

## IMPROVING VOCABULARY IN SECONDARY LEVEL ESL CLASSROOMS THROUGH STORYTELLING: AN EXPERIMENTAL STUDY

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### **Abstract**

*The present quantitative study examines the impact of storytelling as a teaching strategy on the lexical development of secondary-level ESL learners in Rahim Yar Khan. The study employed a quasi-experimental pre-test post-test design involving an experimental and control group. The experimental group was taught through storytelling as a teaching strategy, whereas the control group received instructions through the traditional method. The collected data was analyzed through paired and independent-samples t-test. The findings showed statistically significant progress in the vocabulary development of the experimental group specifically in new vocabulary achievement and recall. Whereas the control group disclosed a slight change. The findings give acceptance to the concept that using storytelling as a teaching strategy improves the lexical development more than the traditional method. The present study recommends to include the innovative teaching strategies in the curriculum for the development of vocabulary acquisition.*

**Keywords:** *Storytelling Quasi-Experimental Design, Lexical Development, ESL Learners.*

### **Background**

Language plays a vital role in shaping human interaction, cultural identity, and access to social resources. In multilingual societies, a common language such as English helps unify diverse populations and facilitate communication. Beyond simple transmission of ideas, language influences power dynamics and determines access to opportunities within society (Tamim 2014). English, as a global language, not only bridges communication gaps but also structures social hierarchies and defines participation in the global knowledge economy. Today, English is the dominant language in international relations, media, education, and technology. It functions as a symbol of globalization and modernity, especially in countries like Pakistan, where English proficiency is increasingly associated with socio-economic mobility and professional success. With its widespread use in entertainment, academia, and global commerce, English continues to gain importance worldwide (Crystal 2003). Vocabulary learning, in particular, has been identified as a crucial factor in mastering the language and becoming an effective communicator (Tasneem, Bhatti et al. 2024).

Despite English's prominence, many ESL learners in Pakistan face significant challenges in acquiring the language. The legacy of colonial education introduced English in elite institutions, while broader access to English instruction in public schools developed much later (Ramanathan

2005); (Mahboob 2017). Although recent improvements in curriculum and teacher training have been noted, public sector schools still struggle with resource limitations and instructional quality (Rahman 2010). Moreover, Pakistan's linguistic diversity adds another layer of complexity, as students often juggle multiple languages in their daily lives (Imran 2020).

The English-learning context in Pakistan may be challenging for pupils who are learning the language for the first time. Disparities among public and private education systems, unequal access to high-quality instruction, and variations in pedagogical norms all contribute to the problem's complexity (Campillo 1995); (Biemiller 2003). These structural variations have an influence on learners' experiences and outcomes, particularly when English is taught as a foreign or further language. Students from underprivileged backgrounds often find themselves at a disadvantage since they fail to receive enough exposure and support. Learning a second language requires lexical development, which is the process of developing and employing new vocabulary. Unfortunately, traditional teaching methods consistently put grammar over vocabulary, neglecting this vital aspect (Nunan 1999). Current research is highlighting the significant role of lexical details when accomplishing language proficiency. (Alqahtani 2021). Academic anxiety, low motivation, and poor reading strategies may all affect students' ability to cultivate a rich vocabulary. (Beebe 1996) These constraints frequently lead to misconceptions of texts and a loss in confidence when communicating. The art of storytelling is one of the most effective strategies to promote vocabulary acquisition. Storytelling works well for vocabulary acquisition in ESL classes because it combines linguistic input with contextual, sentimental and cognitive learning. It improves both comprehension and recall via offering learners the chance to engage with words in relevant contexts. Storytelling encourages spontaneous vocabulary exposure rather than mechanical retention by utilizing tales, characters, and events that capture students' attention and stimulate their creativity. Unlike mechanical memorization, storytelling enables children to be exposed to vocabulary in a natural way through stories, characters, and events that pique their interest and foster their creativity. Because it reinforces language patterns and boosts enthusiasm and involvement, this method is particularly effective with secondary students. Finding out how well storytelling works as a teaching strategy to enhance vocabulary acquisition in secondary-level ESL students is the aim of this study. Therefore, the study aims to respond to the following query: To what extent does storytelling work as a teaching tool?

### **Literature review**

Systemic, pedagogical, and contextual issues have a significant impact on the advancement of English as a second language (ESL) learners in Pakistan. The dispersed nature of linguistic instructions across schools is one of the primary challenges, and it is exacerbated by differences in teacher quality, class size, and socioeconomic status. Large class sizes and overcrowded classrooms make it difficult for teachers to meet the needs of every student or implement interactive teaching strategies, which restricts their lexical growth to rote memorization rather than real-world language use. (Kashefian-Naeeni, Hosseini et al. 2023); Shamim, 2008; (Jamshed, Saleem et al. 2024); (Wlodkowski 1993). Low-income students are in particular a disadvantage since they tend to be less going to engage in English outside of the classroom and do not have access to materials such as language labs or libraries (Coleman 2010); (Gottlieb and Castro 2017).

Many ESL teachers in Pakistan favor translation-based instruction, which limits students' opportunities to comprehend and apply novel concepts in context by demonstrating English

subjects in Urdu or regional languages, despite the fact that teachers play a critical role in promoting vocabulary development. (Murdoch 1994); (Richards 2010); (Shah, Kadir et al. 2022) This issue is made worse by inadequate teacher preparation programs that don't cover academic language instruction or supply professionals real-world tools for expanding their vocabulary. (Valdés, Kibler et al. 2014);. Research consistently emphasizes that ESL teacher competence must include language proficiency and the ability to foster academic literacy through explicit vocabulary teaching (Fulcher 2014); (DiCerbo, Anstrom et al. 2014); (Schmitt 2008).

Another challenge is the dominant exam-oriented culture, which discourages the development of deep lexical knowledge. In Pakistani schools, teaching often focuses on preparing students for standardized exams, where success depends on rote memorization and grammar-based drills. Vocabulary is typically treated as a list of isolated words to memorize rather than a dynamic system of meaning connected to reading, writing, and speaking (Gándara and Hopkins 2010); (DiCerbo, Anstrom et al. 2014) (Kabilan and Khan 2012). Assessment methods rarely measure vocabulary depth, such as nuanced understanding or ability to use words in varied contexts. Instead, they test surface-level recall, creating a mismatch between what is taught and what learners need for real-world communication (Kashefian-Naeeni, Hosseini et al. 2023); (Shamim 2008); (MONDAY and Ekong 2024)

Limited instructional time and outdated resources further restrict opportunities for learners to build vocabulary effectively. English language instruction is often confined to a few weekly periods, during which teachers are expected to complete the syllabus and prepare students for exams. As a result, rich vocabulary instruction, extensive reading, and context-based learning are frequently sidelined (Mouri and Rahimi 2016); (Abbas 1998); (Aly 2007); (Hao, Wang et al. 2021). Schools, particularly in rural areas, lack access to modern textbooks, digital tools, or interactive teaching aids. These constraints make it difficult for students to engage with authentic English texts or use digital platforms that support vocabulary learning (Gottlieb and Castro 2017); (Jamshed, Saleem et al. 2024).

Educational policies also play a crucial role in shaping lexical outcomes. The language policy in Pakistan has often been inconsistent, oscillating between English and Urdu as the medium of instruction. This inconsistency causes confusion among teachers and learners, disrupts the continuity of language instruction, and leads to fragmented vocabulary learning experiences (Shamim 2008); (Coleman 2010); (Abbas 1998) Furthermore, current regulations prioritize grammatical correctness over communicative skill. As a result, schools prioritize grammar-based curricula over teaching vocabulary, a skill necessary for comprehension, communication, and academic success. (MONDAY and Ekong 2024) (Kabilan and Khan 2012).

Literature-based instruction, sometimes known as storytelling, is a narrative-centered teaching approach that helps students improve their vocabulary, comprehension, and communication skills while immersing them in captivating language experiences. Storytelling has been found to be a successful strategy for improving reading comprehension, writing fluency, and vocabulary acquisition in second language training (Kazazoğlu 2022). Teachers may foster empathy, imagination, and analytical skills as well as language proficiency by exposing children to meaningful and real stories.

Sociocultural and constructing learning theories provide the theoretical underpinnings for using storytelling as instructional technique. Cognitive development is influenced by social interaction across the Zone of Proximal Development (ZPD), referring to (Vygotsky 1978) socio-cultural

theory. With the help of more experienced classmates or teachers, students can use interactive storytelling to solve language problems that would otherwise be too challenging for them to manage on their own by constructing meaning. Classroom narrative exercises that use student-teacher communication to mediate learning serve as examples of this idea. Through collaborative story creation and interpretation, scaffolding—a term used to characterize this guided support—allows students to acquire linguistic patterns (Pennington 2009).

Because it helps contextualize new words, storytelling is a potent tool for vocabulary development. Students come across and internalize words related to particular people, events, and emotions as they follow a plot. Stories' emotional and sequential structure aids in their retention and helps you form meaningful connections with new words (Wajnryb 2003). Moreover, (Pennington 2009) illustrates the manner in which the process of discussing and evaluating stories allows students to use a language in a meaningful way whereas engaging cognitive resources that are essential for developing their vocabulary (Krashen 1989) emphasizes the significance of intelligible input, which points out that linguistic features like narratives, which are both captivating and comprehensible, immensely speed up vocabulary acquiring.

Because children concentrate on surroundings, intonation, or and pronunciation when listening to a story, storytelling also helps them develop their listening skills. Culturally relevant English stories enhance student engagement and help them form a stronger bond with the material in the Pakistani ESL context (Akram, Yang et al. 2020, Akram, Khan et al. 2020). Students engage in active listening activities that develop critical detail perception, inference, and prediction through storytelling. This process improves conversational fluency, vocabulary, and comprehension.

By enhancing students' emotional awareness, introspection, and social comprehension, digital storytelling fosters language development, according to (Qureshi, Iqbal et al. 2023). According to (Lashari, Sajid et al. 2022) When combined with flipped classroom techniques, digital storytelling improved students' conceptual understanding and engagement in science classes, indicating its broader applicability in a range of educational contexts.

Storytelling is a natural part of Pakistani cultural traditions, where moral tales, historical accounts, and folktales are vital to the oral transmission of knowledge and values. According to (Guapulema Calo 2019) Because of their moral depths, familiarity, and relevance, narratives for all kinds—including fables, folklore, legends, and myths—make excellent teaching tools. Storytelling is not only an effective teaching strategy but also a practice that supports students' distinctive cultures and connects to their everyday experiences due to its cultural compatibility. In language learning, storytelling enhances student motivation and lowers the affective filter, creating a relaxed and open atmosphere conducive to acquisition (Lucarevski 2016); (Pennington 2009). It fosters critical thinking by encouraging students to analyze characters, predict outcomes, and reflect on moral themes (Khatib and Faruji 2012). Language development is supported as students encounter vocabulary and grammatical structures in context, and engage in interactive discussions and storytelling activities that enhance both receptive and expressive language skills (Isbell, Sobol et al. 2004).

However, despite its many benefits, the implementation of storytelling in Pakistani classrooms faces several challenges. Time constraints due to overloaded curricula often prevent teachers from allocating sufficient time to develop and deliver stories that align with learning goals. The lack of teaching resources, such as storybooks, audio-visual materials, and training, is particularly acute in rural and under-resourced schools. (Ahmed 2017) highlights that such



disparities affect the success of vocabulary instruction, with urban students benefiting more from story-based strategies than their rural counterparts.

Empirical research strongly supports the effectiveness of storytelling for vocabulary enhancement, demonstrating that emotionally engaging stories improve both vocabulary and grammar retention. Storytelling is one of the most effective and enduring language teaching strategies due to its cognitive, emotional, and cultural benefits. "Stories help us to understand who we are, to make sense of the confusing swirl of everyday life, to digest and transform our experiences," (Booth 1994) pg.89. They can also encourage reflection and critical thinking. The interpretive and reflective qualities of storytelling make it an ideal medium for language learning, particularly when it comes to enhancing comprehension and vocabulary.

The use of short stories in language classes has increased since they are believed to be useful tools for enhancing vocabulary learning and comprehension abilities. (Nazara 2019) examined how students saw short stories as vocabulary-building materials in language schools to support ongoing improvements in teaching strategies. A study involving elementary ESL students found that short stories were crucial in helping students get a more profound and significant comprehension of language. In a similar vein, (Ajideh, Zohrabi et al. 2013) examined the instructional use of short stories and emphasized how they aid students in developing a broader understanding of language. They noted that clear-structured stories help students engage with language in context, which enhances understanding and memory.

According to (Bhatti, Iqbal et al. 2022) storytelling is a special and successful way to introduce literature to young students. They contend that storytelling develops a reading habit that is necessary for lifetime learning in addition to encouraging creativity, frequently through the use of imagery. Through this kind of interaction, students start to understand words and phrases, moving from local to global comprehension—a crucial step in improving their reading skills overall.

Storytelling has always been a useful teaching tool from a cultural and religious standpoint. One of the most stressed teaching techniques in the Qur'an, which has several chapters that describe the lives of prophets, communities, and historical events, is storytelling (Arifin, 2004). The teaching efficacy of narrative is demonstrated by the repetition of these stories to reaffirm moral principles and important lessons. (Guapulema Calo 2019) shows that teachers can use storytelling to incorporate grammar, pronunciation, and vocabulary through dynamic classroom practices. (Hasan , Maibodi 2008) found that Persian-speaking university students developed positive attitudes and improved vocabulary acquisition when exposed to English short stories. (Channa, Koondher et al. 2024) argue that literary texts reflect cultural and social contexts, offering a multidimensional approach to second language development. (Ahmed 2017) further observes that short stories improve vocabulary acquisition more effectively among urban secondary school students.

While the advantages of storytelling are well-documented, there remains a lack of focused research on its impact on vocabulary acquisition among Pakistani secondary-level ESL learners. Most existing studies explore general language skills or university-level learners, leaving a gap in understanding how storytelling works in public school classrooms. Additionally, limited attention has been given to the adaptation of storytelling for under-resourced environments, including the development of culturally and linguistically appropriate stories that reflect students' real-life experiences. This study addresses these gaps by investigating storytelling's

specific role in enhancing vocabulary acquisition among secondary school learners in Pakistan's ESL classrooms.

### **Methodology**

A quantitative, quasi-experimental pre-test/post-test approach was used in this study to assess how storytelling as a teaching method affected secondary-level ESL learners' vocabulary acquisition. Controlled external factors through the use of a quasi-experimental design allowed for an analysis of the narrative intervention's impact on vocabulary improvement. The focus group consisted of secondary level ESL students attending public schools in District Rahim Yar Khan. A sample of eighty students was selected and randomly divided into two groups: experimental and control. The experimental group was taught using storytelling techniques while the control group continued to receive instruction through traditional methods.

The main question guiding the study was addressed through a pre-test/post-test evaluation. Vocabulary tests were administered to both groups as pre-tests, followed by comparable post-tests after a designated period of intervention to evaluate change in the level of vocabulary recall, usage among routine interventions, and overall acquisition. For data collection purposes, specially designed vocabulary tests aimed at measuring learners' understanding, recall, and appropriate use of newly taught vocabulary were used over class sessions. These tests included tasks involving recognition, contextual application, and recall associated with vocabulary items. During the intervention's predetermined 12-week duration, the trial group was subjected to narrative meetings involving rich, contextualized linguistic input. The selection of the stories was based on the cultural backgrounds and cognitive abilities of the learners. Following the intervention phase, the Independent Samples t-test and paired sample t-test in SPSS was used to examine the vocabulary test results from the pre-test and post-test. This statistical test was used to determine whether the observed differences in vocabulary acquisition between the experimental and control groups were statistically significant.

### **Data analysis techniques and Results**

#### **Test for the Data Analysis:**

#### **Independent samples T-test**

#### **Pre-Test**

**Table 1**

**Difference between mean scores of the existing level of vocabulary for the Storytelling for the indicator "Recall" and "New vocabulary use": (Control vs Experimental Group)**

Group	No	Mean	S D	Df	T	p-value
Experimental	40	5.6750	1.22762	78	3.338	.001
Control	40	4.8000	1.11401			

\*p<0.05

Table 4.4.1 displays the findings of the independent samples T-test, which looks at the pre-test differences between the experimental and control groups with respect to their current vocabulary level, particularly for the indicators "Recall" and "New Vocabulary Use" under the storytelling technique. A mean score of 5.6750 with a standard deviation of 1.22762 was achieved by the experimental group (n = 40), whereas a lower mean score of 4.8000 with a standard deviation of 1.11401 was attained by the control group (n = 40). With 78 degrees of freedom, the calculated t-value was 3.338, and the corresponding p-value was .001, both of which are below the

significance level of 0.05. This suggests that there is a statistically significant difference in the two groups' mean scores.

These results indicate that the experimental group outperformed the control group in terms of vocabulary even before the narrative intervention was put into place. The standard deviations demonstrate that the degree of score fluctuation was comparable for both groups. The observed difference is unlikely to be the result of chance, as confirmed by the substantial p-value (.001), which indicates a genuine difference in pre-existing vocabulary levels. Identifying this pre-test result is crucial because it shows a baseline difference between the two groups, which should be taken into account when interpreting post-test results to properly gauge the narrative strategy's effectiveness.

### **Post-tests**

**Table 2**

**Difference between mean scores of the improved level of vocabulary for the indicator Storytelling for the indicator “Recall” and “New vocabulary use” : (Experimental vs Control)**

Group	No	Mean	S D	Df	T	p-value
Experimental	40	7.1250	.99195	78	11.017	.000
Control	40	4.6750	.99711			

\*p<0.05

Following the use of the storytelling method, the experimental and control groups' post-test vocabulary performance for the indicators "Recall" and "New Vocabulary Use" is compared using the independent samples T-test results shown in Table 4.4.4. With a mean score of 7.1250 and a standard deviation of 0.99195, the experimental group (n = 40) outperformed the control group (n = 40), which had a mean score of 4.6750 and a standard deviation of 0.99711. A highly significant difference between the two groups was indicated by the computed t-value of 11.017 with 78 degrees of freedom and the corresponding p-value of .000, both of which are significantly below the traditional cutoff of 0.05.

Students in the experimental group, who were exposed to the storytelling-based vocabulary instruction, demonstrated noticeably more improvement in their vocabulary skills than students in the control group, who received traditional instruction, as evidenced by the significant difference in post-test scores. The pupils' performance within each group appears to be consistent, as indicated by the comparatively low standard deviations in both groups. Strong statistical evidence that the storytelling technique significantly and favorably affected students' capacity to remember and use new language is shown by the high t-value and the incredibly low p-value. These results support the usefulness of storytelling as a teaching strategy for improving vocabulary acquisition in an ESL context.

### **Paired samples T-test**

**Table 3 (control group)**

**Difference between mean scores of the control group for the Storytelling for the indicator “Recall” and “New vocabulary use”: pre. Vs post.**

Group	No	Mean	S D	Df	T	p-value
Control	40	10.7000	1.47109	39	-.666	.509
Control	40	10.8500	1.27199			

\* $p < 0.05$

In the context of the storytelling method, the findings of the paired samples T-test, which are shown in Table 4.4.7, assess the variation between the control groups' pre-test and post-test vocabulary scores for the indicators "Recall" and "New Vocabulary Use." There were forty people in the control group. The post-test mean was somewhat higher at 10.8500 with a standard deviation of 1.27199, compared to the pre-test mean of 10.7000 with a standard deviation of 1.47109. With 39 degrees of freedom, the computed t-value was -0.666, and the p-value was 0.509, both of which are higher than the conventional significance level of 0.05.

This finding suggests that the control group's vocabulary scores before and after the exam did not differ significantly. From a statistical perspective, the small rise in the mean score is not significant because the high p-value indicates that the change may have been the result of chance rather than any instructional effect. Thus, it can be concluded that the control group's vocabulary did not significantly improve in terms of recall or the usage of new words as a result of the conventional teaching techniques employed. This result emphasizes how crucial it is to investigate more captivating and successful vocabulary-building techniques, like storytelling.

**Table 4 (Experimental)**

**Difference between mean scores of the Experimental group for the factor Storytelling for the indicators "Recall" and "New vocabulary use": pre. Vs post**

Group	No	Mean	S D	Df	T	p-value
Experimental	40	10.6250	1.23387	39	-21.768	.000
Experimental	40	16.2750	1.55229			

\* $p < 0.05$

Following the implementation of the storytelling method, the experimental group's pre-test and post-test scores for the indicators "Recall" and "New Vocabulary Use" were compared using the paired samples T-test results shown in Table 4.4.10. There were forty people in the experimental group. The post-test mean score increased significantly to 16.2750 with a standard deviation of 1.55229, compared to the pre-test mean score of 10.6250 with a standard deviation of 1.23387. With 39 degrees of freedom, the calculated t-value was -21.768, and the p-value was 0.000, both of which are significantly below the 0.05 threshold for statistical significance.

This outcome clearly shows that the experimental group's vocabulary performance significantly improved after the narrative intervention. Strong statistical evidence that the difference between the pre- and post-test scores is not the result of chance is shown by the huge t-value and the incredibly low p-value. The significant improvement in the mean score (from 10.6250 to 16.2750) indicates how well storytelling works as a teaching method to help students remember and apply new words. These results show that the intervention had a significant and quantifiable effect on language development and justify the pedagogical utility of storytelling in fostering vocabulary acquisition in ESL learners.

### **Findings and Discussion**

The findings of this study indicate that storytelling as a teaching strategy significantly improved vocabulary acquisition among secondary-level ESL learners. Results from both independent and paired samples t-tests showed that the experimental group, which received storytelling-based instruction, outperformed the control group in all vocabulary-related measures. Learners exposed to storytelling demonstrated enhanced recognition, understanding, and contextual use of new vocabulary, as reflected in their higher post-test scores. The statistically significant p-values ( $p <$



0.05) and large t-values confirm that these gains were a result of the storytelling intervention rather than chance. On the flip side, the control group, which received traditional instruction, didn't show any noticeable progress. This suggests that conventional methods might not be as effective in promoting vocabulary development. Students seemed to engage with and absorb vocabulary in a more natural and meaningful way when they were immersed in storytelling scenarios. These findings support the idea that storytelling can enhance language skills and help with vocabulary retention, making it a valuable teaching strategy for ESL, especially at the secondary level.

### Recommendations

In the interest of learning vocabulary, the current research proposes that schools of the English language in Pakistan, specifically Rahim Yar Khan, use culturally responsive storytelling intentionally. For increasing students' engagement and retention, educators should implement interactive methods like role-playing, directed debates, and virtual storytelling. Professional development activities that equip teachers with good storytelling techniques for situational vocabulary learning and narrative building should be the immediate priorities in schools. An adequate underpinning of lexical development can be achieved through the introduction of storytelling in elementary school and further use in the high school years. In order to foster repeated exposure and practice, students should also be provided with access to authentic English content through digital materials such as YouTube, online picture books, and storytelling programs. While this study showed how well storytelling works to help people learn new words, it has several drawbacks that pave the way for more research. The results' generalizability is limited by the study's narrow focus on a single geographic area and brief intervention period. Future studies should look at the comparative efficacy of storytelling-based training in various cultural and educational contexts as well as its long-term effects. Examining student-made tales, digital storytelling, and the combination of storytelling and other communication techniques could improve vocabulary teaching comprehension and implementation in a variety of ESL contexts.

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## Appendices

### Appendix 1: Pretests and Post-tests Data

Description: To evaluate the effectiveness of the storytelling method as a teaching strategy, a paragraph from the English textbook from unit No. 12 of the 10th class (Punjab) was taken and turned into a narrative. Below is the actual passage.

“Water is another critical item for all crops. Massive amount of water is required during the growing season for cultivation. In fact, agricultural production consumes more fresh water than any other human activity. In many countries, people are facing shortage of fresh water. Competition for water resources among individuals, regions, countries and associated human activities are already occurring with the current world population. Water resources, critical for irrigation, are under great stress as populous cities, states, and countries require and withdraw more water from rivers, lakes, and aquifers every year. A major threat to maintaining future water supplies is the continuing over-use of surface and ground water resources.”

**First Question: Read the narrative and choose the appropriate response below. (10\*1)**  
**(Capacity for recall and retention)**

Amir, a young farmer in a tiny farming village, put a lot of effort into growing his crops. But during the growing season, agricultural production needed a tremendous amount of water, and fresh water was running out. Competition over water supplies grew among people, regions, and even nations as the world's population grew. As more water was taken out of rivers, lakes, and



aquifers by populated cities, leaving less for agriculture, Amir watched helplessly. He started to worry about the future as his harvests started to dry up.

. The village as a whole as well as his property were seriously threatened by the excessive use of surface and groundwater resources. Before it was too late, Amir convened the villages to talk about ways to preserve water and safeguard their future because he was determined to find a solution.

1. What did Amir do for a living?

A) A fisherman B) A teacher

C) A farmer D) A retailer

2. What caused Amir's crops to have issues?

A) The temperature was very low B) There was a shortage of fresh water C) His property was too tiny D) He had no farming experience

3. What was the primary reason behind the water shortages?

A) A lot of rain

B) Excessive use of ground and surface water supplies

C) An excessive number of farmers cultivating crops D) River pollution

4. What impact did populated cities have on Amir's village's water supply?

A) They distributed water fairly B) they supplied water to the village C) they increased their water withdrawals from aquifers, lakes, and rivers D) They ceased using water

5. What frightened Amir?

A) Losing his crops and the village's water supply B) Relocating to a different city

C) His farm being destroyed by wild animals D) His crops being flooded by too much rain

6. What was Amir's decision?

A) Get out of the village B) Request assistance from the government C) Get together to talk about ways to save water D) Quit farming and build a store

7. In the story, what does "irrigation" mean?

A) The tree-planting procedure B) The irrigation of crops

C) Getting rid of weeds on the field D) Using farming equipment

8. The definition of "competition for water resources" is

A) Water games being played; B) Various groups having trouble getting enough water; C) a competition to discover who can save the most water; and D) villages trading water supplies

9. Based on the story, what is the main danger to future water supplies?

- A) The continuous misuse of water supplies
- B) Too many crops being grown by farmers
- C) More animals using water D) Excessive rainfall

10. What is the story's primary lesson?

- A) Farmers ought to water their crops with less water.
- B) To safeguard water resources, everyone should cooperate.
- C) Water use in cities should be reduced D) Amir should relocate

**2. The second question asks you to select the right answer (10\*1) while studying terminology (for the use of new vocabulary).**

1. In the statement "Fresh water was becoming scarce," what does the word "scarce" mean?

- A) Easily accessible
- B) Difficult to locate C) Extremely filthy D) Pricey

2. Which word in the line "Populous cities withdrew more water" is a synonym for "populous"?

- A) Huge and packed
- B) Tiny and desolate C) Underdeveloped and impoverished D) Wealthy and contemporary

3. Which word in the line "The over-use of surface and ground water resources became a major threat" has the opposite meaning to "over-use"?

- A) Abuse
- B) Appropriate application

C) Insufficient Use D) Waste

4. What is meant by the word "withdraw" in the statement "They withdrew more water from rivers"?

- A) Increased the amount of water used B) Removed or removed C) Cleaned the water D) Used less water

5. What does the line "Competition for water resources increased among individuals, regions, and even countries" mean when "competition" is used incorrectly?

- A) Cooperation B) Conflict

C) Festivity D) Consensus

6. Where does "threat" appear in the line "A major threat to maintaining future water supplies is the continuing over-use of water resources"? What is its antonym?

- A) Peril
- B) Resolution C) Issue D) Emergence

The statement "In a small farming village, agricultural production was the main livelihood" asks what "livelihood" means.

- A) Revenue source B) Village type

C) Crop type D) Natural disaster

8. How would you describe "irrigation" in the following sentence: "Irrigation at risk as cities

withdrew more water"?

A) Moving around B) Watering crops

C) Digging up land D) Tree planting

9. Which word in the statement "A major threat to maintaining future water supplies" is the antonym of "future"?

A) The Past B) the Present

C) Both A and B

D) Later

10. What does the word "determined" in "Amir was determined to find a solution" mean?

A) Uncertain and confused B) Ready to take action C) Fearful of making choices D)

Disinterested in finding a solution