Holy Prophet (SAW) was born in Makkah in \_\_\_\_\_.
2. He said to the people of Makkah to stop worshipping your \_\_\_\_\_ and worship the one true Allah.
3. The Holy Prophet (SAW) and his friend, Hazrat Abu Bakr (RA), rode on camels across the desert from \_\_\_\_\_ to \_\_\_\_\_.

4. The Holy Prophet (SAW) said, "One day a woman will travel by herself with many \_\_\_\_\_ from Hira to Makah and nobody will \_\_\_\_\_ her".
5. The word "Amin" means \_\_\_\_\_ and the word "Sadiq" means \_\_\_\_\_.

### Reading Text Three: Hazrat Umar (RA)

#### Answer these questions:

1. What did Hazrat Umar (RA) worship before he accepted Islam?

#### *B. Fill in the blanks.*

1. Hazrat Umar (RA) was born in \_\_\_\_\_.
2. In his last illness Hazrat \_\_\_\_\_ (RA) in consultation with other companions of the Holy Prophet (SAW) named \_\_\_\_\_ as his successor.
3. Both these empires regarded Arab as their \_\_\_\_\_.
4. When the Muslims surrounded \_\_\_\_\_, the \_\_\_\_\_ said they would surrender the city without fighting if Hazrat Umar (RA) came personally to take \_\_\_\_\_ of it.
5. Every day he went to the houses of \_\_\_\_\_ in Madina and helped them in their work.

### Reading Text Four: Wandering Entertainers of Pakistan

#### A. Fill in the blanks.

1. A monkey man seems to appear from nowhere playing his \_\_\_\_\_ with his \_\_\_\_\_ running beside him at the end of the rope.
2. The sound of snake charmer's pipe has a strange \_\_\_\_\_ for people of all ages.

3. He swallows these pieces and then pulls \_\_\_\_\_ out of his ear.

Puppets are small dolls with \_\_\_\_\_ and heads that can be moved by

\_\_\_\_\_.

### **Reading Text Five: The Happiness and Prosperity of Home**

**Answer these questions:**

1. What profitable usage of wealth has been discovered recently?

In the above exercise items taken from the first five lessons, queries are there that improve the learner's ability to memorize the basic facts mentioned in textbook without mental labor and processing. Here learner is expected to learn all the facts like 'why the poet climb the topmost steeple, the profitable usage of wealth, kinds of honeybees' etc.

Furthermore, at this level the learner is not only to keep in mind the specific information of knowledge but also to keep in mind and memory-process the concepts and methods. For example 'the remembering of what were the specific details about the Prophet's life etc.' is some of the cognitive faculty of the knowledge. Besides, queries that require simple memorization of facts and information of the knowledge level also exist i.e. 'the fill in the blanks' questions. The faculty of the learner's mind to remember the facts, important points and simple solution of things is improved by such questions in one way or the other.

The next five lessons and their exercise items are analyzed as below:

### **Reading Text Six: Honey Bee**

**Answer these questions:**

2. Into how many kinds are the honeybee divided?

### **Reading Text Eight: My Bank Account**

**Answer these questions:**

6. What mistake did the author make when he wrote the cheque?

### **Reading Text Nine: Health is Wealth**

**Answer these questions:**

7. What is your weight and height?
8. What vaccinations have you already had?
9. Where you inoculated against typhoid this year?

In the above, five lessons like the first except lesson 7 and 10, the ability to remember and recognize is checked. The learners are required to activate the faculty to memorize and recognize to put a solution to such question items. For example, after reading the lesson, students remember the specific facts like ' into how many kinds the honeybees are divided, the duration of the sleep taken last night, time of waking up, what was there in breakfast, which vaccine have been taken by the student, where the student has been inoculated against typhoid' etc. In addition, the general facts are given for the students to learn i.e. the mistake of the author when he was writing the cheque. Such question items as stated above, need to put in action the mind to remember facts and specific details. The information in these queries is not as to understand and leave it, but need to be retained in the mind and recalled and put in practice at the time of need.

### **<sup>1</sup>Reading Text Eleven: King John and the Shepherd**

**Answer these questions:**

1. Who told a story to the students?
  2. Did King John want to kill his Abbot?
  3. Why did he want to kill the Abbot?
  6. Who helped the abbot?
  9. How much reward was given to the shepherd?
-

1 The numbering of the question items is not in order as they are numbered in accordance to their relation to a specific domain.

### **Reading Text Twelve: Sports**

**Answer these questions:**

1. What is sport?
2. What is sportsmanship?
3. Are sports beneficial?
5. Does sport promote social and moral development?
8. What is healthy competition?

### **Reading Text Fourteen: Pollution**

**Answer the following questions.**

1. What does the word pollute mean?
2. How many types of pollution are there?

### **Reading Text Fifteen: The Two Bargains**

1. Who owned the well of drinking water in Madina?
2. Why did Hazrat Usman (RA) buy it?
4. How much profit did Hazrat Umar (RA) offer for the flour?
5. What price did Hazrat Usman (RA) get from his stock?

**B. Fill in the blanks.**

1. Arabia is \_\_\_\_\_ country where water is \_\_\_\_\_.
2. The Jew agreed to sell \_\_\_\_\_ his share to \_\_\_\_\_ for \_\_\_\_\_ dirhams.
3. Not only the \_\_\_\_\_ but the \_\_\_\_\_ also made use of hazrat Usman's (RA) generosity.



4. "Usman (RA) why you have become so \_\_\_\_\_ now, when you used to be so \_\_\_\_\_ in the days of the prophet?"

5. The caliph was so \_\_\_\_\_ by the generosity of Hazrat Usman (RA) that he \_\_\_\_\_.

In the above 5 lessons, except lesson 13, question items carry information which require the memorization of simple facts without hard mental processes and relate to the Knowledge level of the Taxonomy. In these items i.e. 1<sup>st</sup> question in lesson 11, requires the learners to remember the name of the storyteller. While in the 1<sup>st</sup> and 2<sup>nd</sup> items of lesson 12, there is the knowledge of principles and ways of sports i.e. 'what are sports and sportsmanship, what do children learn in sports, do sports promote social and moral development?', which can be either of one line or more. In the 1<sup>st</sup> item of lesson 14, the meaning of the word 'pollute' and 'types of pollution' are to be learned and remembered. And in the lesson 15, there is a method of proving facts, which also can be of one line i.e. to remember the name of the owner of the well in Madina, who buy it, and what was the profit offered to Hazrat Usman (RAW) and the question where learners are made to learn by memorization by providing them the task to fill in the blanks. The above-mentioned question items taken from the textbook make the learners know and remember facts and simple ideas.

### **Reading Text Sixteen: Abou Ben Adhem**

**Answer the following questions.**

3. What did the angel tell Abou Ben Adhem?
4. What good things the angel told Abou Ben Adhem the next night.
5. Where was Abou's name written amongst those who were loved by God?

### **Reading Text Seventeen: The Story of the Man Who Went to Find His Luck**

**Answer the following questions.**

2. On his way to find his fortune whom did he meet first?
3. What did he say to his Fortune?
4. What did his Fortune reply?
5. What happened in the end?

### **Reading Text Eighteen: The Conquest of Malaria**

1. Is Malaria still common in countries as far as North as England?
2. Does Malaria usually result in the death of the sufferer?
3. What important discovery did Manson make?
4. Who was the first to suggest that malaria was spread by mosquitoes?
5. Did Manson and Ross work together in India?
10. What did the parasites look like?
11. Can malaria be spread by all the mosquitoes of the Anopheles type?
12. Did Ross' discovery bring him great wealth?

### **Reading Text Nineteen: The Pied Piper of Hamelin (I-II)**

**Answer the following questions.**

1. What were the people of the town doing when the Pies Piper suddenly appeared?
2. Who made the Piper angry?
5. Who was left behind?
6. Give the name of the street where the children disappeared?

In the above-mentioned last four lessons of the book, items of the knowledge level of the cognitive domain are stated. These items carry information with facts, which are simple and can

be memorized without any hard mental labor. 'the message of the angel to Abou Ben Adhem, the place where Abou's name was written among the loved one's of God in lesson 17 and the theme of the dialogue of the Man with his Fortune are some of the items which require memorization. In lesson 18, items about the Malaria are stated, i.e. the 1<sup>st</sup> item which asks about the existence of malaria in north England, the 2<sup>nd</sup> item which asks about the discovery of Manson, the 3<sup>rd</sup> query that inquires about the discoverer of the of the specific mosquito which spread malaria. The 10<sup>th</sup> item that asks about the shape of the parasite and the 11<sup>th</sup> query that inquires about the specific mosquito, which spread malaria. All these items require the faculty of remembering to be active. In lesson 19, queries are stated which makes the learner remember that who made the Piper angry and the street where all the children were disappeared.

The question items stated and discussed above prepare the learners to develop a basic understanding towards the higher categories of language. It includes the activities such as transforming the information into other terms or methods of interaction, implementing in real situation or using in new methods, splitting information from the details or splitting the components of the whole, amalgamating the different areas of obtained information to make a complete whole and valuing the factors or providing the personal conclusions. Moving ahead to every next level needs obviously the access to and understanding of the previous stages, in education generally, and in language learning particularly.

#### **4.1.2 Comprehension**

This is the second level of the Cognitive Domain. The learners move towards this level based on the first acquired level i.e. Knowledge. In the Comprehension level, the learners process the ideas and concepts acquired at the Knowledge level and convert it into other terms. In this

intellectual stage, students are predicted to understand the given information and turn it into their own means of interaction. It can be converted, considered and extrapolated. It is assumed on the part of the learners that they will be able to alter the communication acquired at the previous level, from one type to another.

Following are the exercise items for analysis.

**Reading Text One: The Voice of God**

3. What is the message of the poem?

**Reading Text Two: The Holy Prophet (SAW)**

Answer these questions:

1. Write five sentences, in your own words, about the Holy Prophet (SAW)?

**Reading Text Three: Hazrat Umar (RA)**

Answer these questions:

2. How did he treat the Muslims before he accepted Islam?
3. How did he help the Prophet (SAW) later?
4. How did he help the first Caliph?
5. What sort of life did he lead?

***C. Composition.***

1. Relate in your own words how Hazrat Umar (RA) helped the woman in the tent.

**Reading Text Five: The Happiness and Prosperity of Home**

Answer these questions:

2. What is the condition of the children belonging to the rich and poor families?
3. What are the needs of a growing child in respect of his schooling and physical health?
4. What are the two solutions to this problem?

5. What kind of undue burden falls on the women?

***B. choose the right one***

1. People have only slowly become aware of the importance of

- (a) girl education                      (b) boy education                      (c) education

2. Wealthy people in the past put their money

- (a) in large pots and buried it                      (b) invested in industries  
(c) invested in property

3. The idea of making or developing a family means

- (a) having a large family                      (b) having no family  
(c) the concern for the proper future of each member of the family

4. The chief cause of the unhealthiness, pale and weak faces of the young people is

- (a) that the family is very large but disorganized  
(b) that the family is very poor but disorganized  
(c) that the income of the family is much lower than the cost of looking after the

members in the family

5. A burden of a large family with meager income is most devastating for the

- (a) mother                      (b) father  
(c) children.

### ***C. Composition.***

1. Write a short essay on how the population affects the life and economy in nation.

Above items of comprehension taken from 1<sup>st</sup> five lessons, except lesson 4 which do not have any items at all, from the selected textbook 1, demand the understanding of the facts and defining them into one's own terms. For example 'explaining the message of the poem, narrating a few lines about the Holy Prophet (SAW), how Hazrat Umar (RA) treated Muslims before he accepted Islam, how did he help the Prophet (SAW) and the 1<sup>st</sup> Caliph, are some information mentioned in the text and learners are required to understand the important points and either convert, understand or extrapolate. Furthermore, in lesson three the task to narrate, the incident of Hazrat Umar's help to the women, on the part of the learners in their own words, and in lesson five, the last two queries i.e. 'to choose the right option and to write an essay about the effects of population on the lives and economy of a nation' are the exercise items which enables the learner to master the faculty of Comprehension.

In the same way, it is predicted from the learners that after going through the textbook, they may have the basic knowing of the important points like 'the condition of the children of the poor families, the physical and educational needs of a growing child, the bulk of burden the women are bound to carry'. The information given in the above solutions to the question items enrich the learners with the skills to memorize the concepts and then use this information in the novel situations either by translating or rephrasing it in the suitable alternatives. Even at this level, the first category of Knowledge is utilized to recall and describe the mentioned facts.

**Reading Text Six: The Honey Bee**

1. Why honeybees are called 'social insects'?
3. Why does the old queen leave the hive when young queens are about to come out of their cells?

**B. Choose the right one.**

1. The only buildings which can be compared to bee-hive are
  - (a) universities.
  - (b) model towns.
  - (c) sky-scrapers
2. Honey bees are called "social insects" because
  - (a) they are hard workers
  - (b) they do not quarrel
  - (c) they live in large numbers
3. Honey bee is very
  - (a) harmful
  - (b) beneficial
  - (c) medicinal
4. The most labourious job is that of
  - (a) drone
  - (b) queen
  - (c) worker
5. Wax is made of
  - (a) pollen
  - (b) nectar
  - (c) honey

### Reading Text Seven: A Nation's Strength

Answer these questions:

2. Give in your own words the main idea of the poem?

### Reading Text Eight: My Bank Account

Answer these questions:

2. Why did the author decide to open an account?
3. What was the manager's reaction when the author told him that he would like to see him alone?
4. Why did the manager look relieved when he knew the purpose of the author's visit?
7. Explain the meaning of the clerk's question 'How will you have it'?
8. Why was there 'a roar of laughter' when the author left the bank?

### *B. Choose the right one*

1. When the writer goes to the bank he
  - (a) feels happy
  - (b) feels embarrassed
  - (c) gets frightened
2. His salary was raised
  - (a) 40dollars
  - (b) 50dollars
  - (c) 60dollars
3. His fifty-six dollars were
  - (a) neatly placed in his front pocket.
  - (b) neatly placed in his back pocket.
  - (c) placed together in a ball in his pocket.
4. The manager first thought that he was a



- (a) millionaire (b) detective  
(c) robber
5. When the accountant asked him "how will you have it", he said  
(a) fifty dollars notes (b) sixty dollar notes  
(c) eighty dollar notes

### Reading Text Nine: Health is Wealth

#### *Choose the right one*

1. The human body is like a  
(a) computer (b) machine  
(c) building
2. The requirement of good health can be divided into  
(a) one category (b) two categories  
(c) three categories
3. Children and grown up people all need  
(a) protein. (b) carbohydrates  
(c) balanced diet.
4. One of the most important things for keeping good health is  
(a) richness (b) cleanliness  
(c) medicines
5. Some children have a strong liking and disliking for certain food, which is a  
(a) good habit (b) bad habit  
(c) normal habit

**Reading Text Ten: Little Things (Poem)****Answer these questions:**

2. How do little deeds of kindness make our life happy?

In the above exercise items the faculty of comprehension is tested. In the items like 'the reason why honeybees are called social insects and why the old queen leaves the hive with the emergence of the new one', or in lesson 7, the item which 'asks to give the main idea of the poem', are the questions which utilizes the mind power and also invoke the mind processing schema to comprehend and depict it in own terms. The learner is supposed to view the text and the content along with the context and then infer meaning. In lesson 8, the items which asks about the reason of the author's opening of account, about the manager's reaction to the author's request to see him alone, the reason of the 'roar of laughter' after the author left the bank and in lesson 10, the 2<sup>nd</sup> item which inquires the little deeds that makes our lives happy are some of the items, which need not only the faculty of remembering, but also improves the skills of the learners to comprehend and then reproduce in their own words the solutions to the queries. The exercise items in lesson six, eight and nine which asks the learners to 'choose the right option' is another activity which makes the learners acquire the ability to comprehend and use the knowledge in various circumstances.

Following are given the next comprehension items.

**Reading Text Eleven: King John and The Shepherd****Answer these questions:**

4. Could the Abbot answer the three questions?
5. Why could he not answer the questions?

7. How could he help him?
8. Why was King John pleased with the shepherd?
10. What happened to the Abbot in the end?

***B. choose the right one.***

1. The story was told to the class by a
  - (a) student
  - (b) outsider
  - (c) teacher
2. King John wanted that everybody in his country should be
  - (a) rich
  - (b) poor
  - (c) average
3. The abbot said that
  - (a) the questions were easy
  - (b) the questions were not easy
  - (c) he needed three weeks' time to answer them
4. The answer to these questions were given to abbot by
  - (a) a scholar
  - (b) a teacher
  - (c) his shepherd
5. King John
  - (a) punished abbot
  - (b) spared the abbot
  - (c) punished the shepherd

**Reading Text Twelve: Sports**

**Answer these questions:**

4. What do children know in sports?
6. Has sport any effect on psychological and emotional health?

9. Does sport introduce children to healthy competition?

**B. Choose the right one**

1. A sport is a

- (a) mental activity                      (b) physical activity  
(c) both mental and physical activity

2. Sportsmanship is a conduct which is

- (a) displayed after the game      (b) during a game  
(c) both during and after the game

3. sports introduce children to

- (a) unfair competition                      (b) healthy competition  
(c) none of these

4. Sports teaches youngsters that through perseverance they can

- (a) do nothing                              (b) fail again  
(c) win next time

5. Sports

- (a) raises a child's self-esteem      (b) destroys a child's self-esteem  
(c) does nothing in this regard.

**Reading Text Fourteen: Pollution**

**Answer these questions:**

3. What is the cause of excessive temperature?

**B. Mark "T" for true and "F" for false statements.**

1. The increasing number of factories, industries and smoking vehicles are the main causes of pollution. ( )
2. Cholera, hepatitis and typhoid are caused by air pollution. ( )
3. Noise pollution is mainly a problem of scarcely populated cities. ( )
4. Plants and trees produce oxygen and make our environment clean. ( )
5. Air pollution can cause skin diseases. ( )
6. There is no thinning of ozone layer due to air pollution.

### **Reading Text Fifteen: The Two Bargains**

4. Why did the Jew sell the other half of the well as well?

### ***C. Composition***

1. Relate either of these two stories in your own words.

In these selected items from the next five lessons, except lesson 13, unlike the knowledge level, the interpretation of the questions that enhance the faculty of comprehension is expected in the given context. Learners have to go through the text and grasp the information and afterwards to narrate that information by their own. The items like 'could the abbot answer the questions or why King John was pleased with the shepherd and what happened to the Abbot in the end' are some of the examples. In the same way, the next question items that seeks the answers of 'what children learn in sports, the effect of sports on psychological and emotional health, the cause of the excessive temperature', and in the 5<sup>th</sup> lesson of this group, the item which ask about 'the reason of the selling of the well by the Jew to Hazrat Usman (RA)', can only be answered through getting into the text. Here the learners are required to mention in their own terms what they have imbibed from the text. Similarly, in lesson eleven, twelve, fourteen and fifteen there

are questions of choosing the right option and pointing out the true/false statements which make the learners understand the facts and then comprehend them.

To say, this activity lends the learners the ability to grasp the text and the context both.

### **Reading Text Sixteen: Abou Ben Adhem (Poem)**

Answer the following question:

2. Describe what Abou Ben Adhem want to know when he felt the presence of an angel in his room?

### **Reading Text Seventeen: The Story of the Man Who Went To Find His Luck**

Answer the following question:

1. What difference was there between the two brothers?

### **Reading Text Eighteen: The Conquest of Malaria**

7. What were the two main theories concerning the way in which Malaria spread before Ross found the real answer to the problem?
8. Describe the appearance of the mosquitoes in which Ross finally found the appearance of the mosquitoes.
9. Did Ross realize at once that he solved the problem of the spreading of Malaria when he saw the parasites in the mosquitoes?

#### ***Exercise:***

#### ***B. Mark "T" for true and "F" for false statements.***

1. The least common disease of the tropics is malarial fever. ( )
2. Elephantiasis is a disease that causes, arms and legs and other parts of body to grow larger.( )
3. Malaria is caused by a bite from female anopheles mosquito. ( )

4. Malarial parasites were seen in the lung cells of mosquitoes. ( )
5. Manson believed that malaria was caused by drinking infected water. ( )

**Reading Text Nineteen: The Pied Piper of Hamelin (I-II)**

3. What happened when the Piper played the three notes on his pipe?
4. To which direction did the Piper take the children and what happened to them?

**B. Write "T" for true and "F" for false statements.**

1. The town of Hamelin was situated at a very pleasant spot. ( )
2. The number of rats were decreasing everyday.( )
3. The people of the town did not find themselves helpless against the rats. ( )
4. The rats were bold and were not afraid of the people. ( )
5. The people told the mayor that he has done his duty very well. ( )
6. The strange looking man was tall, thin, dark, and had no beard or moustache on his face. ( )
7. The piper had a scarf of white and blue color round his waist. ( )
8. The mayor promised to pay fifty thousand guilders. ( )
9. The stranger played a few notes on the pipe and not a single rat came out of the houses. ( )
10. All the rats jumped into the river and were drowned. ( )

**C. Fill in the blanks with the following words**

**Plunge plunged plunging**

1. All the rats, except the stout one \_\_\_\_\_ into the river.
2. The lean rat could not \_\_\_\_\_ into the river.
3. When the mayor saw all sorts of rats were \_\_\_\_\_ into the river, he became happy.

**Solve solved solving**

1. The pied piper had \_\_\_\_\_ the problems of the citizens.
2. I have come to \_\_\_\_\_ the problems.
3. After \_\_\_\_\_ the problem, the piper asked for his reward.

**D. Pick out the correct ones and rewrite them.**

1. The people of the town found/did not find themselves helpless.
2. One day they all marched/did not march shouting to the town hall.
3. The strange man was wearing a long coat/a short coat, half white/half red and half green/half yellow.
4. If I free your town of the rats, will you give me a hundred/five hundred/a thousand guilders?
5. We will give you ten thousand/fifty thousand/twenty thousand.

In the last four lessons of the comprehension level of cognitive domain, there are items, which seek the keen attention of the learners to read the text, retain the details in the memory and afterwards, rewrite in their own expressions. The queries like the 'quest of Abou Ben Adhem from the angel in the room, or in the next lesson, i.e. lesson 17, 'the difference between the two brothers' compels the learners to comprehend the information and reproduce it. In the same way, the next items which need the answers about the two main theories regarding 'how malaria was spread, the shape of the specific mosquito which causes malaria', or in the last lesson, 'the result of the three notes which the Pied Piper played', and the in the next query, 'the direction to which the Piper took all the children' are the questions which make the learners read the text, grasp the details, understand them and then, give it the shape of well formed answer in their own words



which further strengthens the comprehension faculty of the learners. Furthermore, in lesson eighteen and nineteen there are exercise items which ask to mention the true/false statements. In lesson nineteen, again there are queries which ask the learner to pick out the correct word and another question of 'picking out the correct lines and rewrite them in order which enrich the learner's capacity to understand and comprehend things.

### **4.1.3 Application**

It is the third level of the Cognitive Domain and is at the last position in the hierarchy of the lower level thinking skills. It functions to move ahead the accomplished information and understanding abilities imbibed at the previous stages i.e. Knowledge and Comprehension. At this stage the students obtain the expertise of implementing the factors in the new tangible circumstances not seen formerly to the factors what were understood in the past stage. What is required at the Application level is the theoretical or technical supposition, furthermore, it is desired that application process may be desired in novel situation, which is not countered formerly.

#### **Reading Text Seven: A Nation's Strength**

3. Write a paragraph on the "character of a brave man", using the adjectives, brave, truthful, stand fast, honorable, hardworking, strong, great?

#### **Reading Text Eight: My Bank Account**

5. What is the equivalent of fifty American dollars in Pakistan currency?

#### **Reading Text Thirteen: Sportsmanship**

4. Underline the verbs in the poem.

For Application level, as mentioned earlier, the pre requisite is the availability and understanding of the context and the application of the information in a novel situation in accordance to that context. After going through all the lessons of the book, no such question items were found which carry the context of the text and can be used as application. No doubt, many items are there that fall in the application level as described in the Taxonomy, but no real application scenario with reference to the text is made available. This may lead to the assumption that the learners will be able to only know in theory about the application level, but when it comes to practice, the result may be a disappointing one. The only few found items may be included in the Application level, in some way or the other; they either do not have the connection to the text, or have no relevancy to a proper context. Hence, they are accepted as the items falling in Application level, but having no practicality, are excluded in the overall percentage making.

#### **4.1.4 Analysis**

This is the fourth level in the Taxonomic objectives and alike important. Analysis level strengthen the learners creative schema and enrich them with an ability to split the internal and external elements of an information, and in this way judge the relationship of the facts within the body of the text. A micro level study of the elements and the relationship of the elements to the whole, to have a thorough insight into the organizational rules which act as a basis for a certain information, to break the larger chunks of information into smaller bits and to judge all these without putting any evaluative comments are the tools, which the learners are supposed to be equipped with, after they have mastered the Analysis level.

Following are the exercise items, which fall in the analysis level.

### **Reading Text Five: The Happiness and Prosperity of the Home**

#### **Answer these questions:**

6. How does the rapid increase in population affect the life and economy of a nation?

The analysis level of the Taxonomy can be termed as the continuation of the previous levels. I.e. at Knowledge level, the learners acquire and remember different facts and concepts. At the Comprehension level, he can recall those facts, theories and concepts and can propose these in their own words. At the Application stage, the theories, concepts or facts adopted at the first two levels can be put into practice in new and novel situations. The only question item in the above group of lessons which states; 'how the rapid increase in population affect the life and economy of a nation' can only be answered if the learners consult the text deeply along with its context.

### **Reading Text Six: Honey Bee**

#### **Answer these questions:**

4. The life of the drone is worst, why?

### **Reading Text Seven: A Nation's Strength (Poem)**

#### **Answer these questions:**

1. Explain the poem.

### **Reading Text Eight: My Bank Account**

#### **Answer these questions:**

1. According to the author, what is the effect upon him of entering a bank to do business?

In the above lessons, except lesson 9 and 10, the question items are fragmentary in nature. Falling in the analysis level, these queries tend to obtain information from a whole chunk.

For instance the question item ' why the life of the drone is worst', requires the close study of the whole content because the lesson 'Honeybees' is in such a construction that describes various details of 'honeybees and their whole lifestyle'. The hive is described that it consists of such and such classes and activities but the students require analyzing the complete formulation to reach the phenomenon why the life of the drone is worst. Similarly, in lesson seven, the item which asks to 'explain the poem' and, in lesson eight, 'according to the author, what is the effect upon him of entering a bank to do business', are some of the queries where the situation is one of the several such queries and analyses. It is clear from the above question that to answer it, the learners have to probe down into the lesson and extract bits of information from the whole. Only in this way a suitable answer can be provided. One may say surely that this activity enrich the learners with the ability to analyze. Following are the next items to analyze.

#### **Reading Text Twelve: Sports**

**Answer these questions:**

10. What is the effect of sports on self-image and self-esteem?

#### **Reading Text Thirteen: Sportsmanship**

**Answer these questions:**

2. Make a list of rhyming words in the poem.

#### **Reading Text Fourteen: Pollution**

**Answer these questions:**

4. How can we keep our environment clean?
5. What is the role of plants and trees in keeping the environment clean?

Above questioning items in the text from the next group of five lessons of the book, excluding lesson 11 and 15 which do not have any analysis item, inquire and develop the analytical faculty

and understanding. The learners are supposed to split apart i.e. analyze and put an apt solution after reading of the text. The lesson on 'Sports' is based on the definition and benefits of sports, the psychological and physical grooming which sports inculcate to the sportsmen. In the next lesson the item asks for 'making a list of the rhyming words in the poem' and in lesson 14, the query which inquires about the 'role of plants and trees in keeping the environment clean'. All these are the laborious items, which try to make the students read the text, think and split apart the information, and in this way develop good understanding.

#### **Reading Text Sixteen: Abou Ben Adhem**

1. Explain 1-10 of the poem in simple English?

#### **Reading Text Eighteen: The Conquest of Malaria**

6. Why did Ross fail for a long time to find what he was looking for in the blood of the mosquitoes he examined?

In the above group of last, four lessons, except lesson seventeen and nineteen, two items are there which enhances the faculty of analysis of the learners. The lesson on "Abou Ben Adhem" contains the query, which asks the learners to explain the first ten lines of the poem. In the next lesson, the item that inquires about the cause of the failure of Ross to find the germs of malaria in the blood of mosquito are the questions, which make the learners to peep into the text, read, comprehend and then analyze.

#### **4.1.5 Synthesis**

This is the fifth level of the taxonomic objectives where the learner uses the already acquired ability to crack and analyze the components and connections, to merge the items and components to form a unified whole. The focus of this category of educational objectives is on the pieces,

parts and elements. Practice of this category enables the learner to develop creative writing skills and various standard expressive modes.

### **Reading Text Ten: Little Things**

**Answer the following questions:**

1. Explain the main idea of the poem in your own words?
2. Explain in your own words the third stanza of the poem.

### **Reading Text Thirteen: Sportsmanship**

**Answer the following questions:**

1. Explain, in your own words, what the poet has tried to say?

Text is the main source from where synthesis level of a text may be accomplished. To answer a particular question item, a specific portion of the text needs a careful analysis and after that, its conversion into a synthetic whole. This may be made evident from the first item in lesson ten of the above selected group of lessons. The query asks about the 'main idea of the poem in the learner's own words' which assumes that the learner should read and comprehend the whole poem prior. Analysis of the whole bulk of information may follow and only after this, the learner can be able to state the main idea of the poem in his/her own terms. Similarly, the second item in the same lesson assigns the task of 'explaining the third stanza of the poem in own words' to the learner. This also compels the student to read the stanza from all angles, imbibe the details, analyze them and then synthesize the whole information into a single format. In lesson thirteen, the query, which falls, in the Synthesis level asks the learner to 'explain the message of the poet in the learner's own words'. It requires the same treatment from the learner as the question items in the lesson discussed above in the same section. The writer has tried to prove that the prize may sometime go to the person who may not deserve it, or the fate may

accompany the unworthy. However, for a sportsman these issues should not disappoint him/her. He should bear it like a brave person with the spirit of a sportsman. The learner is required to read the whole poem, understand the facts and based on analysis of the information given in the text, propose an overview, which might include the relevant information the poet has mentioned in the text.

In the whole book, only three items, from 2 lessons fall in synthesis level of cognitive domain. Synthesis level helps the learner to develop the ability to form a unified structural piece of writing keeping in mind the mentioned facts. To know about each aspect of an issue and synthesize all the details or bits of information related to the particular issue is the quality that a learner acquires after mastering the Synthesis level. The question items discussed above need a concentrated and focused approach to understand, analyze and synthesize the knowledge. The critical overview of a piece of writing or a lesson, analyzing it into related bits and synthesizing it into a single inter related structure needs a full mastery on the part of the learner.

#### **4.1.6 Evaluation**

The last and highest level of the Cognitive Domain, the Evaluation level is meant for the most upper level of academic activities i.e. universities Bloom et.al. (1956). Despite of the tough nature it bears, it is also in vogue at school and college levels. The learner at this stage is expected to judge a piece of writing and keeping in mind the internal facts as well as the external evidences, can offer valid conclusions and judgments.

**Reading Text Two: The Holy Prophet (SAW)****Answer these questions:**

2. How does a good Muslim live? Give your answer to this question in about ten sentences?

**Reading Text Eight: My Bank Account****Answer these questions:**

9. The author, Stephen Leacock, was a respected university teacher and a highly successful writer. Do you think this is a true story?
10. Why is it wise to keep one's money in a bank than to hoard in one's home?

**Reading Text Twelve: Sports**

7. Is group cooperation destroyed by sports?

**Reading Text Nine: Health is Wealth**

4. Is your classroom well ventilated?

The above question items require the student to ascertain whether he believes in the story of Stephen Leacock or not and to explain why we need to keep our money in a bank instead of home. The learner is supposed to propose his/her personal views and judgments. The answer proposed by the learner may either support or negate the above queries, which will reveal his/her judgment.

Having very close reading of the lesson of 'The Holy Prophet (SAW)' can be said that the second item asks about the ways a good Muslim adopts to spend his life. Evaluation items were found only in three lessons out of fourteen; the rest of sixteen lessons did not have the items.



The questions above are examples of personal judgments. The learner after reading the text becomes able to see all the important points regarding the facts, its principles and finally conveys the viewpoint and his summary. Such queries in the text develop the confidence of the learner to learn and ascertain personal thinking and viewpoint regarding various things that come in academic experience.

#### 4.2. Affective Domain

This is the second domain in the Bloom's Taxonomy of Educational Objectives where the focus is on the emotional development of the learner. This domain may be observed largely in literary writings where the true outcome of reactions to a certain piece of writing is judged.

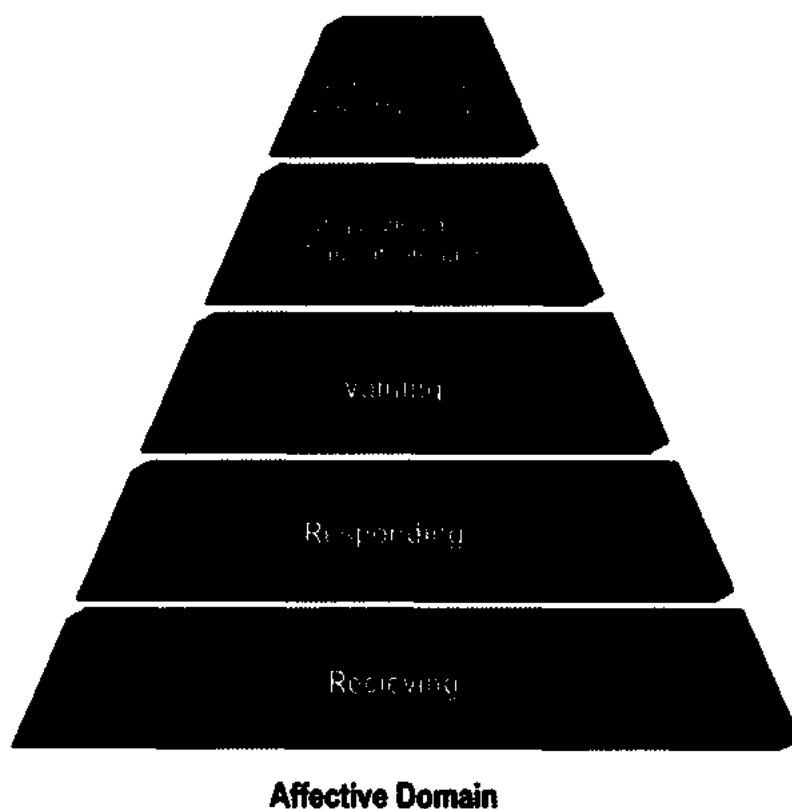


Fig. 2

The items of this domain are given below:

**Reading Text Nine: Health is Wealth**

**Answer these questions:**

1. How many hours did you sleep last night?
2. What time did you get up this morning?
3. Did you clean your teeth this morning?
4. What did you have for your breakfast today?
6. Do you take any exercise?

**Reading Text Thirteen: Sportsmanship**

**Answer these questions:**

3. Write down your feelings when you have lost a game.

From a thorough understanding of the textbook it may be inferred that only six items fall in the Affective Domain and within the domain, are related to the sub-level of Valuing. This sub-level in the Affective Domain makes the learner to imbibe the belief and value system. At the most upper level the learner feels a sort of devotion or dedication to the phenomenon as well. S/he wants to become a part of the phenomenon. The above queries affirm the proposition as there is no concept of wrong or right investigated but simply, the learner is required to develop feelings of likeness or dislike to a certain activity or issue.

**Table 1 showing the No. of questions in Cognitive Domain**

Cognitive Levels	Exercise Queries	Percentage
Knowledge	48 Question items	40.33 %
Comprehension	50 Question items	42.01 %
Application	03 Question items	2.52 %
Analysis	10 Question items	8.40 %
Synthesis	03 Question items	2.52 %
Evaluation	05 Question items	4.20 %
Total Count	119	100 %

### 4.3 Existing and Missing Domains

At the end of the study of all the question items of the mentioned textbook, it may be claimed that the Cognitive Domain of the Bloom's taxonomy exists within the textbook with almost all of its level or sub-categories. Regarding the Affective Domain, ten items were found to be present in all the exercises of the textbook. The third main domain i.e. the Psychomotor Domain is not present in any of the query in the textbook. The ration seems imbalanced, to say, Cognitive is spread all over the text, Affective, at a minor level and the Psychomotor is completely absent. The reason of this ratio may be linked to the fact that almost in all of the syllabi the focus is on the enhancement of the intellectual abilities and skills of the learners. This goal to enrich the learner with improved mental capacities may be achieved by training them at the Cognitive level. The remaining two domains are negligible and absent.

Following is the Table showing the items of the educational domains in percentage.

Table 2

Taxonomical Domain	Exercise Items	Percentage
1. Cognitive Domain	119	95.20 %
2. Affective Domain	06	4.80%
3. Psychomotor Domain	0	00 %
Total	125	100 %

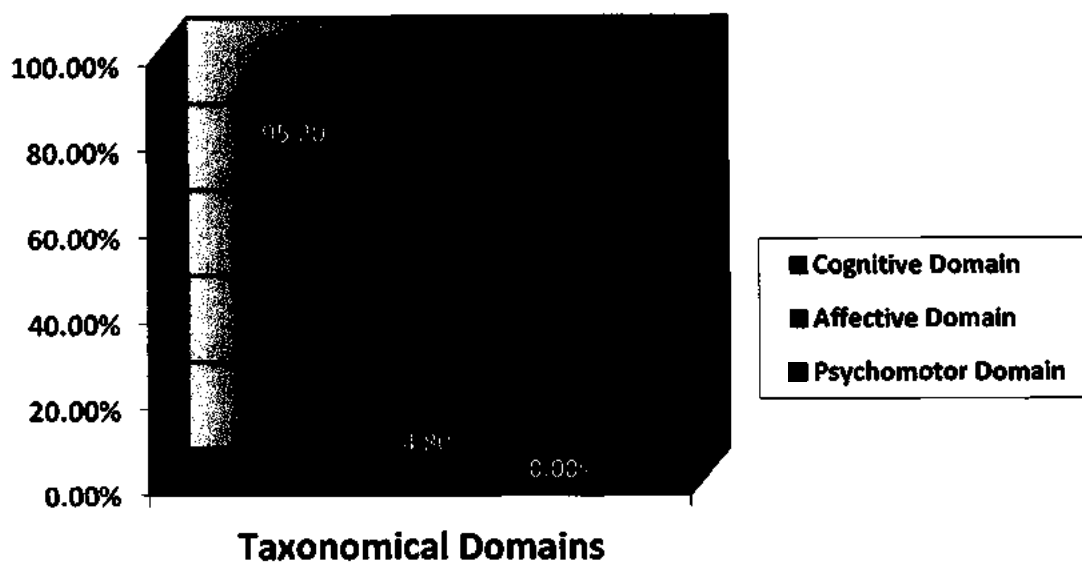


Figure3

The results after the analysis of the data mentioned in table 2 shows that Cognitive Domain holds a major portion of the exercises given after the content of each lesson in the concerned textbook. The data which falls under the category of the Cognitive Domain bears a ratio of 95%. On the contrary the tasks/queries which fall in the Affective Domain comprises up to 5% of the exercises. The Psychomotor Domain is negligible and is 0% which shows that no amount of queries or any task which enriches the learners' grip over this domain are included. When examined closely, the in-congruency of various domains and sub-levels with regards to the exercises is obvious. The graphical representation in figure 1 is a testimony to the above points.

## CHAPTER FIVE

### Conclusion

#### 5.1 Findings of the Research

The aim of this study was to analyze and classify the question items in the exercises of the textbook. The queries at the end of the exercises were analyzed against the standard criteria of selected key words and behaviour descriptions along with the sample questions. The exercise items were differentiated into 'Relevant' and 'Irrelevant' exercises in relation to its conformity with the exercises in the textbook which addresses the third research question of the study. Four types of question items were found within the exercises. The first type was of questions which needed answers from the content of the textbook. These types of queries may fall into any level/domain and hence, upgrade the respective skill/s. The second type of question items was 'fill in the blanks' and 'opting for the right answer,' which needs memorization of the specified version of information. These queries deal with the development of recognition and memorization capacity. The third type of question items was 'grammar exercises' which contained mostly various types of grammatical tasks. These grammatical tasks enrich the learners' abilities to master the Application level in the Cognitive Domain. Finally, there are queries of 'Vocabulary' or giving the meanings of difficult words which cannot be counted as the part of the exercises in the textbook.

The analyses revealed that the exercises in the textbook do not meet the selected criteria i.e. Bloom's Taxonomy of Educational Objectives. At one side, the exercises in the textbook were not congruent with the domains of the taxonomy. Among the total of 125 queries, 119 were of the Cognitive Domain (see table 1). The Affective Domain carries 6 items while there are no

question items related to the Psychomotor Domain. The equilibrium is not maintained within the six levels of the Cognitive Domain. The Knowledge and Comprehension levels are present to the maximum while the rest of the levels are at a negligible ratio.

It became evident after the analyses that the major bulk of grammatical exercises did not have any relevancy with the content of the lessons in the textbook. The situation refers to a drastic and reliable change at macro and micro levels within the content of the lessons and in the exercises of the textbooks.

## **5.2 Conclusion**

The study tried to find the relevancy/irrelevancy of the exercises of the textbook to the various domains and sub-categories within each domain of Bloom's Taxonomy of Educational Objectives. After a careful analysis it was found that the educational levels as proposed by the Blooms Taxonomy of Educational Objectives have not been incorporated in a valid manner in the exercise items of the concerned textbook. This fact is evident as well from the data in table 1 and 2. The levels of blooms taxonomy are widely applied to test the exercise items in the textbooks and instructional materials at various levels. The task to gain knowledge and complete the process of learning requires an up to the mark and standard formation of instructional materials having relevant exercise items. The equal distribution of all the levels and domains is essential in a textbook for learning. To consider the Affective Level, it deals with the emotional faculties of the learners. It judges the emotional stimuli and behaviour of the learners through literature and literary sense perception. If we see the textbook understudy, it is evident that there are lessons which carry material that could groom the learners' emotional and behavioural aspects. But in the exercise items, no care is taken to insert queries which could render help in

the inculcation of the mentioned level in the learners' minds. The process to learn something or knowledge may not be restricted to providing a bulk of shrunken knowledge to the learners, merely. It can be achieved through arousing their interest by enriching their positive emotional tendencies and in this way, make them enthusiastic about learning.

To write about the next level i.e. the Psychomotor Domain which focuses on the learners' physical participation and development of physical motor skills is also not given space in the exercise items of the textbook. The development of this level may be attributed to the practical implementation of the psychological responses gained at the Affective Level. The incongruence of the instructional material with regards to the required placement of the relevant levels of the taxonomy in the exercises may lead to a poor or unsatisfactory achievement on the part of the learners.

Addressing the query of the relevancy of the exercise items to the content of the textbook may lead us to unsatisfactory remarks. There are many grammatical question items which are not congruent to the instructional material in the textbook. One may guess that the insertion of such items has been made to evoke the learning desire in the learners and to strengthen their knowledge in multi dimensions. But if judged in broader scenario, it may lead to create lack of interest on the part of the learners on one side, and on the other side the curiosity of the learners may be reduced to a minimal level, if they constantly encounter irrelevant exercise items in comparison to the content of the textbook. Such exercise items may nurture the feelings of dislike in the learners and may move the learners to be alienated to the instructional material. As a result, the teaching learning process might suffer.



Due to the lack of the clear instructions with regards to the handling of various activities and queries within the exercises of the textbook may prove to be another major hindrance in the achievement of the goal of the language learning within the context of the instructional material. Another disappointing fact revealed within the course of the concerned research study is that no authentic research work or analytical work has been done on this textbook. No hint can be found of any study in relation to the critique of the structure or organization of the textbook. The importance of the said textbook may be realized from the fact that it is public sector educational instrument designed by a fully fledged board of scholars deemed perfect for the accomplishment of this task and is taught in the government's SSC level institutions. But on the contrary, the absence of any attention towards its structure and formation gives birth to the claim of its failure, in the long run, in the fulfillment of the goal of a successful teaching learning process.

To sum up, one may say that learners from various backgrounds having such instructional material as the medium of instruction might not excel in the acquisition and usage of English language through the textbooks. For a drastic and reliable change within in the society, education is the pre requisite and for a quality education to impart, the medium of education i.e. textbooks should be of the approvable status.

### **5.3 Recommendations**

Textbooks should be designed in congruency with various learning or educational theories i.e. Blooms Taxonomy of Educational Objectives. This would not only render help in achieving the goal of learning for the learners but also will pave an ideal gateway for the instructors to meet the desired outcomes in a much beneficial manner.

A dire need is there to review the textbooks and bring relevancy in the content of the lessons and the exercises given for the practice of the learners. It may put the learners at disadvantage if they encounter bulks of irrelevant exercise items. The content should carry the specified material which is asked in the exercises of the textbooks. To exclude all the exercises which do not have any clue in the content of the lessons and to let retain the relevant material will not only make the learners learn in true sense but also would increase the performance of the teachers.

There should be a proper placement of all the domains within the textbooks. The content should be devised in a manner which carry material having clues to enhance the skills of the learners in various domains and sub levels/categories. This proper inclusion of the domains and levels would bring the teaching learning scenario at par with the desired goals and aims.

Rigorous and drastic reviews and analyses is needed for a variety of textbooks, of this concerned level and else as well, on the basis of various modules of ELT to strengthen the learners' background and prepare them for the competition at national and international levels.

A proper set of instructions and guidelines should be devised for the teachers and learners in order to make them at ease while handling the exercises of the textbook. Such instructions should not be a bulk of haphazard measures but should be formatted by a board of qualified members, all skillful in their respective fields.

## **Suggested Exercise**

### **Lesson no. 1**

### **The Holy Prophet (SAW)**

### **KPK Textbook Board (SSC-IX, Book I)**

#### **Cognitive Domain (Knowledge)**

#### **Exercise 1**

Choose the correct answer.

1. Our Holy Prophet (SAW) was born in
  - Makkah
  - Madina
  - Syria
  - Taayef
  
2. He was born in the year
  - 570
  - 571
  - 572
  - 573
  
3. Abu Talib, who brought up the Holy Prophet (SAW), was his
  - Cousin
  - Uncle
  - Brother

- Friend

4. When God sent his message to the Prophet (SAW), his age was

- 35

- 40

- 45

- None of the above

5. The distance between Makkah and Madina is

- 100 km

- 300

- 500

- 700

### **Exercise 2 (Comprehension)**

Answer the following questions.

1. Why did people call him *Amin* and *Sadiq*?
2. State briefly how Arabs lived their lives before Islam?
3. Why the people of Makkha hated the Muslims of Madina?
4. What was the conduct of Arabs after they accepted Islam?
5. For which good habits the Prophet (SAW) was known in his youth?

Write a note of 200-250 words on the following:

1. The struggles of the Holy Prophet (SAW) for Islam
2. The lifestyle of Arabs before the emergence of Islam

**Exercise 3 (Application)**

Pick out three *Helping Verbs* and three *Main verbs* from the content of the lesson. Make one sentence from each verb at your own.

**Exercise 4 (Analysis)**

1. What were the distinctive features of Islam which attracted Arabs to embrace it?
2. Contrast the condition of Arabs before and after Islam.

**Exercise 5 (Synthesis)**

1. Explain in your own words how the Prophet (SAW) enhanced the lifestyle of Arab nation in all respects?

**Exercise 6 (Evaluation)**

Is Islam as a religion and as a complete code of life replaceable by any other religion or system?

**Affective Domain****Exercise Level One (Receiving)**

*Directions:* The aim of this questionnaire is to find out your view about the lesson you have recently read. Read each query carefully and answer as frankly and honestly as possible.

*You can mark the answer sheet in three ways.*

*Y* is for *Yes* in response to the question.

*U* is for *Uncertain* in response to the question.

*N* is for *No* in response to the question.

1. Do you wish to read more on the life history of Prophet (SAW)?

2. Do you have some other historical aspects related to the religion or Prophet (SAW) which you would like to read/listen to?

### **Exercise Level Two**

#### **(Responding)**

*Objectives:* Encourage the learners to indulge in speaking/reading activities.

*Directions:*The mark sheet can be marked in three ways as:

*Y* is for *Yes* in response to the question.

*U* is for *Uncertain* in response to the question.

*N* is for *No* in response to the question.

1. Do you indulge in discussion with your friends/classmates on the benefits of the code of conduct proposed by Islam?
2. Have you ever read anything about comparative religion?

### **Level Three**

#### **(Valuing)**

*Objectives:* To appreciate a struggle for a cause in the life of an individual.

*Directions:*The mark sheet can be marked in three ways as:

*Y* is for *Yes* in response to the question.

*U* is for *Uncertain* in response to the question.

*N* is for *No* in response to the question.

1. Would you ever try to work for enhancing the understanding between inter-faith communities?

## Level Four

### (Organization)

*Objectives:* Employ *Reading* to enrich your understanding about the various issues of life.

*Read each statement carefully and then mark:*

*A* If the statement is *applicable* to your reading

*U* if there is uncertainty whether the statement applies to you in your reading.

*D* If the statement is *not applicable* to your reading

1. After studying about such historical accounts, I wish to work for removing the misconception among the various religious communities.

## Level Five

### (Characterization by a Value or Value Complex)

*Objective:* Develop respect for the dignity and worth of humanity

*Situation:* The Prophet (SAW) after many years of hard struggle becomes able to conquer Makkha and spread Islam in the Arabs. What would you suggest as a result of the previous cruelties done by the disbelievers of Makkha to Muslims?

- Muslims should have taken revenge from the people of Makkha
- The people of Makkha should have been abolished from their homelands forever
- Muslims should have forgotten them

## Psychomotor Domain

### Exercise Items

- Arrange a speech competition on the life of Prophet (PBUH).
- Write about the character of Prophet (PBUH) on paper charts and display in the class.

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## Cognitive, Affective, and Psychomotor Domains Grading

Assignments are graded at the level indicated on the assignment. Generally, in Pharm 439, higher cognitive levels are expected (e.g., application and higher). Use the following tables to help you prepare your assignments.

### Cognitive Domain

According to various researchers there are six levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, evaluation. In the chart below, note the hierarchical arrangement, which means that higher levels subsume ability in lower levels. The higher the level, the presumably more complex mental operation is required. Higher levels are not necessarily more desirable than lower levels, because one cannot achieve the higher levels without an ability to use the lower levels. As one moves up into higher levels, however, the more applicable the skills are to those needed in daily life.

Level	Description	Action Verbs Describing Learning Outcomes	
Evaluation	Requires the formation of judgments and decisions about the value of methods, ideas, people, products. Must be able to state the bases for judgments (e.g., external criteria or principles used to reach conclusions.)  Sample question: Evaluate the quality or worth of a value as applied to pharmacy.	Appraise Compare Contrast Criticize Defend	Judge Justify Support Validate
Synthesis	Requires production of something unique or original. At this level, one is expected to solve unfamiliar problems in unique way, or combine parts to form a unique or novel solution.  Sample question: Integrate data from several sources (e.g., various readings and observations at the service site).	Categorize Compile Compose Create Design	Devise Formulate Predict Produce
Analysis	Identification of logical errors (e.g., point out contradictions, erroneous inference) or differentiate among facts, opinions, assumptions, hypotheses, conclusions. One is expected to draw relations among ideas and to compare and contrast.  Sample question: Deduce a client's beliefs regarding preventive health actions.	Break down Deduce Diagram Differentiate Distinguish  Illustrate Subdivide	Infer Outline Point out Relate Separate out
Application	Use previously acquired information in a setting other than the one in which it was learned. Because problems at this level are presented in a different and applied way, one cannot rely on content or context to solve the problem.  Sample question: Organize your observations at a site to demonstrate a particular value.	Change Compute Demonstrate Develop Modify Operate	Organize Prepare Relate Solve Transfer Use
Comprehension	Some degree of understanding is required in order to change the form of communication, translate, restate what has been read or heard, see connections or relationships among parts of a communication (interpretation), draw conclusions, see consequences from information (inference).  Sample Question: Explain pharmaceutical care.	Convert Defend Discriminate Distinguish Estimate Explain	Extend Generalize Infer Paraphrase Predict Summarize
Knowledge	Remember or recall information such as facts, terminology, problem-solving strategies, rules  Sample question: Define pharmaceutical care.	Define Describe Identify Label List Match	Name Outline Recall Recite Select State

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## Learning Taxonomy – Krathwohl's Affective Domain

<p><b>Affective</b> learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study</p>		
Level and Definition	Illustrative Verbs	Example
<p><b>Receiving</b> refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbook, music, etc.). Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.</p>	<p>asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses</p>	<p>Listening to discussions of controversial issues with an open mind. Respecting the rights of others. Listen for and remember the name of newly introduced people.</p>
<p><b>Responding</b> refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under "interest"; that is, those that stress the seeking out and enjoyment of particular activities.</p>	<p>answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes</p>	<p>Completing homework assignments. Participating in team problem-solving activities. Questions new ideals, concepts, models, etc. in order to fully understand them.</p>
<p><b>Valuing</b> is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the simpler acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.</p>	<p>completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works</p>	<p>Accepting the idea that integrated curricula is a good way to learn. Participating in a campus blood drive. Demonstrates belief in the democratic process. Shows the ability to solve problems. Informs management on matters that one feels strongly about.</p>
<p><b>Organization</b> is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.</p>	<p>adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes</p>	<p>Recognizing own abilities, limitations, and values and developing realistic aspirations. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Prioritizes time effectively to meet the needs of the organization, family, and self.</p>
<p><b>Characterization by a value or value set.</b> The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic "life-style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.</p>	<p>acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies</p>	<p>A person's lifestyle influences reactions to many different kinds of situations. Shows self-reliance when working independently. 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.</p>

## Dave's Psychomotor Domain

In order to better understand the Psychomotor Domain we will examine the psychomotor taxonomy adaptation developed by R. H. Dave. The following table examines Dave's Psychomotor Domain by listing psychological behavior descriptions for each stage, examples of activities demonstrations, and evidence of learning, and last, key words or verbs that describe that stage.

Stage	Category or Stage	Behavior Description	Examples of activities, demonstrations, and evidence of learning	Action Verbs
1	Imitation	Copy action of another	Watch teacher or trainer and repeat action process, or activity	Copy follow, replicate, repeat, adhere, observe, identify, mimic, try, reenact, and imitate
2	Manipulation	Reproduce activity from instructions	Carry out task from written or verbal instructions	Re-create, build, perform, execute, and implement
3	Precision	Execute skill reliably independent of help	Perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners	Demonstrate, complete, show, perfect, calibrate, control, and practice
4	Articulation	Adapt and integrate expertise to satisfy a non-standard objective	Relate and combine associated activities to develop methods to meet varying novel requirements	Construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master, improve, and teach
5	Naturalization	Automated, unconscious mastery of activity and related skills at strategic level	Define aim, approach, and strategy for use of activities to meet strategic need	Design, specify, manage, invent, and project-manage

[edit]



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# English Book 1

For Class IX



**N.W.F.P. TEXTBOOK BOARD, PESHAWAR.**

*A TEXTBOOK OF*  
*ENGLISH*

*FOR CLASS IX*

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Prepared by the NWFP Textbook Board, for the students  
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## Preface

This miscellany consists of essays, stories and poems followed by grammar units and exercises. Care has been taken to select material that would provide pleasure as well as education and learning to children of adolescent age. Learning a language is very easy—we acquire our mother-tongue without any effort; but at the same time it is also difficult—many of us struggle with a second language without much success. We need to go the right way to learn a language.

## To the Student

Grammar and exercises are only requirements of the syllabus, not of learning a language. Did you learn the grammar of your mother-tongue when you were acquiring it? Most of you may still not know the grammar of your mother-tongue but you speak it effortlessly. Following are certain important things that you should follow if you wish to use English productively (speak and write).

### How to improve your English!

There are many ways to improve your level of English:

#### READ IT

Read as many English books, newspapers and magazines as you can find. Make it a habit to read something in English apart from your school books.

#### LISTEN TO IT

Try some of the radio stations, such as the BBC Overseas Service. They also have a very good website designed to help English learners (and teachers).

#### TALK IT

Talk to friends who are also learning English. Make a rule that perhaps for an hour, or so, when you go out together, you will only speak English to each other! Find people, who have near-native fluency who will give you conversation practice. Don't be afraid to make mistakes. Everybody makes mistakes, even native speakers. Focus on fluency first; accuracy will follow automatically when you gain confidence. How did you learn your mother-tongue?

## MORE ABOUT LEARNING ENGLISH

English is an easy language to start learning because:

- it has no genders. Apart from people, all objects are 'neuter', not 'masculine' or 'feminine'. So you say 'it' for such things, and do not need to learn any genders.
- it usually has easy verb endings. Apart from a few 'irregular' verbs, verb endings are easy, and hardly change.
- adjectives remain the same for all words — there are no different endings to learn.
- the singular and plural pronoun 'you' is the same. There is no need to decide whether to use a polite form, or an intimate form, when speaking to someone as in French or German or Urdu or Pashto.

The difficult parts of English are:

- the spelling of a word may not show what the pronunciation (way of saying) of the word is. This is because English words came from many different sources. It is not a 'pure' language.
- because English came from two main sources — old French, and old Anglo-Saxon, there is a very large vocabulary of words. Words with similar meanings may have come from both sources. For example, **START** (from Anglo-Saxon) and **COMMENCE** (from old French). The meaning is similar, but not precisely the same.
- native English speakers use a lot of idioms, that is, words used in a way which is not their obvious meaning. An English speaker may say,

*"I do not think much of bananas."*

This does not mean he doesn't often think about bananas. It means that he does not like bananas very much!

If you follow this advice, you will soon be on the joyful journey to learning English. Moreover, I hope you will find this selection entertaining and educating.

EDITOR

## THE VOICE OF GOD

Louis L. Newman

I sought to hear the voice of God,  
And climbed the topmost steeple.  
But God declared: "Go down again,  
I dwell among the people"

### Vocabulary

sought	past tense of seek – try to find
steeple	the tallest part of any religious building
dwell	live

### Exercise

Answer the following questions.

1. Why did the poet climb the topmost steeple?
2. Why did God tell him to go down again?
3. What is the message of the poem?

## FIRST LESSONS IN ENGLISH GRAMMAR

## GRAMMAR UNIT 2: QUESTION SENTENCES

### GRAMMAR UNIT 1: THE SENTENCE

When we speak we use sounds.

We use sounds to make words.

We use these words in sets or groups.

When a group of words makes complete sense, we call it a **Sentence**.

The group may contain any number of words.

If I shout, "Run" to you, you know what I mean, and therefore, that one word makes complete sense, and is a sentence.

In the same way "Go, Rashid" is a sentence, because the two words make a complete sense.

"Ali speaks English" is also a sentence, because the three words make a complete sense.

So we may say: A sentence is a group of words which makes a complete sense.

**Note:**

1. Begin every sentence with a capital letter.
2. Put a full stop ( . ) at the end of a sentence.
3. Always write the word **I** as a capital letter.

**Exercise: Make sentence about each of the following:**

1. Birds and trees.
2. Cats and milk.
3. Tom and his dog.
4. Bullocks and carts.
5. The sun and the sky.
6. Cows and grass.
7. Birds and wings.
8. Bees and honey.

Look at these sentences:

What is your name?

How are you? *Good*

Where do you live?

Do you go to school?

Who is your teacher?

Where are you going?

Each of these sentences asks a **question**. They are therefore, called question-sentences; also called **Interrogative sentences**.

Note that the mark of interrogation ( ? ) is always placed after every question.

★

### Exercise

1. Ask your friend a question.
2. Ask your friend a question about the weather.
3. Ask Rashid if he has a watch.
4. Ask a question about the time.
5. Ask your mother if she likes tea or coffee.
6. Ask your friend when he was born.
7. Ask Ali the price of his cap.
8. Ask Aslam when he prepares his lessons.
9. Ask Rashid if he will go out for a walk with you.
10. Ask a question about the number of boys in your school.

## THE HOLY PROPHET (SAW)

Our Holy Prophet Muhammad (SAW) was born in Makkah in 571 A.D. His father had died a few months before he was born and his uncle, Hazrat Abu Talib, brought him up. When he was a boy, he was very different from other boys of his age. He was always honest and truthful. He was never rude to anybody. He was kind and merciful to others. People called him *Amin* and *Sadiq* because he was so honest and truthful. The word 'Amin' means honest and the word 'Sadiq' means truthful.

In those days many of the Arabs did not live a good life. They did not worship the one true Allah but worshipped many 'gods' and 'goddesses'. They did not say their prayers to Allah but prayed to idols made of stone. They used to gamble and drink wine. They often quarrelled with each other and killed each other.

Allah chose Prophet Muhammad (SAW) to make them good and to teach them the laws of a virtuous life.

When the Holy Prophet (SAW) was forty years of age, Allah sent His message to him. He started preaching the message of Allah. He said to the people of Makkah to stop worshipping their stone idols and worship the one true Allah.

Most of the people of Makkah were annoyed when they heard his words. They were angry with the Holy Prophet (SAW) and often did wicked things to him but he did not stop preaching the word of Allah. After a few years they made him leave Makkah and he went and lived in a valley among the hills outside Makkah with his uncle, Hazrat Abu Talib. But he came back to Makkah again to give the people the message of Allah.

His enemies in Makkah were now very angry with him. They came to his house to kill him. But the Holy Prophet (SAW) had left at sunset on the evening before and they found Hazrat Ali (RA) in the house instead of the Holy Prophet (SAW).

The Holy Prophet (SAW) and his friend, Hazrat Abu Bakar (RA), rode on camels across the desert from Makkah to Madina. This was a long journey of

nearly three hundred miles. It was a dangerous journey because the Holy Prophet's (SAW) enemies were looking for him to kill him.

By that time many of the people of Madina had listened to the Holy Prophet's (SAW) message from Allah and were good Muslims. They were very happy when he arrived in Madina and came to live with them. Other Muslims followed the Holy Prophet (SAW) from Makkah to Madina, because the people of Makkah had done wicked things to them.

The people of Makkah were the enemies of the Holy Prophet (SAW) and of all Muslims. They hated the people of Madina because these people were good Muslims and true to the Holy Prophet (SAW). They fought many wars against the people of Madina and the Holy Prophet (SAW).

During these years Madina was the center of Islam. Many of the tribes of Arabia listened to the message of the new religion and the number of Muslims in Arabia grew greater all the time. They saw the great difference between the old wicked ways of life and the good new ways of life of Islam. They prayed to the One Allah. They observed the fast during the month of Ramzan. They stopped gambling and drinking wine. The different tribes stopped fighting each other because Islam had taught them that all men were brothers. They were no longer enemies but friends.

After some years the Muslims conquered Makkah. After their conquest of Makkah, they destroyed the stone idols of the Ka'aba. They worshipped the One Allah in the great mosque of Makkah.

Soon all the people of Arabia were Muslims. The lives of all the people were better and happier. There had been no law in Arabia before the Holy Prophet (SAW) brought the message of Allah but now people were honest, kind and truthful. When a man left something by the roadside, nobody stole it. It remained there until he came back. The Holy Prophet (SAW) had said, "One day a woman will travel by herself, with many gold ornaments, from Hira to Makkah, and nobody will hurt her".

The Holy Prophet's (SAW) words came true. A few years after his death, a woman travelled for the Hajj by herself from Hira to Makkah and back.

Islam changed Arabia and then it changed the world. It gave people a new way of life. Allah showed the true way of life in the Holy Quran. The Holy Prophet (SAW) lived that way of life and it was an example for all human beings. Muslims follow the teachings of the Holy Quran and the example of the Holy Prophet (SAW).

### Vocabulary

brought up	educared, reared
idols	images in stone or wood etc. of gods
gamble	play game of chance for money
worship	reverence and respect paid to God
fast	go without food as a religious duty
conquer	to overcome; to defeat
conquest	conquering a country and its people
virtuous	morally good

### Exercise

- Write five sentences, in your own words, about the Holy Prophet (SAW).
- How does a good Muslim live? Give your answer to this question in about ten sentences.

### C: Fill in the blanks.

- Our Holy Prophet (SAW) was born in Makkah in \_\_\_\_\_.
- He said to the people of Makkah to stop worshipping your \_\_\_\_\_ and worship the one true Allah.
- The Holy Prophet (SAW) and his friend, Hazrat Abu Bakr (RA), rode on camels across the desert from \_\_\_\_\_ to \_\_\_\_\_.
- The Holy Prophet (SAW) said, "One day a woman will travel by herself with many \_\_\_\_\_ from Hira to Makkah and no body will \_\_\_\_\_ her".
- The word "Amin" means \_\_\_\_\_ and the word "Sadiq" means \_\_\_\_\_.

### D: Translate into English.

- 1۔ ابراہیم کتاب پڑھتا ہے
- 2۔ ہم کرکٹ کھیلتے ہیں
- 3۔ وہ چائے پیتا ہے
- 4۔ کیا شازیرہ سکول جاتی ہے
- 5۔ وہ جھوٹ نہیں بولتے



**Grammar Unit 3: COMMAND SENTENCES**

Come here.  
Stop talking.  
Give me your book, please.  
Boys, do your lessons well.  
Ali, buy a pen for me.  
Please, do not shut the window.

Look at the first sentence.

Is it a question? No. It is an **order** or a **command**.

Now look at the remaining sentences. They are also **commands**.

NOTE. *Please* makes an order polite.

**Exercise**

1. Make a command always to speak the truth.
2. Tell Rashida to stop laughing.
3. Give an order about opening a door.
4. Order your servant to clean your boots. Do it politely.
5. Command your dog not to bark.
6. Give a polite order about not making noise.
7. As monitor of your class, give an order about coming to school early.
8. Tell someone to find something for you.
9. Ask him sternly to leave your room.
10. Tell the child to be careful when crossing the road.

**GRAMMAR UNIT 4: STATEMENT SENTENCES**

It is raining.  
The sun is not shining.  
Rashida is my friend.  
My dog does not bite.  
Ali is a fast bowler.  
The cow is a useful animal.

Look at the first sentence.

Is it a question? No.

Is it a command? No.

This sentence neither asks a question nor gives a command. It says or states something; it makes a **Statement**.

Now look at the remaining sentences. They are also statements.

**Exercise**

1. Tell me something about elephants.
2. Say something about a horse.
3. State something about roses.
4. State a fact about water.
5. Make a statement about your friend.
6. Tell me something about gold.
7. Make a statement about cricket.
8. State a fact about mangoes.
9. Make a statement about your friend's health.
10. Make a statement about Pakistan.
11. State something about the black-board.
12. Make a statement about the street you live on.

## HAZRAT UMAR (RA)

The world has produced no greater general or administrator than Hazrat Umar (RA). He was born in 581 A.D. and belonged to the tribe of Quraysh. When he grew up he was considered one of the greatest warriors and horsemen of his days.

Hazrat Umar (RA), like the rest of his people at that time, worshipped idols. When the Holy Prophet (SAW) began to preach Islam, Hazrat Umar (RA) turned against him and tortured those who accepted the new faith. The Holy Prophet (SAW) prayed to Allah that Hazrat Umar's (RA) heart might be softened towards Islam. Soon afterwards Hazrat Umar (RA) heard some verses of the Quran and he was so affected by their noble message that he immediately accepted Islam. This gave great strength to the new faith. From then onwards he became a constant and faithful companion of the Holy Prophet (SAW), sharing all dangers with him and fighting in every battle. When the Holy Prophet (SAW) passed away, Hazrat Abu Bakr (RA), was chosen as the Caliph. Hazrat Umar (RA) served the Caliph faithfully and wholeheartedly. He was the closest companion of the Caliph who sought advice from him and attached great importance to his views.

In his last illness Hazrat Abu Bakr (RA) in consultation with other companions of the Holy Prophet (SAW), named Hazrat Umar (RA) as his successor and thus, at the age of fifty-three, he became the Caliph of the Muslims.

At that time there were two great empires in the world. The Eastern Roman Empire spread over parts of Asia, Africa and Europe, while the great Persian Empire extended over a large part of Asia. Both these empires regarded the Arabs as their slaves. When they saw that they were united by Islam they sent armies to crush them, and they had started fighting with the Muslims in the days of the Holy Prophet (SAW). Regular war, however, broke out under the First Caliph when the Muslims drove the Persians out of several cities of Iraq and turned out the Romans from parts of Syria and Palestine.

These wars continued throughout the caliphate of Hazrat Umar (RA) and he organized them with amazing skill. Though in all his days as a Caliph he never once raised his sword or led an army personally, yet, like the great general that he was, he planned every campaign and sent precise instructions to every commander from Madina.

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He, however, always preferred peace to war. When the Muslims surrounded Jerusalem, the Christians said that they would surrender the city without fighting if Hazrat Umar (RA) came personally to take possession of it. The city could have been easily conquered by the Muslims, if Hazrat Umar (RA) had so desired. But his love for peace was so great that he undertook the long journey through the desert. He and his servant had only one camel and rode on it by turns. When they reached the gates of Jerusalem, it was the turn of the servant to ride. Hazrat Umar (RA) was, therefore, leading the camel by a string and the servant rode on the camel's back. The people were so much impressed by this sight that they opened the gates of the city. Within ten years of Hazrat Umar's (RA) caliphate the Muslims had completely destroyed the Persian Empire and had driven the Romans out of Asia and Africa.

Hazrat Umar (RA) led a very simple life and considered himself a servant of the people. He ate very simple food and wore coarse dress. He did most of his work with his own hands and helped others with theirs. Every day he went to the houses of widows and orphans in Madina and helped them in their work. He rested but little at night and walked about to see that no one was in trouble.

One night when he was walking a little way out of Madina he saw a light in a tent. He went near and observed that a woman was cooking something while the children round her cried with hunger. When some time had passed and the woman did not remove the pot from the fire, Hazrat Umar (RA) approached her and asked what was the matter. She said, "The children have had nothing for two days. As there was no food with us I put some water in the pot to boil so that the children would forget their hunger and go to sleep". Hazrat Umar (RA) was greatly moved. He went running to Madina and brought back on his own back a huge sack full of food-stuff. He then helped the woman in the preparation of food and had the children fed in his presence. The woman then said, "How much better would it have been if you were the Caliph instead of Umar (RA)!"

He was a very strict judge and made no distinction between the rich and the poor or the Muslim and the non-Muslim. Therefore, perfect peace prevailed throughout the vast empire.

Hazrat Umar (RA) ordered his governors to rule the way he himself did. They could neither wear fine clothes nor live in fine houses. When one of them had a door built to his house Hazrat Umar (RA) had it burnt down. "How can people come to you to seek justice if you shut the doors on them?" he said.

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He received a very small allowance from the "baitulmal" and most of that was spent on helping others. When he died he owed eighty-six thousand dirhams which were paid from the sale of his house.

Thus died the greatest ruler of his day and one of the greatest conquerors of the world.

Hazrat Umar (RA) was buried in the same room of the Prophet's (SAW) mosque in which were buried the Holy Prophet (SAW) and Hazrat Abu Bakr (RA), and so he joined them after death, as he had lived with them in life.

### **Vocabulary**

torture	inflict, cause severe suffering to
affected	influenced
caliph	title of early Muslim rulers who were descendants of Prophet Muhammad (SAW)
sought	looked for; found
campaign	series of planned activities to gain an objective
precise	exact
surrender	give up; yield
coarse	rough
distinction	as different; separate
owed	be in debt to somebody

### **Exercise**

#### **A. Answer the following questions.**

1. What did Hazrat Umar (RA) worship before he accepted Islam?
2. How did he treat the Muslims before he accepted the true faith?
3. How did he help the Prophet (SAW) later?
4. How did he help the first Caliph?
5. What sort of life did he lead?

#### **B. Fill in the blanks.**

1. Hazrat Umar (RA) was born in \_\_\_\_\_.
2. In his last illness Hazrat \_\_\_\_\_ (RA) in consultation with other companions of the Holy Prophet (SAW) named \_\_\_\_\_ as his successor.
3. Both these empires regarded Arab as their \_\_\_\_\_.
4. When the Muslims surrounded \_\_\_\_\_, the \_\_\_\_\_ said that they would surrender the city without fighting if Hazrat Umar (RA) came personally to take \_\_\_\_\_ of it.
5. Every day he went to the houses of \_\_\_\_\_ in Madina and helped them in their work.

#### **C. Composition.**

1. Relate in your own words how Hazrat Umar (RA) helped the woman in the tent.

#### **D. Translate into Urdu.**

1. Ahmad is playing in the garden.
2. We are listening to news.
3. They are reading the Holy Quran.
4. You are not listening.
5. Is she going to play?

## GRADER UNIT 5: KINDS OF SENTENCES

You now are that there are three kinds of sentences:

1. Statements
2. Questions
3. Commands

Exercise: Say which of the following sentences are statements, which are questions, and which are commands:

1. What shall we do now?
2. Let's have a game at something.
3. Do you think it's going to rain?
4. It looks very like it.
5. We had better take our umbrellas.
6. How old are you, Rehana?
7. Ten. Am I older than you?
8. Yes, you are much older.
9. Isn't that Rashida over there?
10. Yes. Take no notice.
11. Aren't you on speaking terms?
12. Oh yes, but I don't want to stop and talk now.
13. Good morning, Mr. Abbasi.
14. Good morning, my boy. What can I do for you?
15. I want a pencil, please.
16. About what price?
17. Not more than two rupees, anyhow.
18. Are you coming to school, Saima?
19. Don't talk to me, Ali.
20. Why cannot I talk to you, Naeem?
21. I am learning my poetry, Ibrar.
22. Why did you not learn it at home?
23. I went to a party last night, Zaffar.
24. Did you enjoy yourself, Dawood?
25. Oh, be quiet, Saira.

## WANDERING ENTERTAINERS OF PAKISTAN

In the heat of the afternoon there is not a sound to be heard. All nature seems to be at rest. The birds are silent, the cattle are asleep in the shade and there is nobody to be seen in the deserted streets. Then suddenly the silence is broken by the call of the monkey man. He seems to appear from nowhere, playing his wooden tambourine, with his monkey running beside him at the head of a posse. Immediately, children begin to appear from all sides.

When the monkey man thinks that the crowd is large enough, he reaches a shady spot and begins his performance. First, he makes his monkey put on a khaki uniform and a soldier's cap. Then the monkey imitates a soldier on parade, and a soldier shooting. He pretends that he has been shot and falls down like a wounded man.

When the monkey rises again, he pretends to be an angry husband. He is hungry and his wife is preparing food. The longer he waits, the angrier he grows. In the end he picks up a stick and chases his wife. The children clap their hands and scream with laughter, and the louder they laugh, the faster the monkey rises. No one is too old to enjoy the show, and grown ups can often be seen laughing at the monkey's tricks just as heartily as the children.

Wherever one goes in Pakistan, sooner or later, one is bound to see a snake charmer. The sound of his pipe has a strange fascination for people of all ages, and whenever he appears in a village or town a crowd soon gathers around him. The snake charmer finds a suitable spot and sits down with his big, flat basket in front of him. He removes the lid and there, coiled in the basket, is a big black cobra. At the sight of the snake the crowd draws back in fear, but the snake charmer puts his pipe to his lips and begins to play a tune. Slowly and gracefully the snake begins to uncoil itself. It raises its head and, spreading its hood, moves from side to side to the rhythm of the music. The faster and louder the snake charmer plays, the higher the snake rises. The whole crowd is fascinated by the music and the movements of the snake. If the crowd is very large and the snake charmer thinks the people will give him a lot of money, he sometime ends his show by allowing the snake to bite him. A few drops of blood come out of the wound and an expression of great pain appears on the face of the charmer. Then he takes a stone out of his basket and places it on the wound. He pretends that his stone has the power to heal the wound.

Then there is the conjurer with his clever tricks. Wherever he goes he is sure to find a crowd of wide eyed youngsters ready to admire his magic. He asks

somebody to lend him a coin. He throws it up into air and it disappears. Then he invites one of the crowd to put his hand in his pocket. Whoever is invited to do this had a surprise, for he finds the coin in his pocket. Then the conjurer borrows some one's handkerchief and tears it up into small pieces. He swallows these pieces and then pulls the handkerchief out of his ear. He gives it back to his owner, who is surprised to see that there is not a single tear in it. Whichever trick he performs, he is bound to please his admiring audience.

The man with the performing bear is another familiar sight in Pakistani villages and cities. Wherever he goes he reminds people of the wild forests and the mountains. One often feels sorry for the bear, but it is fun for the children to see this great big animal dance, or sit on a stool and eat honey out of a cup. However sorry one may feel for him, one would not want to meet him alone any where.

Another interesting sight in Pakistani villages is the puppet show, though in the cities children hardly know what a puppet is. Puppets are small dolls with arms and heads that can be moved by the puppeteer, who also speaks the words of the various characters in his plays. There is, nearly always, a prince and a princess in a puppet play, and a wicked villain with a big, black, moustache. He tries to kill the hero and carry the princess off. In the end the hero always defeats the villain, of course!

You cannot go far in Pakistan without seeing a crowd standing around an entertainer! Some times the crowd is so big that you cannot see what is happening in the center. If you push your way to the front, you may be rewarded with the sight of an acrobat walking on his hands or twisting his legs round his neck. The acrobat is often a juggler as well. Sometimes he is so skilful that he can juggle with five balls or knives at a time. Sometimes he throws a tin plate in the air and catches it on the point of a long stick. By making it spin like a top he can keep it there as long as he likes, but the best part of his performance comes when he balances the stick on his nose while the plate continues to spin.

## Vocabulary

deserted	where no people are to be seen
tambourine	small shallow drum with metal discs in the rim
imitate	copy the behaviour of
pretend	make oneself appear
chase	run after in order to capture
fascinating	charming; attract intensely
expression	say; process of expressing
pain	suffering of mind or body
conjurer	one who does clever tricks which appear magical
puppeteer	one who plays with puppet
acrobat	a person who can perform difficult or unusual physical arts with skill
juggler	a person who performs tricks with balls or plate etc.
spin	cause to go round and round

## Exercise

### 4. Fill in the blanks.

1. A monkey man seems to appear from nowhere playing his \_\_\_\_\_ with his \_\_\_\_\_ running beside him at the end of a rope.
2. The sound of snake charmer's pipe has a strange \_\_\_\_\_ for people of all ages.
3. He swallows these pieces and then pulls \_\_\_\_\_ out of his ear.
4. Puppets are small dolls with \_\_\_\_\_ and heads that can be moved by \_\_\_\_\_.

**B. Complete the following sentences as in the example.**

**Example:**

A man who drives a car is a driver.

1. A man who flies an aeroplane is a \_\_\_.
2. A man who rides a bicycle is a \_\_\_.
3. A man who plays a musical-instrument is a \_\_\_.
4. A man who is in the army is a \_\_\_.
5. A man who charms snakes is a \_\_\_.
6. A man who conjures is a \_\_\_.
7. A man who juggles with things is a \_\_\_.
8. A man who entertains people with a monkey is a \_\_\_.
9. A man who owns a farm is a \_\_\_.
10. The wicked man in a play is called the \_\_\_.
11. A man who entertains people with puppets is a \_\_\_.
12. A man who can walk on his hands is an \_\_\_.
13. A man who can send people to prison is called a \_\_\_.
14. A man who treats sick people is a \_\_\_.
15. A man who mends electrical instruments is called an \_\_\_.
16. A teacher is a person who \_\_\_.
17. A cook is a man who \_\_\_.
18. A watchman is a man who \_\_\_.
19. A fisherman is a man who \_\_\_.
20. A goldsmith is a man who \_\_\_.

**C. Look at these sentences.**

A man who charms snakes is a snake-charmer.

Men who charm snakes are snake charmers

Complete the following sentences with words like snake-charmer (s)

1. A man who drives a camel is a \_\_\_.
2. Men who sell books are \_\_\_.
3. People who make dresses are \_\_\_.
4. People who grow fruit are \_\_\_.
5. Men who lend money are \_\_\_.

**D: Translate into English.**

- 1- وقار امتحان پاس کر چکا ہے
- 2- ہم کھانا کھا چکے ہیں
- 3- میں سبق یاد کر چکا ہوں
- 4- کیا مہمان جا چکے ہیں
- 5- تم نے ورزش نہیں کی ہے

## GRAMMAR UNIT 6: SUBJECT AND PREDICATE

Every sentence that we speak or write consists of two parts.

1. We must talk about some *person* or *thing*, if we talk at all.
2. We must say something about that person or thing.

In other words, we must have a *subject* to talk about and we must *say or predicate* something about that subject.

If I come up to you and say "Your father," you know that that is the subject about which I wish to talk. But I have said nothing about that subject. To make a sentence I must say something about your father.

If I say "Your father knows me," I have expressed a *complete* thought. I have made a sentence.

In grammar, *that about which something is said* is called the **Subject**.

*What is said about the subject* is called the **Predicate**.

Notice how the following sentences are divided into Subject and Predicate:

Subject	Predicate
Birds	fly.
Cows	eat grass.
Mary	had a little lamb.
The horse	is white.
Old Mother Hubbard	went to the cupboard.

**Exercise:** Divide each of the following sentences into **Subject** and **Predicate**:

1. Birds build nests in trees.
2. Your book lies on the desk.
3. My new watch keeps good time.
4. He goes on Sunday to the church.
5. I have a garden of my own.
6. The poor old woman gets little food.
7. A cold wind blew last night.

8. The foolish crow tried to sing.
9. The hungry child wept bitterly.
10. Shirin's mother is ill.
11. The old woman looks unhappy.
12. The little lamb followed Mary everywhere.
13. Here come the boys.
14. Little Javed is the cleverest boy in the class.

**Exercise:** Divide each of the following sentences into **Subject** and **Predicate**:

1. Simple Simon met a pieman.
2. Humpty Dumpty sat on a wall.
3. Little Bo-Peep lost her sheep.
4. The village master taught his little school.
5. There dwelt a miller hale and bold.
6. A barking sound the shepherd hears.
7. Into the street the Piper stepped.
8. Under a spreading chestnut-tree the village smithy stands.

## THE HAPPINESS AND PROSPERITY OF THE HOME

People have only slowly become aware of the most important things in life. A hundred or two hundred years ago, men were not really worried about the things which specially concern us today. For instance, consider the case of education for girls. Now a days in Pakistan, as in other parts of the world, there are many schools for girls and the colleges and Universities have large numbers of girl students. There are few parents who would not try to give their daughters the best possible education. Girls today take their B.A., M.A, medical and science degrees just as boys do. A hundred years ago neither parents nor daughters considered education necessary for girls.

Take another example. Some people were just as wealthy in the past as they are today. But they did not know how best to use their wealth for their own or other people's benefit. Most people stored their money in large pots and buried it to hide it from thieves, and would take it out when they needed it. Now a days, however, there are several profitable uses for wealth, such as investment in (putting it into) trade, commerce, or the establishment of new factories and industries. If we do not follow this method of investing money, we put it in a bank where it is kept safely and at the same time helps in the development of national industry. In this way thousands of our countrymen are helped by the money we have saved because many people are given work every time a new mill or factory is set up. These people get new opportunities to work and show their talents. This results in increased production which in turn increases the national wealth. But as we have said already, this idea is fairly recent; we were not aware of it a century or so ago.

People here are gradually recognizing another important theory which has already been highly developed in some countries, while in others it is still in its early stages. This is the idea of making and developing a family; the concern for the future of each member of the family; a care for the cleanliness, health, intelligence, proper education and future success of each child.

You have probably seen neighbouring families where the children are unhealthy. They have pale faces and weak, thin bodies. You may have noticed also that they are never properly clothed, summer and winter. In winter we need warm coats and sweaters to protect us from the cold. But you must have seen the children of such families shivering in the cold and inadequately clothed. Have you ever thought of the cause of this?

The chief cause is that the income of the family is much lower than the cost of looking after the members in the family. The result is that the members of the family, particularly growing children do not get the right amount of food or clothing. That is why these children are pale, weak and inadequately and often filthily clothed.

This is not all. When the income of the father is not sufficient to meet the needs of food and clothing, how can it fulfill the other needs of the children?

For the first four or five years the needs of children are usually only those of food and clothing. But after that comes the beginning of the important period of education and mental development. During this period the child has to be given schooling and to be provided with textbooks, exercise books, writing material, neat clean clothes and the cost of school fees have to be borne. But if the income of the family is not sufficient to buy food and clothing, how can it provide books?

The physical health of a child is just as important as his mental development, and man cannot escape illness. If a child falls ill, he has to be taken to a doctor. The parents have to pay the doctor's fee, buy medicines and arrange for special food.

The unhealthy children that you see around you and millions of others in our country do not receive enough education and so remain uncultivated and uncivilized. The chief cause of this is that the number of persons in the family is greater than can be supported by the available income. When this income is distributed among all the members, a very small share falls to each. So they can have neither sufficient food nor adequate clothing, nor good education, nor good health. In the circumstances the parents are miserable and the children remain dull and lifeless.

There are two solutions to this difficult problem. First, the income should be increased and second, the number of persons in the family should be in proportion to the income. So far as increase in income is concerned, our society affords opportunities to every hard-working talented person to make as much progress as he likes. A large number of hard-working, able people belonging to poor families now hold the highest offices in the country. Some have become owners of big mills, while others are successfully running important business concerns. At the same time it is also true that large number of people in every society do not succeed in increasing their income according to their hopes and needs in spite of their best efforts. Therefore it is necessary that we should recognize our responsibilities and put the second alternative into practice.



As far as a large proportion of the population is concerned, Pakistan is a poor country. In ninety per cent of the families the man has to work from dawn to dusk to earn enough for the family and the woman has an equally laborious task to do the household duties. The woman has to bear the burden of cooking the food, cleaning the house, washing the clothes of her husband and children and entertaining the guests.

But the most important of all her duties is that of the upbringing and training of the children. A large majority of mothers have to keep awake at night and deny themselves comfort during the day in order to carry out this duty. But a burden like this is often heavier than she can bear, and it often happens that her health fails. Thousands of women in our country suffer from tuberculosis and other fatal diseases due to the burden of looking after too many children and to lack of good food and proper medical care. Is it not unjust to put such a load of responsibility on a person that it damages her health and endangers her life?

So far we have thrown light on the problem from the point of view of the care of children and the health of mothers. A rapid increase in population, however, also affects the life and economy of a nation. It is necessary to understand this as well. At the present time we are trying hard to improve the resources of our country and to increase the per capita income (total income divided by number of population). The country has entered a period of rapid industrial development; new factories and mills are being built and a vigorous campaign to increase agricultural production is afoot. The object of all this is to raise our standard of living and to handle our resources in such a way that they satisfy our needs. But the rate at which our population is increasing makes it doubtful whether all our efforts to raise the standard of living and achieve real prosperity for the country will bear fruit. The reason is that the rate of increase in population is greater than the rate of improving our resources. In other words if there are much larger numbers to feed than the quantity of food that we produce, we shall not be able to turn poverty into prosperity.

Therefore, it is essential not only from the individual but from the national point of view that we should keep an eye on the increase of population and act on the golden principle that we should cut our coat according to our cloth.

## Vocabulary

concern	relation or connection.
benefit	advantage; profit; help
investment	put money in
opportunities	favourable times or chances
talent	natural power or ability to do something
recent	not long before; present times
shivering	trembling, specially from cold or fever
inadequately	insufficiently
filthily	disgustingly dirty
escape	get free; get away; find a way out
alternative	that may be used in place of
fatal	causing ending in death
vigorous	strong; energetic

## Exercise

### A. Answer the following question.

1. What profitable uses of wealth have been discovered recently?
2. What is the condition of the children belonging to large and poor families?
3. What are the needs of the growing child in respect of his schooling and physical health?
4. What are the two solutions to this problem?
5. What kind of undue burden falls on the woman?
6. How does the rapid increase in population affect the life and economy of a nation?

**B. Choose the right one.**

1. People have only slowly become aware of the importance of  
(a) girl education. (b) boy education.  
(c) education.
2. Wealthy people in the past put their money  
(a) in large pots and buried it. (b) invested in industries.  
(c) invested in property.
3. The idea of making or developing a family means  
(a) having a large family. (b) having no family.  
(c) The concern for the proper future of each member of the family.
4. The chief cause of the unhealthiness, pale and weak faces of the young people is  
(a) that the family is very large but disorganized.  
(b) that the family is very poor but disorganized.  
(c) that the income of the family is much lower than the cost of looking after the members in the family.
5. A burden of a large family with meagre income is most devastating for the  
(a) mother. (b) father.  
(c) children.

**C. Composition.**

1. Write a short essay on how the increase in population affects the life and economy of nation.

**D. Translate into Urdu.**

1. Umar has been playing since morning.
2. We have been studying for the last three hours.
3. They have been reading newspaper since morning.
4. Has she been drawing since evening.
5. You have not been listening to me for the last ten minutes.

**GRAMMAR ONLY: THE NOUN**

Read these sentences:

1. There is a *book* on the *desk*.
2. Is there any *water* in the *pot*?

The above two sentences contain four words which are used as *names* of things:

book, desk, water, pot.

Instead of calling them names-of-things we call such naming-words **Nouns**. It is a shorter word which means the same.

A noun is a word which is used as the name of anything.

Question:- What is the function of a Noun?

Answer: It is to *name*.

**Exercise:** Pick out the Nouns in the following sentences:-

1. The cow gives milk.
2. Mice fear cats.
3. Ants are always busy.
4. The ink is in the ink pot.
5. My books are in my desk.
6. The sun is in the sky.
7. Bread is made of flour.
8. The earth goes round the sun.
9. The dog ran after the thief.
10. The wolf killed the goat.
11. I see a bird in that tree.
12. I have a green parrot.
13. Is there any water in that pot?
14. Javed wrote a letter to his father.

**Exercise:** Write down ten Nouns.

## HONEY BEE

The honey bee is a very interesting and useful insect. It flies from flower to flower collecting nectar and changes it into honey, which we all like to eat. The bee hive is almost a perfect example of a community home. Its strength and size are remarkable. If you compare the size of the bee with the size of its home you will realize that man had never built anything comparable to the bee hive until the modern sky-scrapers were built. The honey-bee's skill in architecture is unsurpassed among insects and birds.

Honey bees are called "social insects" because they live all their lives in great colonies containing sometimes as many as 50,000 individuals. Each hive is an independent democratic state where all the citizens do their duties with great sense of responsibility. The head of the state is a female called the queen-bee. She works harder and longer than any of her subjects. The entire community is divided into three classes: the queen, the workers, and the drones. These divisions are based on work only, and each class does its duty for the whole community.

The worker bee is so formed as to carry on the labours of the colony. She has combs on her hind legs to collect pollen or golden dust from flowers and the nectar of flowers to honey. Another prepares food for baby queens. Yet another changes honey into wax.

The duties of the worker bee are many. When she matures, she has to act as a nurse to the little ones. She keeps the hive clean, and ventilates it by fanning it with her wings. Later, she learns how to make wax and build it into a hive. You would perhaps be surprised to learn that wax is more difficult to make than honey. The worker bee produces it by eating a great deal of honey which is changed into wax by the bee's stomach. Apart from gathering nectar to make honey, she also gathers pollen in her little basket and stores it in a cell. Later, she beats it with her head to make "bee-bread" for the young ones. If the colony is attacked, she joins the battle to defend it. When spring is over and flowers are scarce, the supply of honey runs low. The worker bee then helps to drive out the drones from the hive. She has sometimes to gather a sticky substance called bee-glue from buds to repair cracks in the hive.

In short, the worker bee has a hard but useful life, working with all her might, without any consideration for herself. When the end of her short and

laborious life approaches, she dies quietly by the wayside without desiring help or gratitude.

The queen's duty is to lay eggs and she performs it very efficiently. She lives for five or six years, but not in the same hive. When young queens are about to emerge from their cells the old one departs for another home accompanied by a large number of workers. The reason for this migration is that not more than one queen can live in a hive. If the queen stayed within until the coming out of the young ones she would eat all of them. Actually their cells are guarded by workers who prevent them from emerging until all is clear. Even then the young succeeds in fighting among themselves until only one of them is left alive.

The worst life is that of the drone. He is denied a share in all activities of the community. He has no pollen basket on his legs, no wax glands and honey stomach in his body. He has not even a sting to protect himself. When winter approaches and honey is scarce, he is turned out to die of cold and hunger.

The bee produces honey and wax for us. They are both very useful things. Honey is the most healthful of sweets and for centuries was the only substance generally used for sweetening the food. It is said to be an effective medicine for many ailments. Bees-wax is also used for making ointments and for the treatment of pains.

You must, however, be careful of a bee sting. It is very painful and causes swelling. The life of the honey bee teaches the lesson that we should not despise even the lowest of God's creatures, for some of them do much useful work for us.

## Vocabulary

nectar	sweet liquid in flower
sky-scrapers	very tall buildings
architecture	the art and science of building
subjects	members of a state
pollen	fine powder usually yellow formed on flowers
ventilate	cause air to move freely through
scarce	not available in sufficient quantity
despise	contempt for; consider worthless; to hate

## GRAMMAR UNIT 8: THE VERB

### A. Answer the following questions.

1. Why are honey-bees called "social insects"?
2. Into how many kinds are the honey-bees divided?
3. Why does the old queen leave the hive when young queens are about to come out of their cells?
4. The life of the drone is the worst, why?

### B. Choose the right one.

1. The only buildings which can be compared to bee-hive are  
(a) universities, (b) model towns,  
(c) sky-scrapers.
2. Honey bees are called "social insect" because  
(a) they are hard worker, (b) they do not quarrel,  
(c) they live in large numbers.
3. Honey bee is very  
(a) harmful, (b) beneficial,  
(c) medicinal.
4. The most laborious job is that of  
(a) drone, (b) queen,  
(c) worker.
5. Wax is made of  
(a) pollen, (b) nectar,  
(c) honey.

### C. Translate into English.

1. میں نے کتاب خریدی
2. ہم چڑیا گھر گئے
3. کیا تم نے مضمون لکھا
4. دوستوں سے گھر نہیں آئے
5. آئندہ نے خط لکھا

Read these sentences.

1. Mahboob kicks the ball.
2. The wolf killed the goat.

The word *kicks* is used to show an action of Mahboob; namely, what he does. It is therefore, an action word.

The word *killed* is also an action word, because it says what the wolf did.

In grammar an action word is called a **Verb**.

A verb is a word, which denotes action about a person or thing.

**Question.-** What is the *work* of the Verb?

**Answer:** It is used to *denote* something.

The verb is the most important part of a sentence. You cannot make a sentence without a verb.

Note that a verb is not always one word. It often consists of more than one word; as,

Poni is singing.

He was kicked by a horse.

She will come tomorrow.

The book has been found.

Read the following sentences:-

I am your friend.

The street is narrow.

The mangoes are ripe.

Rahman was late.

The children were happy.

Here the words *am, is, are, was* and *were* help to show an action. These words are also called verbs.

## A NATION'S STRENGTH

(Ralph Waldo Emerson)

Not gold, but only men can make;

A people great and strong,

Men who, for truth and honour's sake,

Stand fast and suffer long.

Brave men who work while others sleep,

Who dare while others fly

They build a nation's pillars deep,

And lift them to the sky.

### Vocabulary

honour	self-respect
stand fast	stand firmly
fly	run in fear
dare	show courage
pillars	foundations

### Comprehension:

1. Explain the poem.
2. Give in your own words the main idea of the poem.
3. Write a paragraph on "Character of a brave man," using the adjectives, brave, truthful, stand fast, honourable, hardworking, strong, great.

Exercise: Pick out the verbs in the following sentences.

1. The girl sings sweetly.
2. The boy stood on the burning deck.
3. Cocks crow in the morning.
4. Cats see in the dark.
5. The boy fell in the water.
6. I met a little cottage girl.
7. Little Jack Homer sat in a corner.
8. The picture hangs on the wall.
9. We like cricket better than football.
10. Little Bo-Peep lost her sheep.
11. The foolish crow tried to sing.
12. The old woman lives all alone.

★

Exercise: Pick out the verbs in the following sentences.

1. We have learnt our lessons.
2. He will do the sums in an hour.
3. I am writing my copybook.
4. I shall be leaving next week.
5. Rahman can bowl fast.
6. We must rise early.
7. The shops were closed yesterday.
8. Children should obey their parents.
9. You may eat this mango.
10. I had finished work when he came.
11. It was raining when we came out.
12. The baby was drinking milk when we entered the room.

Exercise: Write down ten sentences and underline the verb in each.

## GRAMMAR UNIT 2: THE ADJECTIVE

Read these sentences

1. Rahman is a *big* boy.
2. *Lazy* students fail.
3. Ahmad is *poor* but *honest*.
4. England is a *rich* country.

The above sentences contain a number of nouns which you can easily pick out. With some of these nouns there is a *describing-word*. By the help of these describing-words, we know something more about the person or thing named by each noun.

Thus, the word *big* tells *what kind of boy* Rahman is.

The word *lazy* tells *what kind of students* fail.

The words *poor* and *honest* tell *what kind of man* Ahmad is.

The word *rich* tells *what kind of country* England is.

In grammar, describing-words are called **Adjectives**. They are so called because they *add something to the meaning of a noun*.

(*Adjective* means *added to*.)

**Exercise:** Pick out the Adjectives in the following sentences, and say why you think they are adjectives:

1. The sky is blue.
2. The sun is easy.
3. Lead is heavy.
4. The grapes are sour.
5. The horse is a noble animal.
6. The cow is a useful animal.
7. The rose is a beautiful flower.
8. Mary has a little lamb.
9. Mr. Nawaz is a rich merchant.
10. Akbar was a wise king.
11. Shazia is my dear friend.
12. Monkeys have long tails.

## MY BANK ACCOUNT

When I go into a bank I get frightened. The clerks frighten me. The desks frighten me; the sight of the money frightens me, everything frightens me.

The moment I pass through the doors of a bank and attempt to do business there, I become an irresponsible fool.

I knew this before, but my salary had been raised to fifty dollars a month and I felt that the bank was the only place for it.

So I walked unsteadily in and looked round at the clerks with fear. I had an idea that a person who was about to open an account must necessarily consult the manager.

I went up to a place marked 'Accountant'. The accountant was a tall cool devil. The very sight of him frightened me. My voice sounded as if it came from the grave.

'Can I see the manager?' I said, and added solemnly, 'alone.' I don't know why I said 'alone'.

'Certainly', said the accountant, and brought him. The manager was a calm, serious man. I held my fifty-six dollars, pressed together in a ball, in my pocket.

'Are you the manager?' I said. God knows I didn't doubt it.

'Yes', he said.

'Can I see you', I asked, 'alone?' I didn't want to say 'alone' again, but without this word the question seemed useless.

The manager looked at me with some anxiety. He felt that I had a terrible secret to tell.

'Come in here', he said, and led the way to a private room. He turned the key in the lock.

'We are safe from interruption here'. He said, 'sit down'.

We both sat down and looked at each other. I found no voice to speak.

'You are one of Pinkerton's detectives, I suppose', he said.

My mysterious manner had made him think that I was a detective. I knew what he was thinking and it made me worse.

'No, not from Pinkertons', I said, seeming to mean that I was from a rival agency.

'To tell the truth', I went on, as if someone had urged me to tell lies about it. 'I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank.'

The manager looked relieved but still serious; he felt sure now that I was a very rich man, perhaps a son of Baron Rothschild.

'A large account, I suppose', he said.

'Fairly large', I whispered. 'I intend to place in this bank the sum of fifty-six dollars now and fifty dollars a month regularly.'

The manager got up and opened the door. He called the accountant.

'Mr. Montgomery', he said unkindly loud. 'This gentleman is opening an account. He will place fifty-six dollars in it. Good morning.'

I stood up.

A big iron door stood open at the side of the room.

'Good morning', I said, and walked into the safe.

'Come out', said the manager coldly, and showed me the other way.

I went up to the accountant's position and pushed the ball of money at him with a quick, sudden movement as if I were doing a sort of trick.

My face was terribly pale.

'Here', I said, put it in my account'. The sound of my voice seemed to mean, 'Let us do this painful thing while we feel that we want to do it'.

He took the money and gave it to another clerk.

He made me write the sum on a bit of paper and sign my name in a book. I no longer knew what I was doing. The bank seemed to swim before my eyes.

'Is it in the account?' I asked in a hollow, shaking voice.

'It is', said the accountant.

'Then I want to draw a cheque'.

My idea was to draw out six dollars of it for present use. Someone gave me a cheque book and someone else began telling me how to write it out. The people in the bank seemed to think that I was a man who owned millions of

dollars, but was not feeling very well. I wrote something on the cheque and pushed it towards the clerk. He looked at it.

'What! are you drawing it all out again?' he asked in surprise.

Then I realized that I had written fifty-six dollars instead of six. I was too upset to reason now; I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.

Bold and careless in my misery, I made a decision.

'Yes, the whole thing'.

'You wish to draw your money out of the bank?'

'Every cent of it'.

'Are you not going to put any more in the account?' said the clerk, astonished.

'Never'.

A foolish hope came to me that they might think someone had insulted me while I was writing the cheque and that I had changed my mind. I made a miserable attempt to look like a man with a fearfully quick temper.

The clerk prepared to pay the money.

'How will you have it?' he said.

'What?'

'How will you have it?'

'Oh — I understood his meaning and answered without even trying to think — in fifty-dollar notes'.

He gave me a fifty-dollar note.

'And the six?' he asked coldly.

'In six dollar notes', I said.

He gave me six dollars and I rushed out.

As the big door swung behind me I heard the sound of a roar of laughter that went up to the roof of the bank. Since then I use a bank no more. I keep my money in my pocket and my savings in silver dollars in a sock.

Stephen Leacock

**Vocabulary**

- frighten fill with fright or terror; alarm suddenly
- attempt try; make a start at doing something
- salary payment for regular employment
- solemnly serious looking; grave
- doubt uncertainty of mind
- anxiety emotional condition in which there is fear and uncertainty about the future
- detective person whose business it is to discover criminals
- mysterious full of mystery
- intend have in mind as a purpose or plan
- relieved brought relief; lessened pain or distress
- safe fireproof and burglar proof box in which money and other valuables or kept
- trick something done to deceive
- hollow not solid, with a hole inside
- astonished surprised greatly
- quick temper who gets angry quickly

**A. Answer these questions.**

1. According to the author, what is the effect upon him of entering a bank to do business?
2. Why did the author decide to open an account?
3. What was the manager's reaction when the author told him that he would like to see him alone?
4. Why did the manager look relieved when he knew the purpose of the author's visit?
5. What is the equivalent of fifty American dollars in Pakistan currency?
6. What mistake did the author make when he wrote the cheque?
7. Explain the meaning of the clerk's question 'How will you have it?'
8. Why was there 'a roar of laughter' when the author left the bank?
9. The author, Stephen Leacock, was a respected university teacher and a highly successful writer. Do you think this is a true story?
10. Why is it wise to keep one's money in a bank than to hoard in one's home?

**B. Choose the right one.**

1. When the writer goes to a bank he
  - (a) feels happy.
  - (b) feels embarrassed.
  - (c) gets frightened.
2. His salary was raised to
  - (a) 40 dollars.
  - (b) 50 dollars.
  - (c) 60 dollars.
3. His fifty-six dollars were
  - (a) neatly placed in his front pocket.
  - (b) neatly placed in his back pocket.
  - (c) placed together in a ball in his pocket.



4. The manager first thought that he was a  
 (a) millionaire. (b) detective.  
 (c) robber.

5. When the accountant asked him "How will you have it", he said  
 (a) fifty dollar notes. (b) sixty dollar notes.  
 (c) eight dollar notes.

**C. Translate into Urdu.**

1. Ali was taking his class.
2. They were making a noise.
3. The teacher was writing on the board.
4. Were the students taking notes?
5. Nabeen was not watching television.

**GRAMMAR UNIT 10: THE ADVERB**

Read these sentences:

1. The king replied *angrily*.
2. Abid goes to school *daily*.
3. The child looked *up*.

In sentence 1 the word *angrily* is added to the verb *replied* to tell *how* the king replied.

in sentence 2 the word *daily* is added to the verb *goes* to tell when Abid goes to school.

In sentence 3 the word *up* is added to the verb *looked* to tell *where* the child looked.

Each of these words, which *adds* something to the meaning of *verb* is called an **Adverb**.

**Exercise:** Pick out the Adverbs in the following sentences, and name the verb with which each is used: -

1. We must eat our food *slowly*.
2. The woman spoke *loudly*.
3. You have done your lesson *well*.
4. The horse galloped *fast*.
5. The play will begin *now*.
6. My uncle lives *here*.
7. Ibrar is standing *there*.
8. We should always speak *the truth*.
9. The servant is paid *monthly*.
10. I feel tired *today*.
11. I can do that *easily*.
12. My parents love me *dearly*.
13. She writes her copybook *neatly*.
14. The old farmer works *hard*.
15. We looked for him *everywhere*.
16. He went late and came away *early*.

**Exercise:** Write down three sentences each containing an Adverb.

of our Faith". He taught the Muslims to wash themselves frequently, to wear clean clothes and to brush their teeth regularly. If we follow these instructions, we can save ourselves from many diseases. Washing and bathing prevent diseases of teeth, mouth and stomach.

Another good habit is taking physical exercise. Games like football, hockey, cricket, badminton and kabaddi are good for health. Athletics and gymnastics are also forms of exercise. If you do not find opportunities for playing games or taking part in athletics, you may wake up early in the morning and run for a kilometer or two in the open air. When you cannot go out for an exercise, you may do skipping in your own house. Skipping for fifteen minutes would be sufficient.

Your sleeping habits are also important. You must have seven or eight hours' sleep every day. Go to bed early so that you can have enough sleep. An hour or two of sleep in the afternoon during summer days is sufficient.

Do not shut all the windows and doors of your room. Keep a window open for the fresh air. Never cover your face while in bed.

Germis are our enemies and we must protect ourselves from these enemies. Some germs develop in the food. The germs of diarrhoea, dysentery, cholera, hepatitis and typhoid enter our body through dirty food and water. So we should be very careful while buying foodstuffs from the vendors and sweet sellers. If the foodstuffs are kept uncovered, germs get into them through flies and dust. As far as possible we should eat properly cooked food and well-washed fresh fruit.

There are certain diseases which are hard to cure but easy to prevent.

### Vocabulary

foremost	first in place; first in rank
categories	kinds; classes; orders
quality	that which makes a thing what it is; grade of goodness
quantity	the amount of something; portion
depriving	dispossessing
valuable	having value or worth
preference	the act of choosing, favouring, or liking one above another
proteins	body-building substance essential to good health
carbohydrates	organic compounds including sugars and starches
vitamins	organic substances which are present in certain food-stuff and are essential to health
pulses	seeds growing in pods, e.g. peas, beans and lentils, used as food

The human body is a gift of God. It is like a machine. But no inventor can make such a perfect machine as the human body. It is one of our foremost duties to take care of it. We must try our best to keep ourselves healthy and fit.

The requirements of good health can be divided into three categories. We should take the right quality and right quantity of food. We should have habits which promote good health. We should take care to protect ourselves from diseases.

Some children have strange habits about food. They have a strong liking for certain things and a strong dislike for others. For instance; a child refuses to drink milk and is fond of tea. This means he is depriving himself of a valuable food. Another child eats all the potatoes from his dish and leaves the meat. Here, too, the child's preference is unhealthy. Meat contains proteins which are very important for the growth and physical well-being of a child.

Children and grown up people all need a balanced diet. Their diet must contain proper amount of proteins, carbohydrates, fats, minerals and vitamins. The foods that are rich in proteins are fish, meat, eggs, milk and pulses. The chief sources of carbohydrates are sugar, rice, potatoes and wheat. Butter, vegetable oil and animal fats are also required. Mineral salts and vitamins are obtained mostly from fruits, vegetables and food grains. All these components of food have their own importance. The proteins enable us to grow and to replace the body cells, which are destroyed during work. The carbohydrates provide us with heat and energy. They keep the body warm, regulate its functions and help in preventing certain diseases.

An average Pakistani family has no problem in getting carbohydrates, fats, minerals and vitamins. It is sad that children do not get enough proteins in their daily diet. They should prefer beef to mutton. They should keep a few poultry in their homes so that they can get eggs and chicken's meat. We should buy pure food articles. It is unfortunate that some people sell impure food. The most serious adulteration is that of mixing water in milk. Those who mix water in milk are the enemies of our nation. They are damaging the health of people. We must refuse to buy milk mixed with water.

What are the habits that help us in keeping good health? The most important is cleanliness. Our Holy Prophet (SAW) has said, "Cleanliness is half

poultry	domestic fowls (e.g. hens, ducks etc.)
adulteration	to debase, falsify, by mixing with something inferior or spurious
frequently	coming or occurring often
skipping	jumping lightly and quickly
venders	sellers
prevent	stop or hinder

### Exercise

#### A. Answer the following questions.

1. How many hours did you sleep last night?
2. What time did you get up this morning?
3. Did you clean your teeth in the morning?
4. What did you have for your breakfast today?
5. Is your classroom well ventilated?
6. Do you take any exercise?
7. What is your weight and height?
8. What vaccinations have you already had?
9. Were you inoculated against typhoid this year?

#### B. Choose the right one.

1. The human body is like a  
(a) computer. (b) machine.  
(c) building.
2. The requirement of good health can be divided into  
(a) one category. (b) two categories.  
(c) three categories.
3. Children and grown up people all need  
(a) protein. (b) carbohydrates.  
(c) balanced diet.

4. One of the most important things for keeping good health is  
(a) richness. (b) cleanliness.  
(c) medicine.
5. Some children have a strong liking and disliking for certain food, which is a  
(a) good habit. (b) bad habit.  
(c) normal habit.

#### C. Translate into English.

1. زیادہ کتابیں دے چکے تھے
2. سکندر کپڑے تبدیل کر چکا تھا
3. راحیلہ گھر جا چکی تھی
4. اس نے مجھے کالی نہیں دی تھی
5. ہم سچ جیت چکے تھے

## GRAMMAR UNIT 11: THE PRONOUN

Listen to Abid; *he* is singing.

Zahida and Rashida are here.

*They* have come to hear *him*.

*He* will be glad to see *them*.

In the above sentences the words in italics are used *instead of names (or nouns)*. It is easier and better to use such words than to keep on repeating the nouns, and say:

Listen to Abid; Abid is singing.

Zahida and Rashida are here.

Zahida and Rashida have come to hear Abid.

Abid will be glad to see Rashida and Zahida.

Such words, which are used *for or instead of nouns*, are called **Pronouns**.

The word Pronoun means "*for a noun*".

A Pronoun *is a word which is used instead of a noun*.

Now read the following sentences, and carefully note that the words printed in italics are Pronouns.

Did *I* not tell *you* to be punctual, Abid?

Yes, Sir; but *I* missed the train.

Why are *you* crying? Are you afraid of *me*?

*We* should always speak the truth.

Let *us* go out for a walk.

Where is the chair? Bring *it* here.

Please pay this woman. *She* wants some money.

Pay *her* at once.

**Exercise:** Pick out the Pronouns in the following sentences and say for what each stands:

1. When the tiger saw the woman, it sprang upon *her*.
2. The girl lost a bangle, but she found it near *her*.
3. Just listen to Javed, *he* must be mad to talk so.
4. Buy *them*; they are the best mangoes in the shop.
5. A miser bought a lump of gold. *He* buried it in a hole.
6. Some boys found a nest in a tree. It was very wonderful. *They* found five eggs in it.
7. The lark is singing gaily; *it* loves the bright sun.
8. One day the boy took his breakfast, and ate it by a purling brook.

**Exercise:** Change some of the Nouns into Pronouns, in the following:

1. The girl sang sweetly. *The people* listened to the girl. *The people* liked the girl. *The people* gave the girl money.
2. These soldiers are wounded. These soldiers must go to hospital. *The doctors* will heal these soldiers. *The doctors* will not make the soldiers pay money.
3. A boy saw a mango. *The boy* wanted the mango. *The boy* said, "The mango is ripe". *The boy* took the mango.
4. Rashid saw Ali. Rashid called out to Ali. Ali answered Rashid. Rashid and Ali went along together. I saw Rashid and Ali.
5. I heard a beggar asking for alms. *The beggar* was very old and weak. I gave the beggar a rupee. *The beggar* took the rupee and thanked me.

poultry	domestic fowls (e.g. hens, ducks etc.)
adulteration	to debase, falsify, by mixing with something inferior or spurious
frequently	coming or occurring often
skipping	jumping lightly and quickly
venders	sellers
prevent	stop or hinder

### Exercise

#### A. Answer the following questions.

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5. Is your classroom well ventilated?
6. Do you take any exercise?
7. What is your weight and height?
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1. The human body is like a  
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#### C. Translate into English.

- 1- کیا وہ کتابیں دے چکے تھے
- 2- سکندر کپڑے تبدیل کر چکا تھا
- 3- راجیلہ گھر جا چکی تھی
- 4- اس نے مجھے گالی نہیں دی تھی
- 5- ہم سچ جیت چکے تھے

## LITTLE THINGS

*Julia A. Carney*

Little drops of water,  
Little grains of sand,  
Make the mighty ocean,  
And the beautiful land;  
And the little moments  
Humble though they be,  
Make the mighty ages,  
Of eternity;  
So our little errors,  
Lead the soul away,  
From the paths of virtue,  
Into sin to stray,  
Little deeds of kindness,  
Little words of love,  
Make our earth an Eden,  
Like the heaven above.

### *Vocabulary*

beautiful	(poetic expression) beautiful
eternity	endless time; for ever
errors	mistakes; wrong doings
stray	go out of the right way

### *Main Idea:*

Often little things in life indicate great changes. As little drops of water make mighty rivers, similarly little deeds of kindness can make us dear to even our enemies, and thus make this world a happy place to live in.

### *Exercise*

- i. Explain the main idea of the poem in your own words.
- ii. How do little deeds of kindness make our life happy?
- iii. Explain in your own words the third stanza of the poem.

## GRAMMAR UNIT 12: THE PREPOSITION

Read these sentences:

1. The book is *on* the desk.
2. The book is *under* the desk.
3. The book is *near* the desk.
4. The book is *in* the desk.
5. The book is *beside* the desk.
6. The book is *above* the desk.
7. The book is *below* the desk.

Each of the above sentences contains a word that shows the *relation between* the book and the desk. Such words are called **Prepositions**.

Now examine the following sentences:

1. He lives *near* us.
2. He came *with* me.
3. The letter is *from* him.
4. I do not believe *in* them.
5. There is a wall *round* it.

In these sentences you see the **Prepositions** used with **pronouns**.

A **Preposition** is a word placed before a noun (or a pronoun) to show in what relation the person or thing denoted by the nouns stands to something else.

**Exercise:** Pick out the **Prepositions** in the following sentences:-

1. Father is not at home.
2. Let us go for a walk.
3. He has eaten nothing since yesterday.
4. The boy fell off his pony.
5. What is that in your hand?
6. He was among the crowd.

7. I gave ten rupees for it.
8. Let us walk along the shore.
9. I don't know anything about it.
10. The policeman is on duty.
11. There is a bridge over the river.
12. The carriage is at the door.
13. London is on the Thames.
14. He laughed in my face.
15. The moon shines by night.
16. They live across the river.
17. Dip your pen in ink.
18. The room is 20 feet by 16.
19. He sat beside me at dinner.
20. I am afraid of your dog.
21. The house is on fire.
22. He is tall for his age.
23. I met him by chance.
24. I met him on the way.
25. I have got through my work.
26. I have been here since 10 o'clock.
27. He is hard of hearing.
28. Can you direct me to the Post Office?
29. The train will start at 3 p.m.
30. Little Jack Horner sat in a corner.

## KING JOHN AND THE SHEPHERD

The teacher walked into the Class. The boys stood up. He told them that he would tell them a very interesting story. He said that there lived a king. His name was king John. He was very rich, but he was fool. He wanted that there should be no other rich man in his kingdom. He was told that the Abbott of Canterbury was very rich. He called the Abbott to his court and said:

- King: From where did you get so much money?
- Abbott: I got the money from you, Sir,
- King: How could you save so much?
- Abbott: I spent very little and saved what was not spent.
- King: I shall ask you three questions. If you reply them, you will be allowed to go; otherwise you will lose your lands, money and your life.
- Abbott: Will you put me to death, if I fail to reply your questions?
- King: Yes.
- Abbott: Please take pity on me. I shall try to answer your questions. Please let me know your questions.
- King: My first question is to tell me my worth when I am wearing a golden crown on my head and sitting among my noblemen on the throne. My second question is to tell me in how much time I shall go round the world. And the third question is to tell me here truly what I am thinking now.
- Abbott: Sir, these are not easy questions. Please be kind and grant me three weeks' time to answer these questions.
- King: I give you three weeks' time but if you could not answer, I shall kill you.

The Abbott left the court and went to great scholars to find the answers but he could not. He was sad and was going to his home. On the way he met his shepherd who asked him how he was. He told him that he had only three days

more to live if he could not answer the three questions. The shepherd told him that the questions were easy. He requested him to let him answer the questions before the king in place of him. He told the Abbott that he resembled him. He also told that no body would know him if he wore the dress of the Abbott. He asked the Abbott for his dress and servants.

The shepherd, wearing the full dress of the Abbott, went to the Royal court next morning. He had gone to the King's court earlier than the fixed day. The king was pleased to see the Abbott.

- King: Well, you have come earlier to answer my questions.
- Shepherd: Yes, My lord. I did not like to keep you waiting anymore.
- King: Alright: What is the answer to the first question?
- Shepherd: Your Majesty: Our Lord Jesus Christ was sold for thirty pence, so your worth should be one penny less than him. I think your worth is twenty nine pence.
- King: So little worth. But I cannot be more precious than our Lord. What is your answer to the second question?
- Shepherd: Your Majesty may get up early with the sun and go round the earth at the speed of the sun. You will complete your journey in 24 hours.
- King: That is fine, alright: let me have the third answer.
- Shepherd: You are thinking that I am the Abbott of Canterbury. In fact I am his shepherd who came to beg pardon for my master and for myself.
- King: You are very clever and wise. I make you Abbott in his place.
- Shepherd: Sir, I am sorry I can neither read nor write.
- King: Well, I give you a life-long pension of four golden coins per week as you pleased me. And tell the old Abbott that you have brought pardon for him from good King John.



### Vocabulary

Abbott	a superior priest
pity	feeling of sorrow for the suffering of other people
throne	ceremonial seat or chair of king or queen
worth	value
shepherd	man who takes care of sheep
resembled	be like; be similar to
precious	of great value
pardon	forgiveness

### Exercise

#### A. Answer the following question.

1. Who told a story to the students?
2. Did King John want to kill his Abbott?
3. Why did he want to kill the Abbott?
4. Could the Abbott answer the three questions?
5. Why could he not answer the questions?
6. Who helped the Abbott?
7. How could he help him?
8. Why was King John pleased with the Shepherd?
9. How much reward was given to the Shepherd?
10. What happened to the Abbott in the end?

#### B. Choose the right one.

1. This story was told to the class by a  
(a) student. (b) outsider.  
(c) teacher.

2. King John wanted that everybody in his country should be  
(a) rich. (b) poor.  
(c) average.
3. The Abbot said that  
(a) the questions were easy. (b) the questions were not easy.  
(c) he needed three weeks' time to answer them.
4. The answer to these questions were given to the Abbott by  
(a) a scholar. (b) a teacher.  
(c) his shepherd.
5. King John  
(a) punished the Abbott. (b) spared the Abbott.  
(c) punished the Shepherd.

#### C. Translate into Urdu.

1. Kamal had been listening the speech for fifteen minutes.
2. He had been swimming since afternoon.
3. We had been discussing the paper for three hours.
4. They had not been celebrating the party.
5. Had she been preparing herself for the party?

### GRAMMAR UNIT 13: THE CONJUNCTION

Read these sentences: -

1. Rashid has gone *and* Ali has come.
2. Do your work *or* I shall punish you.
3. I called him *but* he did not hear me.

The word *and* joins the sentence *Rashid has gone* to the sentence *Ali has come*.

The word *or* joins the sentence *Do your work* to the sentence *I shall punish you*.

The word *but* joins the sentence *I called him* to the sentence *He did not hear me*.

These words *and*, *or*, *but*, which are used to join one sentence to another, are called **Conjunctions**. (Latin *con*, together, and *junctus*, joined).

Sometimes a Conjunction merely joins words; as:

Two *and* two make four.

Here the Conjunction *and* joins the words *Two* and *two*.

A conjunction is a word that joins words or sentences together.

The following sentences contain additional examples of Conjunctions:

I did not come *because* you did not call me.

Give me to drink, *else* I shall die of thirst.

You will get the prize *if* you deserve it.

Do not go *before* I come.

I hear *that* your brother is in London.

Will you wait *till* I return?

He deserved to succeed *for* he worked hard.

He asked *whether* he might have a holiday.

I will stay *until* you return.

He was sorry *after* he had done it.

Study the following sentences, containing further examples of Conjunctions:

*Unless* you tell me the truth I shall punish you.

He finished first *though* he began late.

*Since* you say so, I must believe it.

*As* he was not there, I spoke to his brother.

*When* I was young I thought so.

They are poor *yet* cheerful.

The bag was heavy *therefore* I could not carry it.

I missed the train *although* I walked fast.

The Earth is larger *than* the Moon.

**Exercise:** Pick out the Conjunctions in the following sentences:

1. He is a clever *but* lazy boy.
2. She is a kind *and* loving mother.
3. You must work hard *or* I shall punish you.
4. I ran fast *but* missed the train.
5. I know *that* he is ill.
6. I waited *till* the train arrived.
7. The man died *before* the doctor arrived.
8. Rashid failed *because* he was idle.
9. The mice will play *when* the cat is away.
10. They are poor *yet* contented.
11. Don't answer *unless* you know.
12. He will help you *if* you ask him.
13. He will never succeed *although* he works hard.
14. Ask him *whether* he wishes to go or not.
15. You can come *if* you like.
16. There dwelt a miller *hale and bold*.

**Exercise:** Fill each blank in the following sentences with an appropriate Conjunction:

1. He is old — strong.
2. Work hard — you will fail.
3. The train was derailed — no one was hurt.
4. Two — three make five.
5. You will get the prize — you work hard.
6. I spoke to him — he did not answer.
7. Wait here — I come back.
8. Be just, — fear not.
9. He was punished — he was guilty.
10. There is no doubt — the Earth is round.
11. Will you kindly wait — I return?
12. Catch me — you can.
13. The grasshopper would not have starved in winter — she had not been lazy all the summer.
14. We saw the lightning — we heard the thunder.
15. I will go away — you do not want me.
16. The tortoise beat the hare — the hare was the swifter of the two.
17. I shall be surprised — you fail.
18. Cats can climb trees, — dogs cannot.
19. He has succeeded better — he hoped.
20. I am sorry — you are offended.

**Exercise:** Join the following pairs of sentences together by means of a suitable Conjunction:

1. He is rich. He is not happy.
2. You must be quiet. You must leave the room.
3. He forgave him. He was sorry.
4. He put in his thumb. He pulled out a plum.
5. Rashid works hard. Javed is idle.
6. He was afraid of being late. He ran.
7. I stumbled. I was going downstairs.
8. Imran made twelve runs. He was caught at the wicket.
9. He did not succeed. He worked hard.
10. I lost the prize. I tried my best.
11. We are not going out. It is raining.
12. I honour him. He is a brave man.
13. He sat down. He was tired.
14. He must start at once. He will be late.
15. I shall go. You will allow me.
16. We have not seen him. He returned from England.
17. He must do as he is told. He will be punished.
18. Did he act wisely? Did he act foolishly?
19. He is ill. I know it.
20. Rashida failed. She was idle.
21. This mango is large. This mango is sweet.
22. Mother is at home. Father is at home.
23. You are tall. My brother is taller.

## SPORTS

A **sport** is a physical activity or skill for recreation. It can also be for competition. It can be a combination of these. A sport has physical activity, side by side competition, and a scoring system.

**Sportsmanship** is the conduct and attitude, which is considered as befitting a sportsman. It includes a sense of fair play, courtesy towards teammates and opponents, a striving spirit, and grace in losing. The important thing is not that you win or lose but how you play the game. Sportsmanship is how each competitor acts before, during and after competition. Not only is it important to have good sportsmanship if one wins, but also if one loses.

Sports are very beneficial. Sports aid in the development of social and interpersonal skills, health fitness and psychological and mental well being. The more evident benefits are individual skill development, greater physical fitness, and higher self-esteem. Other benefits include development of group cooperation, teamwork and friendship making skills. Experts believe that self-esteem and self image are greatly improved through sports. Psychologists and medical experts stress a need for an active life style to develop healthy self image.

Sports introduce children to healthy competition. A child's failure in competition helps him learn to win gracefully and lose with honour. It teaches youngsters that through perseverance and determination they can win next time. These lessons that the children learn will stay with them throughout their lives.

Young children need to engage in as many different activities as they can. The more children play: the more they interact and learn skills. The increase in skills will lead to an increase in competence.

Sports promote social and moral development. Children learn to take turns with teammates, share playtime, and value rules. Rules introduce the idea of fairness to children. Sports raise children's self esteem and enhance motivation. And these are very important lessons to a child.

## Vocabulary

physical	of the body; bodily
competition	activity in which persons compete; contest
scoring	make or keep a record especially for games
conduct	behaviour
attitude	way of feeling, thinking or behaving; behaviour
courtesy	having, showing good manners; polite and kind
striving	struggle
grace	quality of being pleasing attracting or beautiful
beneficial	having good effect
self esteem	good opinion of oneself; self respect
perseverance	steadfastness; constant efforts to achieve something
determination	deciding; firmness of purpose
promote	give a higher position or rank
enhance	add to power, value etc.
motivation	incentive

## Exercise

### A. Answer the following questions.

1. What is sport?
2. What is sportsmanship?
3. Are sports beneficial?
4. What do children know in sports?
5. Does sport promote social and moral development?
6. Has sport any effect on psychological and emotional health?
7. Is group cooperation destroyed by sports?
8. What is a healthy competition?
9. Does sport introduce children to healthy competition?
10. What is the effect of sports on self-image and self-esteem?

**B. Choose the right one.**

1. A sport is a  
(a) mental activity. (b) physical activity.  
(c) both mental and physical activity.
2. Sportsmanship is a conduct which is  
(a) displayed after a game. (b) during a game.  
(c) both during and after the game.
3. Sports introduce children to  
(a) unfair competition. (b) healthy competition.  
(c) none of these.
4. Sports teaches youngsters that through perseverance they can  
(a) do nothing. (b) fail again.  
(c) win next time.
5. Sports  
(a) raises a child's self esteem. (b) destroys a child's self esteem.  
(c) does nothing in this regard.

**C. Translate into English.**

- 1- وہ گھر جائے گی
- 2- مہراں لاہور نہیں جائے گا
- 3- میں کل آپ کا ٹیسٹ لوں گا
- 4- کیا آپ میرا ساتھ دیں گے
- 5- ہم کل یہاں کو جائیں گے

**GRAMMAR UNIT 14: THE INTERJECTION**

Read these sentences:

1. *Hurrah!* Our side has won.
2. *Alas!* our side has lost.
3. *Hush!* I hear some one coming.
4. *Bravo, Abid!* Well hit.
5. *Hullo, Zahid!* How are you?
6. *Ah!* that's the excuse every lazy boy makes.
7. *Oh!* what a beautiful rose.

Each of the above sentences begins with a word which is used to *show some feeling of the mind.*

The word *Hurrah* is an expression of pleasure and joy.

The word *Alas* is an expression of sorrow.

Such words are called **Interjections.**

*An Interjection is a word used merely to express some sudden feelings of the mind.*

## SPORTSMANSHIP

William Make Peace Thackeray

And in the world as in the school,  
You know how fate may turn and shift;  
The prize be sometimes to the fool,  
The race not always to the swift;  
The prize be sometimes to the swift  
Who misses or who gains the prize  
Go, lose or conquer as you can,  
But if you fall or if you rise,  
Be each, pray God, a gentleman.

### Main Idea:

In life you may not be able to achieve everything you wish for, therefore, take your defeat and success both like a gentleman. Learn to be a good winner as well as a good loser.

### Exercise

1. Explain, in your own words, what the poet has tried to say?
2. Make a list of the rhyming words in the poem.
3. Write down your feelings when you have lost a game?
4. Underline the verbs in the poem.

## GRAMMAR UNIT 15: PARSING

To **parse** a word is to tell what part of speech it is.

Let us *parse* the words in italics in the following sentences:

*A crow once stole a big piece of cheese.*

*He came after we left.*

*Crow*: is a name; therefore, it is a Noun.

*Once*: tells us when a crow stole; therefore, it is an Adverb.

*Stole*: says what a crow did; therefore, it is verb.

*Big*: goes with the noun piece to describe it; therefore, it is an Adjective.

*Of*: shows the relation between two things, piece and cheese; therefore, it is a Preposition.

*He*: is used instead of a noun; therefore, it is a Pronoun.

*After*: joins the sentence "He came" to the sentence "We left"; therefore, it is a Conjunction.

After a little practice, students may be asked to parse in the following manner:

*Crow*: a Noun, because it is a name.

*Once*: An Adverb, because it tells us *when* a crow *stole*.

*Stole*: a Verb, because it *says* what a crow *did*.

*Big*: an Adjective, because it goes with the noun *piece* to describe it.

*Of*: a Preposition, because it shows the relation between two things, *piece and cheese*.

*He*: a Pronoun, because it is used instead of a noun.

*After*: a Conjunction, because it joins the sentence "He came" to the sentence "We left".

### Exercise

Read the following paragraph carefully and identify the underlined words as different parts of speech.

These wandering entertainers may be found in any of the villages and towns of Pakistan, but there are others who are found only in certain parts of the country. If one walks along the streets of Lahore, one will occasionally come across a wandering musician singing some old unhappy love story of a village girl and her unfortunate lover. He always sings to the accompaniment of an 'ek-tara' or a violin. The sad words of the song and the wonderful skill with which he plays his instrument always attract a large crowd of people, who remain quiet, still and silent until he has finished. They remember the sound of the music long after the musician has stopped singing. The crowd throws a few coins onto the mat spread in front of the musician and go on their way.

### POLLUTION

To pollute means to make any features of the environment harmful to human, animal or plant life. There are many types of pollution:

1. Water pollution
2. Air pollution
3. Soil pollution
4. Noise pollution

The increased number of factories and industries, and the ever increasing number of smoking vehicles are the main causes of pollution.

Very often contaminated water is mixed with drinking water due to poor drainage and sanitation system. This polluted water is the main cause of many diseases such as cholera, typhoid and hepatitis. Another kind of water pollution is produced by the industrial waste. Many factories and industries throw away their poisonous wastes into the nearby canals. Thus polluting the waters in the rivers and lakes which is dangerous for marine life.

The improper disposal of waste material on the land produces soil pollution. When it rains, the rain water seeps through the soil. The waste dissolves and carries the harmful material thus polluting the soil.

Air pollution is the most dangerous kind of pollution. Poisonous emissions from the vehicles, factories and industries pollute the air. These poisonous gases when ingested can cause a lot of diseases. They can produce skin problems. The most serious problem of air pollution is the thinning of Ozone layer, which is the cause of excessive temperature.

Noise pollution occurs because of the excessive use of vehicle horns, particularly pressure horns and loud music. This is mainly a problem of densely populated areas. Noise pollution can damage ear drums and can cause mental stress and strain.

How can we reduce pollution? Environmental Protection Department is taking measure to control pollution at government level. We, as responsible citizens must work hard to keep our environment clean. It is noticed that most of the people clean their own places, but throw garbage in the streets and on the roads. It is the duty of each one to put garbage in the waste bin to keep our environment clean.

But the most important thing is that we must protect our plants and trees and grow as many others as we can. Because plants and trees produce oxygen and make our environment clean.

### Vocabulary

contaminated	impure; diseased
drainage	draining; to make dry; to filter
sanitation	drainage and disposal of sewage
marine	found in the sea
emissions	sending out or giving off
ingested	to take food, drugs etc. into the body, as by swallowing

### Exercise

#### A. Answer the following questions.

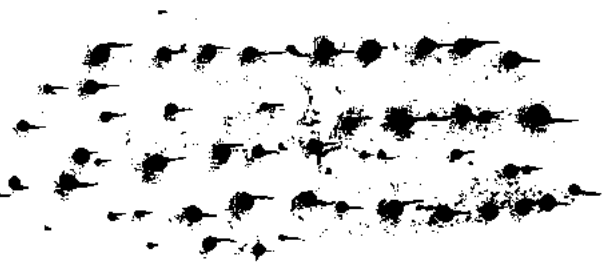
1. What does the word pollute mean?
2. How many types of pollution are there?
3. What is the cause of excessive temperature?
4. How can we keep our environment clean?
5. What is the role of plants and trees in keeping the environment clean?

#### B. Mark "T" for true and "F" for false statements.

1. The increasing number of factories, industries and smoking vehicles are the main cause of pollution. ( )
2. Cholera, hepatitis and typhoid are caused by air pollution. ( )
3. Noise pollution is mainly a problem of scarcely populated cities. ( )
4. Plants and trees produce oxygen gas and make our environment clean. ( )
5. Air pollution can cause skin diseases. ( )
6. There is no thinning of ozone layer due to air pollution. ( )

#### C. Translate into Urdu.

1. Ibrar will be working hard.
2. I will be writing a letter.
3. They will not be playing hockey.
4. We will be jogging.
5. Will you be joining the party?





## GRAMMAR UNIT 16: PROPER AND COMMON NOUNS

1. *Ali* made twenty runs.
2. He is yet a *boy*.

When I say "Ali made twenty runs," I am speaking about one particular boy of the name. *Ali* is the name of one particular boy. *Ali* is his own special name, and is, therefore, called a **Proper Noun**. (*Proper* means *one's own*.)

A Proper Noun is the special name of a particular person or place; as, Abdul Rashid, Pomi, Shirin, Karachi, Pakistan.

**Note.-** A Proper Noun always begins with a capital letter.

The name *boy* may be given to any and every boy- to Ali, Rashid, Abdul, Tanveer, Jack, etc. It does not belong specially to any one particular boy. It is a name **common** to all boys. It is, therefore, called a **Common Noun**.

A **Common Noun** is a name given in common to every person or thing of the same class or kind; as:

man, woman, boy, girl, town, country, books, desk.

**Note again:-**

*Shirin* is a Proper Noun, while *girl* is a Common Noun.

*Rashid* is a Proper Noun, while *boy* is a Common Noun.

*Karachi* is a Proper Noun, while *town* is a Common Noun.

*Pakistan* is a Proper Noun, while *country* is a Common Noun.

## THE TWO BARGAINS

Arabia is a desert country where water is scarce. Even if water is found it is not always fit for drinking. People have to travel long distances to fetch water and sometimes they have to remain without it for a day or even more. When the Holy Prophet (SAW) migrated to Madina there was only one well of sweet water in the town. It was called *Baire Roma*, and was owned by a Jew who sold its water at a high price. The companions of the Prophet (SAW) were generally poor and found it hard to get the water. They came to the Holy Prophet (SAW) one day and sought his help. The Holy Prophet (SAW) was sitting in his Mosque at the time and many of his companions were there, too. He looked around and said, "Is there anyone here who would like to purchase paradise for himself in return for *Baire Roma*?" Hazrat Usman, (RA) stood up and went out quietly.

He went to the Jew and offered to buy the well from him at whatever price the Jew would like to sell it. The Jew would not agree to sell at first. But then he thought that it might be more profitable for him to make Hazrat Usman (RA) a partner as he was a chief businessman. He, therefore, agreed to sell half of his share in the well to Hazrat Usman (RA) for twelve thousand dirhams (silver coins). It was agreed that Hazrat Usman (RA) would receive all the income from the well for one day and the Jew for the next, and so on.

Hazrat Usman (RA) returned to the Mosque and offered his share in the well to the Holy Prophet (SAW). It was now proclaimed in Madina that everyone could carry as much water as he liked free of cost on the day the well belonged to Hazrat Usman (RA). Not only the Muslims but the Jews also made use of Hazrat Usman's (RA) generosity and they carried so much water on his day as could last them for the next as well.

The Jew learnt a bitter lesson. Whereas he had hoped to make more money, he made none at all! He went to Hazrat Usman (RA) and offered to sell the other half of the well also. Hazrat Usman (RA) could have refused to buy it, for the Muslims had no longer any difficulty, but such was his generosity that he paid the Jew whatever he asked for his share. The well exists in Madina to this day and is known as *Baire Usman* or *Usman's well*.

During the days of Caliph Umar (RA) famine broke out in Arabia. Hazrat Umar (RA) was greatly distressed. He did all he could to lessen the hardships of the people. All the food that was brought into Madina was purchased by the Caliph for the Baitulmal and distributed among the people. One day he learnt that

a thousand camel-load of flour belonging to Hazrat Usman (RA) had reached Madina. Hazrat Umar (RA) went to him straight away and offered to buy the whole stock from him at twenty-five per cent profit. Hazrat Usman (RA), however, turned down the offer and said, "I have another buyer who is offering me much more". The Caliph said, "I can offer you fifty per cent profit". Hazrat Usman (RA) still declined. Hazrat Umar (RA) raised his offer to 100%. But Hazrat Usman (RA) would not agree and said, "I have a buyer who is offering me very much more". The Caliph offered to pay three times the price of the flour, then four times and even five times. Hazrat Usman (RA) rejected all these offers. Hazrat Umar (RA) became angry and said, "Usman (RA), why have you become so hard-hearted now, when you used to be so generous in the days of the Prophet (SAW)?" He answered, "I am only doing business. If I can get more value for my goods than you can pay me, why would I not do so?" The Caliph raised his offer higher and higher until he was willing to pay nine times the price of the flour as profit.

Hazrat Usman (RA) now stood up and said, "Umar (RA), I have already sold my stock. The buyer is Allah who has promised to pay me at least ten times the price as profit and may raise it to seventy or even seven hundred times. Go and distribute the flour among the people in the name of Allah". The Caliph was so touched by this generosity of Hazrat Usman (RA) that he wept. He then embraced him and begged forgiveness for the harsh words he had used earlier.

### Vocabulary

desert	barren land, waterless and treeless, often sand covered
scarce	rare, not available in sufficient quantity
fetch	draw forth; go for and bring back
well	shaft, usually lined with brick or stone, for obtaining water from underground source
proclaim	make known publicly; reveal; show
generosity	greatness of heart
bitter	a taste unwelcome to the mind, hard to bear
famine	extreme scarcity of food in a region

broke out      out break of fire, disease or war etc.  
 declined      refused  
 touched      moved

### Exercise

#### A. Answer the following question.

1. Who owned the well of drinking water in Madina?
2. Why did Hazrat Usman (RA) buy it?
3. Why did the Jew sell the other half of the well as well?
4. How much profit did Hazrat Umar (RA) offer for the flour?
5. What price did Hazrat Usman (RA) get for his stock?

#### B. Fill in the blanks.

1. Arabia is a \_\_\_\_\_ country where water is \_\_\_\_\_ for \_\_\_\_\_.
2. The Jew agreed to sell \_\_\_\_\_ his share to \_\_\_\_\_ for \_\_\_\_\_ Dirhams.
3. Not only the \_\_\_\_\_ but the \_\_\_\_\_ also made use of Hazrat Usman's (RA) generosity.
4. "Usman (RA), why have you become so \_\_\_\_\_ now, when you use to be so \_\_\_\_\_ in the days of the Prophet?"
5. The Caliph was so \_\_\_\_\_ by this generosity of Hazrat Usman (RA) that he \_\_\_\_\_.

C. **Composition**

1. Relate either of these two stories in your own words.

D. **Translate into English.**

- 1- وہ کام ختم کر چکا ہوگا  
2- ہم امتحان دے چکے ہوں گے  
3- کیا وہ گھر پہنچ چکا ہوگا  
4- لوگ کھانا نہیں کھا چکے ہوں گے  
5- تم کتاب پڑھ چکے ہو گے

**GRAMMAR UNIT 17: ABSTRACT AND COLLECTIVE NOUNS**

Read the sentence:

The boy showed great courage.

We can see the sun; we can touch a book; but can we see or touch courage? No; it is the name of something that we can only think of. Such a name is called an **Abstract Noun**.

*An Abstract Noun is the name of something that we can only think of; as,*

Sweetness	kindness	darkness
Weakness	pity	pain
Hope	doubt	honesty
Childhood	misery	greed
Sleep	sickness	death

When a noun is the name of a number (or collection) of persons or things considered as one, such as army, crowd, flock, fleet, it is called a **Collective Noun**.

The word army is a Collective Noun, because it is the name given to a collection of soldiers.

The word crowd is a Collective Noun, because it is the name given to a collection of people.

The word flock is a Collective Noun, because it is the name given to a collection of sheep or goats.

The word fleet is a Collective Noun, because it is the name given to a collection of ships.

A Collective Noun is the name of a number of persons or things considered as one.

## KINDS OF NOUNS: REVISION

We now see that there are four kinds of nouns:

1. The Common Noun.
2. The Proper Noun.
3. The Abstract Noun.
4. The Collective Noun.

**Exercise:** Pick out the Nouns in the following sentences and say whether they are Common, Proper, Abstract, or Collective:-

1. Mary had a little lamb.
2. My cousin has a dog called Jack.
3. A cold wind blew last night.
4. The girl has a sweet voice.
5. The people who live in Holland are called Dutch.
6. There was a large crowd in the street.
7. The child has caught cold.
8. The elephant has great strength.
9. Are you speaking the truth?
10. Columbus discovered America.
11. Karachi is a big city.
12. Solomon was famous for his wisdom.
13. He treats his children with great kindness.
14. Lahore has many fine buildings.
15. The wind and the sun had a quarrel.
16. The girl showed great courage.
17. Ali gave his sister a great fright.
18. Our class consists of twenty pupils.
19. Without health there is no happiness.
20. Our team is better than theirs.

## ABOU BEN ADHEM

*Leigh Hunt*

Abou Ben Adhem (may his tribe increase)  
Awoke one night from a deep dream of peace,  
And saw, within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An angel writing in a book of gold. 1  
Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said,  
'What writest thou<sup>2</sup>?--The vision rais'd its head,  
And with a look made of all sweet accord,  
Answer'd, 'The names of those who love the Lord. 3  
'And is mine one?' said Abou. 'Nay, not so,'  
Replied the angel. Abou spoke more low,  
But cheerly still; and said, 'I pray thee, then,  
Write me as one that loves His fellow men.' 4  
The angel wrote and vanished. The next night  
It came again with a great wakening light,  
And show'd the names whom love of God had blest,  
And Lo! Ben Adhem's name led all the rest. 5

### Vocabulary

tribe	people belonging to a group of inter-related families
bloom	in full blossom; fully ripe
exceeding	much
presence	the angel who was present there
accord	gentle consent; agreeable
low	humble
cheerly	merrily; happily
vanished	disappeared; went away

### Main Idea:

Abou Ben Adhem, a born prince, was a great saint who gave up a highly comfortable life for the service of mankind and love of Allah.

The poet through the example of Abou Ben Adhem, teaches us to love our fellow men, if we want to be blessed by Allah's love. He who is patient and thankful, is loving and gentle to God's creatures, and returns good for evil and subdues his passions and forgets his own self for others will receive a great reward and will be loved by God.

### Exercise

- i. Explain lines 1-10 of the poem in simple English.
- ii. Describe what did Abou Ben Adhem want to know when he felt the presence of an angel in his room?
- iii. What did the angel tell Abou Ben Adhem?
- iv. What good thing the angel told Abu Ben Adhem the next night?
- v. Where was Abou's name written amongst those who were loved by God?

### GRAMMAR UNIT 18: TRANSITIVE AND INTRANSITIVE VERBS

Read these sentences:

1. The boy *made* a kite.
2. The boy *laughed*.

If I say to you "The boy made," I do not make complete sense. You want to know *what* the boy made.

When I say "The boy made a kite," I name the object, which he made. The word *kite* is, therefore, called the **Object** of the verb *made*.

The verb *made*, which requires an Object to complete its sense is called a **Transitive Verb**.

If I say "The boy laughed," I make complete sense. You know what the boy did. He laughed. The verb by itself makes good sense.

Such a verb as the verb *laughed* that does not require an Object, but makes good sense by itself, is called an **Intransitive Verb**.

It will be seen that Transitive Verbs require an Object to complete the sense; Intransitive verbs do not require any Object to complete the sense.

#### Transitive Verbs

Ali shut the window.

Karim opened the door

Abid saw a snake.

#### Intransitive Verbs

The child still lives.

Some animals swim.

The poor woman wept.

**Exercise:** Pick out the verbs in the following sentences, and tell in each case whether the verb is Transitive or Intransitive. Where the verb is Transitive, name the Object:

1. Bad boys *hide* their faults.
2. Some boys *threw* stones at the frogs.
3. The *fire* burnt the house.
4. The sun *rises* in the east.
5. The frog *jumped* out of the pond.
6. The goat *fell* into the well.

7. I know a funny little man.
8. Humpty Dumpty sat on a wall.
9. Go and see your father tomorrow.
10. Take your books and go home.
11. My new watch keeps good time.
12. The clock stopped this morning.
13. I met a little cottage girl.
14. Humpty Dumpty had a great fall.
15. The crow sat on the branch and cawed.
16. Abid loves work and Abdul hates it.
17. The beggar sat down by the side of the road.

*Exercise: Complete the following by supplying an Object:-*

1. The horse kicked—.
2. The teacher punished —.
3. A shoemaker makes—.
4. My brother wrote this—.
5. He broke—.
6. The cow gives—.
7. The sun gives—.
8. The mason built—.
9. The tailor made—.
10. The policeman caught—.
11. The cat killed—.
12. The thief stole—.

### *THE STORY OF THE MAN WHO WENT TO FIND HIS LUCK*

In this world, firstly, there is luck,--- that a man may obtain an opportunity; and secondly, intelligence,---that he may turn his opportunity to account. Unless both these conditions are fulfilled, nothing ever will go right.

Now there were two brothers. One of them enjoyed excellent good fortune: and as for the other, he had neither intelligence nor luck.

So he questioned the fortune of his brother, saying, "Where, then, is my fortune?"

And his brother's fortune answered, "It is asleep in such-and-such a wood."

So the man set out to find it. Now upon the road there was a lion, who questioned the man, saying, "Whither are you going?"

"My fortune," said the man, "lies in such-and-such a wood. I go thither."

"Ask on my behalf, then," begged the lion, "what is the reason that I am thus ill, and why nothing seems to relieve me."

"Very well," said the man; and when he had gone a little further on, he found a horse lying, who asked, "In what direction go you ?,

The man explained to him.

Then some distance beyond, he met with a tree, which addressed him, saying, "O' man I pray, what is your destination?"

When the man had spoken of his intention, the tree said, "Enquire on my behalf also, ---why am I thus leafless."

The man agreed.

Now when he reached to where his fortune was he seized upon it and ejaculated angrily, "Here am I dying of hunger, and you asleep in a wood!"

"You have", replied his fortune, "no cleverness."

Then the man continued, saying, "My fortune! Why is the lion ill; and what will effect his cure?"

"Tell the lion", replied his fortune, "that he should devour a fool: then will his recovery be complete. And tell the horse, that he should take a master who will ride him; then will he grow strong. And tell the trees that under its roots lies

the treasure of seven kings, and if this treasure be taken forth, then will the tree flourish."

The man returned upon the same road, and upon his repeating what he had been told, the tree said, "If you will take out from among my roots this treasure, your kindness will be great; and you will be king (with the riches) of seven kings."

The man replied, "What good to me are riches? Here is my fortune who now has roused up, and she will work for me."

Then he came to the horse, which asked, "What reply do you bring me?"

"That you should take for yourself a master, who will ride you: then will you grow strong."

"You are my master", said the horse, "take me!"

"Look out for someone else instead," said the man. "My fortune has roused up now, and she will bring me many horses."

And then he came upon the lion who in turn questioned him, "What is my answer?"

"That you should devour a fool," said the man. "then you will be restored to your former health."

"Did you also obtain replies for anyone else?" asked the lion.

"Yes," said the man, "there was a horse and also a tree, for both of whom I obtained advice."

And then he set to, and related the whole story.

The lion, when he had heard him through, said, "You yourself are a superlative fool" and, rising up, he killed and devoured him.

He was a man of no astuteness, who could not recognise his opportunities, so his fortune profited him nothing.

### *Vocabulary*

obtain	get; buy
thither	to that place; in that direction
destination	place to which somebody is going
ejaculated	said suddenly and briefly
intention	aim; purpose
riches	wealth; being rich
superlative	of the highest degree or quality
devour	eat hungrily or greedily
astuteness	cleverness

### *Exercise*

#### *A. Answer the following question.*

1. What difference was there between the two brothers?
2. On his way to find his Fortune whom did he meet first?
3. What did he say to his Fortune?
4. What did his Fortune reply?
5. What happened in the end?

#### *B. Translate into Urdu.*

1. Dawood will have been applying for the job.
2. I shall have been waiting for you.
3. They will have been congratulating you.
4. It will not have been raining.
5. Shall we have been attending the party?

## GRAMMAR UNIT 19: ADJECTIVES OF QUALITY

Read these sentences:

1. Amjad was a *great* soldier.
2. Karachi is a *big* city.

The word *great* is an Adjective, which tells *what kind* of soldier Amjad was.

The word *big* is an Adjective, which tells *what kind* of city Karachi is.

Such adjectives, which tell us of *what kind* a person or thing is, are called *Adjectives of Quality*. Because they describe a person or thing, they are also called *Descriptive Adjectives*.

Adjectives of Quality answer the question "Of what kind?"

**Exercise-** Pick out the adjective of quality in the following sentences.

1. The girl has a sweet voice.
2. Ali is a fine batsman.
3. That is a big house.
4. I like red roses.
5. It is a bright day.
6. Mary has a little lamb.
7. You may eat ripe mangoes.
8. Owls eat rats and small birds.
9. Monkeys have long tails.
10. Always drink fresh water.
11. The foolish crow tried to sing.
12. That boy is cruel.

**Exercise:** Write down three sentences each containing an Adjective of Quality.

## THE CONQUEST OF MALARIA

The most common disease of the tropics is malarial fever. In tropical countries about one third of the patients in hospitals have malaria, and about one-third of the entire population in many hot countries suffer from it every year. Only one case in several hundred is fatal, but there are so many sufferers that the total number of deaths each year is enormous. At one time it was even found in countries as far North as England and Holland.

For years scientists and doctors tried to find out how malaria was spread. Some said that it was caused by the night air, others that it came from infected water. Both of these theories were proved to be wrong by two men who finally discovered that it was spread by a small flying insect. The two men were Manson and Ross.

Sir Patrick Manson was a Scottish doctor who in 1866 became medical officer at a Chinese hospital in Formosa. There he studied elephantiasis, the strange disease which causes legs and arms, or other parts of the body, to grow very large. And there he first saw for himself the effects of malaria. At that time there was a theory that elephantiasis, like malaria, was caused by the night air of the marshes. Manson began his investigations and came to the conclusion that a parasite he found in human blood might be connected with the disease. But the problem was: 'How did the parasite get into the blood?' It could neither walk nor fly. Perhaps some creature that fed on human blood sucked it up from a person suffering from the disease and then released it again into the bodies of people who had previously been free from it.

Manson thought that the mosquito might be the creature which spread the disease. He persuaded one of his helpers who was infected with elephantiasis to sleep in a room containing mosquitoes and to let them bite him.

The next morning Manson collected the insects which were full of the blood of the infected person. He examined them under a microscope and found that they were all infected with the parasite.

Manson's discovery made men think. If the mosquito carried the parasite of one disease from person to person, perhaps it also spread malaria. A French doctor named Laveran suggested that this might be so, but he did not prove it, and people continued to believe the old theories. Manson returned to England.



By now he believed that the mosquito he was looking for was a type he had not yet come across. One morning a mosquito-man, one of three who collected the insects for him, produced some larvae which became brown mosquitoes with three black stripes on their wings. They were of a type that Ross had not experimented with before.

They were allowed to bite a malarial patient in the hospital. Later, some were cut open. Again no germs of malaria were found. That was on August 16<sup>th</sup>, 1897, in Secunderabad. Ross obtained some more mosquitoes of the same type during the next few days.

On August 20<sup>th</sup>, 1897 (which he later called Mosquito Day), Ross began to examine the mosquitoes under the microscope. There was nothing unusual in the first ones. Then he came to the last one which had taken blood from the malarial patient on August 16<sup>th</sup>. His eyes were tired but carefully and methodically he examined every part of the creature. Again he saw nothing. At last only the stomach of the insect remained to be examined. That meant that he would have to work for another half an hour, and he was already very tired. In spite of this he began to work again. He had hardly done so when he saw a very small but clear, almost circular shape. It was too small and clear to be an ordinary stomach cell of a mosquito. He continued to search, and soon saw another—and another exactly similar. He now examined one of these with great care and found that it contained the same tiny black spots as appeared in the parasites of malaria. He found twelve of these cells in the insect but he was so tired (and he had so often been disappointed before) that he did not, at that time, understand the value of his discovery. He went home and slept for an hour. When he awoke his first thought was that he had found the answer to the problem.

He had discovered that the germs of malaria were sucked by a certain kind of mosquito (the Anopheles) from the body of an infected human being, and that the germs developed in the stomach of the insect.

Ross received great honour for his work, but it did not make him rich. In 1902 he was awarded the Nobel Prize for medicine, and in England there is an Institute of Tropical Diseases which is named after him.

In 1894 Major Ronald Ross, of the Indian Medical Service, who was interested in malaria, returned to Britain on leave and went to see Manson. Ross listened to Manson's theories and decided that when he returned to India he would start experimenting at once. He examined hundreds of mosquitoes that had sucked up blood full of the parasites of malaria; but he could not find what he was looking for. The reason for his failure was that he was working with the wrong kind of mosquito. (Later he discovered that only one kind of mosquito—and only the female—was able to suck up and develop the parasites.)

Month after month Ross worked away. One experiment followed another without success.

Manson believed that human beings got malaria through drinking water, which had been infected by the insects after they had sucked up blood containing the germs. Ross proved that this was not so and found the real answer to the problem; but he wasted a great deal of valuable time testing Manson's first theory.

In his memoirs, Sir Ronald Ross tells how he tested the infected-water theory. He took four mosquitoes which had fed on a victim of malaria and placed them in two bottles with a little water. The bottles were kept in a cool place for a week. At the end of this period the mosquitoes were dead. In addition to the bodies of the infected mosquitoes the bottles contained grubs from the eggs they had laid.

Now Ross made his test. After removing the dead mosquitoes but not the grubs, he asked some volunteers, who understood the purpose of the experiment, to drink the water.

The result of the experiment was strange. One man seemed to be ill with malaria, but, when his blood was examined no malarial parasites were found. Two other men who drank the infected water remained quite well.

Further experiments, with infected water were made, but no volunteers got malaria. The first case of fever was not due to the water but to earlier infection.

Eventually, Ross abandoned Manson's theory and began to search for other ways by which the parasites in the mosquito might enter the blood of human beings—and his search ended in victory.

After many months of hard work in the great heat, and of continued failure to find an answer to the problem, Ross was almost exhausted. He worked until he could hardly find his way home in the evenings. The screws of his microscope were rusted with sweat from his forehead and his hands.

### Vocabulary

fatal	serious; ending in death
enormous	very great
marshes	low-lying wet land
parasite	insect or animal living on, or in another and getting its food from it
previously	before
memoirs	a person's written account of his own life
grub	larva of insect
exhausted	used up completely
methodically	done, carried out with order

### Exercise

#### A. Answer the following questions.

1. Is malaria still common in countries as far North as England?
2. Does malaria usually result in the death of the sufferer?
3. What important discovery did Manson make?
4. Who was the first to suggest that malaria was spread by mosquitoes?
5. Did Manson and Ross work together in India?
6. Why did Ross fail for a long time to find what he was looking for in the blood of the mosquitoes he examined?
7. What were the two main theories concerning the way in which malaria spread before Ross found the real answer to the problem?
8. Describe the appearance of the mosquitoes in which Ross finally found the parasites of malaria?
9. Did Ross realize at once that he had solved the problem of the spreading of malaria when he saw the parasites in the mosquito?

10. What did the parasites look like?

11. Can malaria be spread by all mosquitoes of the Anopheles type?

12. Did Ross' discovery bring him great wealth?

#### B. Mark "T" for true and "F" for false statements.

1. The least common disease of the tropics is malarial fever. ( )
2. Elephantiasis is a disease that causes arms and legs and other parts of the body to grow large. ( )
3. Malaria is caused by a bite from female Anopheles mosquito. ( )
4. Malarial parasites were seen in the lung cells of mosquito. ( )
5. Manson believed that Malaria was caused by drinking infected water. ( )

#### C. Translate into English.

- 1- بھینس کے آگے بین بجانا
- 2- ڈوبتے کو نکلنے کا سہارا
- 3- اپنا اپنا غیر غیر
- 4- اب بچھتائے کیا ہوت جب چڑیا چک گئیں کھیت
- 5- چراغ تلے اندھیرا

## GRAMMAR UNIT 20: ADJECTIVE OF QUANTITY

Read these sentences:

1. Four boys ran down the street.
2. There are twenty boys in the class.
3. Shakespeare wrote many plays.
4. I want some money.
5. He has much money.
6. There is little hope of victory.

Some adjectives do not describe persons or things; they tell their *number* or *amount*.

Thus in the above six sentences each noun has an adjective which does not tell us *what kind*—but *how many* or *how much*.

Such adjectives, which tell us *how many* or *how much*, are called **Adjectives of Quantity**.

Adjectives of Quantity answer the question "How many?" or "How much?"

**Exercise:** Pick out the Adjectives of Quantity in the following sentences:

1. Step back three paces.
2. I have told you this many times already.
3. I speak these few words to all men.
4. He is ninety years of age.
5. Did you get many marks?
6. He made several mistakes.
7. She has no money in her purse.
8. All humans wish to live long.

**Exercise:** Write down three sentences each containing an Adjective of Quantity.

## THE PIED PIPER OF HAMELIN

### PART-I

A long time ago there was a beautiful town, called Hamelin, in a far off country. There was a river on one side of it and a high hill on the other. At the time of the story the people of Hamelin were in great trouble because of rats. They were so many that there were more rats than men. Their number was increasing every day. The rats were so bold that they would eat up anything that the wives would cook in their kitchens. They would fight the dogs and kill the cats and even bite the babies. The people of the town found themselves helpless. One day they all marched shouting to the Town Hall, where the city Elders were sitting in council. They told the Mayor and the Councillors that they had failed in doing their duty. They were not fit for the job for which they were elected. Just then a strange-looking man appeared at the Town Hall. He was tall and thin. His eyes were very small. He had light, loose hair and his skin was dark.

He was wearing a long coat, half red and half yellow. Round his neck, there was a scarf of the same colour. From one end of the scarf was hanging a long pipe. The stranger wished to see the Mayor. Given permission, he entered the Hall and addressing the Councillors, said "Good Sirs, I have a magic pipe. By the charm of its music I can draw after me all living things that creep or swing or fly or run. People call me the Pied Piper. I have come to know of your problem and I offer my services to solve it. If I free your town of the rats, will you give me a thousand guilders?"

"One thousand! We will give you fifty thousand", cried the Mayor and all the Councillors with one voice.

The Piper came out into the street. He put the pipe to his lips and began to blow. Hardly had he gone three steps and played a few notes on the pipe when there came out some dozens of rats from every house. As he advanced, their number increased. There were all sorts of rats, big and small, lean and fat, old and young, brown, black and grey, whole families of them.

They followed the Piper dancing at the tune of his pipe. He led them from street to street until they came to the river's bank. There they all ran into the water and were drowned. Only one rat was able to swim across and reach the rat-land to tell the story of the Piper's wonderful music.

## THE PIED PIPER

### PART II

The town was free of rats, and the town people were happy. They were singing and dancing in the streets. Suddenly the Pied Piper came up before the Mayor, and said, "First, if you please, give me my thousand guilders!". "A thousand guilders", cried the Mayor in surprise. "Where was the money?" He remained silent for some time and then said, "Our business has been done. We saw with our own eyes the rats drown in the river. And what is dead cannot come to life, I think. However, we shall give you something for a drink, and a little money for your pocket too. But you know that what we spoke about the guilders was a joke. Here are fifty guilders. Take them and be gone."

This made the Piper very angry. He said, "I think, Sir, that you are joking. But I have no time to waste. I have to visit other places. And let me tell you that the people who annoy me, may find that I can play my pipe to teach them a lesson". The Mayor was angry too and said, "Do you mean to threaten us? Go and do what you can. You may blow your Pipe till you burst".

Once again the Piper stepped into the street and put the pipe to his lips. Hardly had he played three notes when from the houses, lanes and streets there rushed forth scores of children. All the little boys and girls, with rosy cheeks, golden hair, and teeth like pearls, followed the Piper laughing and dancing. The hearts of the Mayor and the Councillors were filled with fear when they saw the piper leading the children towards the river. But great was their joy when they saw the piper turn in the direction of the hill. They thought that the Piper would not be able to cross the high hill, and the children would stop there. But as soon as the piper reached the hill side, a big door opened wide and the children marched straight in. When all had gone in, the door shut fast. Only one small child was left behind. He was lame, and could not run as fast as the other children. In later years, he was always sad. He used to say, "since all my play-mates left, life here is dull. The piper had told us that he would take us to a wonderful land. There everything would be strange, new and beautiful. I was sure that in that wonderful land my lame foot would be cured. But alas! The music stopped and the gate shut before I could enter".

The Mayor sent his men in every direction in search of the Piper. He promised that if he would bring back the children, he would give him as much

x

x

gold and silver as he wished. But he was nowhere to be found. The children had gone forever.

Afterwards, in sad memory of the children, the street where they had disappeared was named as the Pied Piper's street. No music was allowed in that street.

Far away, on the other side of the high hills, there lives a strange tribe of people. They are quite different in their dress and manners from their neighbours. It is said that a long time ago the fathers and mothers of this tribe had risen from an underground cave. But how and why, nobody knows.

### Vocabulary

scarf	long strip of cloth worn round the neck, shoulder or hair
mayor	head of municipal corporation
charm	something believed to have magic power
guilder	unit of currency of the Netherlands
tune	melody
burst	breaks
lanes	narrow country road
lame	not able to walk normally

*Exercise*

**A. Answer the following questions.**

1. What were the people of the town doing when the Pied Piper suddenly appeared?
2. What made the Piper angry?
3. What happened when the Piper played three notes on his pipe?
4. To which direction did the Piper take the children and what happened to them?
5. Who was left behind?
6. Give the name of the street where the children had disappeared?

**B. Write T for true and F for false statements.**

1. The town of Hamelin was situated at a very pleasant spot. ( )
2. The number of rats was decreasing every day. ( )
3. The people of the town did not find themselves helpless against the rats. ( )
4. The rats were bold and were not afraid of the people. ( )
5. The people told the Mayor that he had done his duty very well. ( )
6. The strange looking man was tall, thin, dark and had no beard or moustaches on his face. ( )
7. The Piper had a scarf of white and blue colour round his waist. ( )
8. The Mayor promised to pay fifty thousand guilders. ( )
9. The stranger played a few notes on the pipe and not a single rat came out of the houses. ( )
10. All the rats jumped into the river and were drowned. ( )

**C. Fill in the blanks with the following words.**

**plunge plunged plunging**

1. All the rats except a stout one \_\_\_\_\_ into the river.
2. The lean rat could not \_\_\_\_\_ into the river.
3. When the Mayor saw all sorts of rats were \_\_\_\_\_ into the river, he became happy.

**solve solved solving**

1. The Piper had \_\_\_\_\_ the problem of the citizens.
2. I have come to \_\_\_\_\_ the problem.
3. After \_\_\_\_\_ the problem, the Piper asked for his reward.

**D. Pick out the correct ones and rewrite them.**

1. The people of the town found/did not find themselves helpless.
2. One day they all marched/did not march shouting to the Town Hall.
3. The strange man was wearing a long coat/a short coat, half white/half red and half green/half yellow.
4. If I free your town of the rats, will you give me a hundred/five hundred/a thousand guilders?
5. We will give you ten thousand/fifty thousand/twenty thousand.

**Translate into Urdu.**

1. Charity begins at home.
2. A bird in hand is worth two in the bush.
3. All that glitters is not gold.
4. Easy come easy go.
5. Kettle calls the pot black.

## GRAMMAR UNIT 21: ARTICLES

The words *the*, *a* and *an* are called **Articles**.

The word *the* is called the **Definite Article**, because it points out some particular person or thing; as,

He saw *the* doctor; meaning some *particular* doctor.

He wants *the* book; meaning some *particular* book.

The words *a* and *an* are called the **Indefinite Articles**, because it leaves *indefinite* the person or thing spoken of; as,

Send for *a* doctor; that is, any doctor.

I want *a* pencil; that is, any pencil.

The form *an* is used, instead of *a*, before a word beginning with a *vowel sound* or a silent *h*; as:

An ass, an enemy, an inkstand, an office, an orange, an hour, an heir, an honest man.

But we say-

A European, a university, a union, because these words begin with a *consonant sound*.

**Exercise:** Fill in the blank spaces with A or An or The as may be suitable:

1. He looks as stupid as \_\_\_ owl.
2. I bought \_\_\_ horse, \_\_\_ ox, and \_\_\_ buffalo.
3. The guide knows \_\_\_ way.
4. Copper is \_\_\_ useful metal.
5. The children found \_\_\_ egg in the nest.
6. I have come without \_\_\_ umbrella.
7. Aladdin had \_\_\_ wonderful lamp.
8. He returned after \_\_\_ hour.
9. I first met him \_\_\_ year ago.
10. \_\_\_ sun shines brightly.
11. She is \_\_\_ MA.

## The Writers and Editor

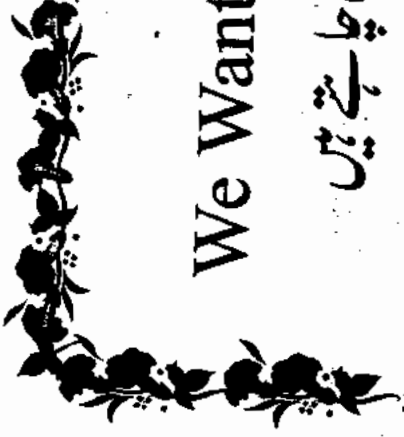
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Dr. Rahman has served as Head of the Department two times (1996–1999; 2001–2004). He has also successfully supervised two PhD scholars, the first ever PhD degrees in English awarded by the University of Peshawar. He is equally interested in English Literature and Linguistics.

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2000

Quantity  
68 6 10

Code No  
P/A-10/01(0)