

Based on National Curriculum of Pakistan 2022-23

Model Textbook of English Grade 11

National Curriculum Council
Ministry of Federal Education and Professional Training



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A Model Textbook of English for Grade 11 based on Pakistan National Curriculum (NCP) 2022-23

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Preface

Model Text Book of Grade 11: An Introduction to the structure and purposes.

This textbook is developed in accordance with **National Curriculum of Pakistan IX-XII (NCP) 2022-23**. This text book is aimed to provide students of elementary grades with a wide range of activities to help them achieve students learning objectives of their appropriate age/grade. The book provides the students with a range of fiction and non-fiction texts which are acquired from both authentic sources as well as exclusively produced for this age group of Pakistan students. The selection/development of contents of books has been purposely carried out in the context of multilingual communities where English is treated as second or third language.

This unique arrangement of textual materials provide a platform where students can improve their reading, writing, speaking and listening skills. Themes of the selected texts are selected in accordance with list of themes provided in SNC across the wide range of genre indicated in **NCP**. The ethical concepts embedded in the texts will engage students to think and relate with real concerns of their lives and reflect upon their own personality development towards a becoming a responsible citizen. This book is designed to provide a wide range of readings with a variety of **local, national and international contexts** which will enable students to learn more about their identity and connection to the world. The variety of activities will help them to think critically and make these connections.

This book is structured in a way to provide in-depth knowledge and exposure to different types/genres of literary texts. Units are grouped together in a **section** with a specific theme like narratives, poetry or drama. Each section has set of activities towards the end to engage the students in high order thinking skills, critical evaluation, differentiate and extended activities is given to set all in the backdrop of contextual needs. Each unit begins with a **pre-reading** activity and have **while reading** activities to keep students engaged in the reading and help them in comprehension of the text. Each unit has a range of questions based on different stages of **understanding and comprehension** and students will have to answer questions based on **reading for detail to reading for inferences** and ideas. Use of dictionary and pronunciation is taught through direct and indirect usages of dictionary sources.

There is strong focus of writing activities and for that, a wide range writing assignments are introduced which required outcomes both as independent writers as well as in pairs/group work. The variety of **writing assignments** has been designed to reveal students with different types of texts like **informational texts, expository text** and imaginative work of writing. Activities like **role-plays, debates, one-minute speech, drama and poetry recitals** are introduced to provide students with opportunities of listening and speaking English. These activities are designed with special focus on listening and speaking for different audiences and different situations. The purpose of these activities is to provide backdrop to develop effective communication skills in English. The difficulty level of all activities is varied to cater for learning needs of students from multilingual backgrounds and multiple local/national context.

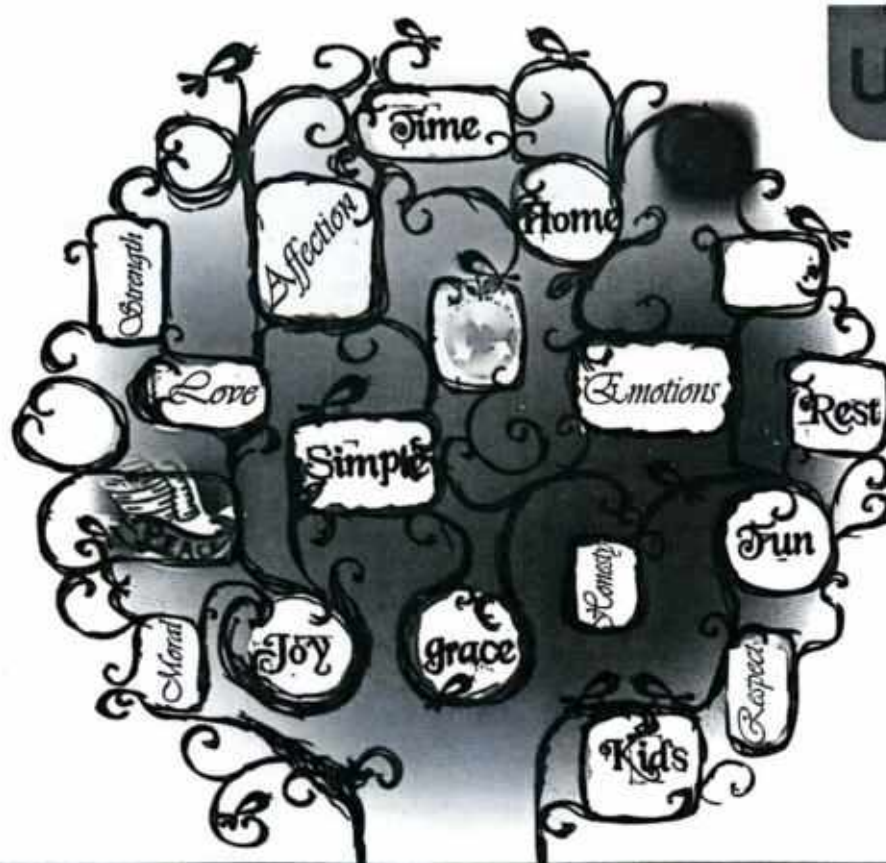
The targets of all planned activities can be achieved fully with an active support of teacher. Evidently all such activities shall require diligent effort of teacher to guide the students in appropriate manner as well as to provide them with continuous support. Activities requiring searching for additional information through library and/or online sources shall also need special assistance from teacher. This active support from the teacher shall help students to fully benefit from this purposely designed textbook of English to acquire better English language skills.

Dr. Raja Mazhar Haméed
Managing Director

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4	Butterflies (Short story) Roger Dean Kiser	Soft Skills	Narrative
5	Clean water and Sanitation	SDG-Millennium Development Goals	Clean water & sanitation
6	The Darkling Thrush (Poem) Thomas Hardy	Literature & Poetry	Nature
7	World Heritage Sites in Pakistan	Travel & Tourism	- GIS Application - Smart & Sustainable Environment Matters
8	Social Media: A Blessing or a Curse?	Digital Media	- MOOC - Impact on culture & Economy
9	Sunshine After Rain (Poem) Brenda Winders	Drug Education	- Drug Education in Schools - Refusal Skills
10	The Small Woman: Alan Burgess (a biography)	Soft Skills SDGs	- Teamwork - Decision Making - War & Peace
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FAMILY VALUES IN PAKISTAN

After completing this lesson, students will be able to:

- respond to texts for different purposes (including arguments and discussions)
- respond to questions on a range of communicative skills
- engage in extended discussions and take into account other speaker's viewpoints and presenting one's own with clarity
- use pre-reading and while reading strategies to analyze and explore different layers of meaning within text
- identify sentence patterns and structure for grade specific genres
- give an informal personal and analytical response to a text and provide some supporting textual reference
- read to analyze descriptive/argumentative, persuasive essays
- construct sentences using the sentence patterns and structures learnt in earlier classes
- identify and use phrasal verbs in sentences
- demonstrate understanding of figurative language, word relationships
- write informative/explanatory texts to examine and convey complete ideas, concepts and clearly
- use precise words and phrases, telling details, and sensory language to to convey a vivid picture of the experiences, events, settings and/or characters

Pre-Reading

- What is the concept of a family?
- Identify some family values.

In Pakistan, family is a “bond of relationships”, which strengthens the relationships of a family. Family members love and respect each other without any expectations.

The tenets of Islam further strengthens this bond. The existing family ties, based on selflessness, are well watered by the injunctions of Islam. According to Islam, we must look after our parents, especially in their old age, when they are gone perish minded. It can be said that universal teachings of our religion are the essential part of our family values.

While-reading

Why is family taken as a “bond of relationship”?

People in Pakistan mostly follow the joint family system and live their lives with their parents. They give much respect to their customs and traditions and pay due attention to family values. The value of a strong family system has played an important role in influencing an individual's way of living, social role, choice of profession and decision-making. A strong family unit creates a safe, positive and supportive place for all members to thrive in. They are able to utilize resources and live together in a fairly healthy manner.

Each member of a Pakistani family has respect for the elder family members. The grandparents form a central beacon in a traditional Pakistani family. They are treated with reverence and hold an authoritative place. They work together with other elder family members to solve problems and pass their skills and experiences to the next generation. They are good “role models” and are looked upon as the primary source of guidance. Accordingly, they are provided with care and support from their family members.

The male members of the family are generally considered to be the guardians of the family and play a significant role for the well-being of their family. The major decisions, in the family, are taken by them and their words go unquestioned. Their dream is to support their family members and work for their social and financial well-being. When all the male members work together and contribute equally to the family, the financial burden is minimized and the elements of jealousy and evil also remain under control. The family members are able to prosper and thrive together.

In joint family units all the family members live together and share joys and sorrows with each other. The elders, in the family, set the tone by reaching out to their friends and community and teach their children the importance of doing the same. All the female members of the family handle jointly the household responsibilities and support each other in the household chores. As children spend most of their time under their custody, the entire grooming of children is also done by them. Women consider their family as their entire world and jointly fulfill their family needs and wants.

While-reading

Who is the guardian of a family?

At the same time, the families in Pakistan never fail to look at children in the family as "gifts from Allah (سبحانه و تعالیٰ)". All the elder family members are responsible for teaching the children the basic beliefs of religion. Family values, customs and traditions are also transferred to children by their elders and they are also taught to respect and honour their elders. The children watch their parents taking care of their grandparents and also make well-thought-out decisions over the years. This role guides the children to be supportive and good decision-makers. Among the children of strong families, the moral and emotional problems are lesser. They tend to go on to have strong, healthy families of their own, having learned examples from their elders.

While-reading

How do children make well-thought-out decisions?

Our family values look to us dreamlike and we thank Allah (سبحانه و تعالیٰ), for we are tied into a cohesive whole of the family system. Sometimes, poverty and other problems happen to overshadow some of our family units, but, with the role of the state and education of the people, we can easily avert these dangers. Nevertheless, such bitter phenomena are rarely found.

Tersely, in Pakistan, people absorb the traditional and cultural family values and they demonstrate respect and regard to their elders. People's main objective is "living together, growing together and surviving together". Here, giving physical and emotional support is quite usual in a joint family system. This leads to a happy, healthy and prospering family which benefits the society as a whole. It is said that one good family builds a good community, then all good communities build a good society and at the end all good societies jointly make a successful nation.

Post-reading

What is the main objective of Pakistani people while living together?





Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

Words	Meanings	Synonyms
thrive	to grow or develop well	flourish, prosper
beacon	a lighthouse or other signal for guidance	
reverence	deep respect	
perish minded	a person with spoiled mind	
utilize	to make use of	
authoritative	authentic, accurate	
significant	important, powerful	
thrive	develop, flourish	
cohesive	united, working together	
bewitching	united, connected	
avert	to turn away, to turn aside	
phenomena	fact, happening	
demonstrate	to show clearly	
prospering	doing well, flourishing	



Reading and Critical Thinking

a. Answer these questions

1. Discuss the characteristics of family as a 'bond of relationships'.
2. Explain the way elderly family members are given respect by others in Pakistani society?
3. The joint family system help the children to grow with positivity. Give reasons.
4. Describe the way children are brought-up and nursed in the traditional Pakistani family?
5. Describe how the physical and emotional support is a strength in a joint family system.
6. Who can play positive role to keep the family values in Pakistan intact and how?
7. Analyze the text carefully and identify the theme of the unit.

b) Choose the correct option:

- i. Family values, customs and traditions are transferred to children by
a) extended family b) their elders c) their close friends
- ii. The central beacon in a Pakistani traditional family is created by
a) aunts and uncles b) cousins c) grandparents
- iii. The tenets of Islam further -----this bond
a) weakens b) threatens c) strengthens d) finishes
- iv. Universal teachings of our religion are the -----part of our family values
a) negligible b) essential c) moderate d) minimal
- v. Our family values look to us:
a) an eye-wash b) unimportant c) dreamlike d) disappointing

**Oral Communication****Activity**

- Share the happiest moment of your life with your grandparents and your class fellows.
- Acknowledge the role of your grandparents in the life of your parents and also yours.
- Form groups in the class. Exchange views about the concept of happy family life living with grand parents.
- Give enough time to each group to present the viewpoint.
- After exchanging viewpoints, make a chart of the main key points, highlighted in the class discussion.

Topic Sentence and Supporting Details

Topic sentence:	The real beauty of any nation lies within its traditions, values, and culture.
Supporting Details	In Pakistan, a family is not merely a group of people who are together just by nature, here family is a "bond of relationships" in which people are joined to each other with emotional ties, where every relation makes the other relation complete, where family members love and respect each other without any expectations and where elders are regarded with dignity and honor.

- Read the passage carefully and mark topic sentences and supporting details from fourth and sixth paragraphs.
- What is the difference between 'customs' and 'traditions'?
- How would you explain 'needs' and 'whims' in context with the text?

Extensive Reading

It is a great truth that the degree of happiness may vary according to the degree of virtue; and consequently, the life which is most virtuous is most happy. Every degree of virtue has a proportionate degree of happiness accompanying it. If we expect too much from life, we cannot be happy. It is only by giving to life what we can best afford, that we can lead a joyous life. Life is not self-aggrandizement. A self-seeker and selfish man can never do any good to others. It is only by realizing that the needs and desires of others are important and should be addressed. Let us share the sufferings of others if we want to keep away from sorrow.

Quest of happiness is a noble pursuit and it is worth striving, no matter how far we succeed. The question arises whether human failure to achieve perfect felicity does not have an injurious effect on character, it is not so; but on the contrary the difficulties and sufferings that we undergo in our life, are really blessings in disguise, which help in developing our character. Character, in fact is conquest of the lower self by the upper self in us. Once the character building is done, success and happiness is in easy reach. We must keep in mind that happiness is a condition of the mind. It does not depend on something external. It springs from within. Contentment is the first condition of happiness. A happy and congenial life is a source of immeasurable joy and contentment. In such a surrounding, one can find love, trust, and mutual respect from those around. Family members share each other's triumphs and tribulations, creating a supportive environment where each person feels valued and understood. Communication flows openly, fostering a sense of unity and understanding. In a happy family, laughter and shared moments of joy are frequent occurrences, making every day a celebration of togetherness. This kind of harmonious atmosphere does not only add to the well-being of individual family members but also strengthens the family's resilience in facing life's challenges.

(The Book of Virtues by William J. Bennett)



Vocabulary and Grammar

a. Identify correct spellings of the words by looking them up in a dictionary.

Pursue Peruse	Traditions treditions	Marely Marily	Social Socail
Beacon Beakon	Honour oonor	Erode aerode	Prosper Procepar

Sentence: A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. (Oxford Dictionary).

Kinds of sentences:

Declarative Sentences

A declarative sentence is the most basic type of sentence. Its purpose is to relay information, and it is punctuated with a period. For example

The boy walked home.

I love honey.

Interrogative Sentences

Interrogative sentences interrogate, or ask questions. These are direct questions, and they are punctuated with a question mark. For example:

Why does the sun shine?

Whose dog is that?

Will you go to Lahore?

Exclamatory Sentences

Exclamatory sentences are like declarative sentences. They make a statement instead of asking a question, but their main purpose is to express strong emotion. They have an exclamation point instead of a period. For example:

I said I wanted tacos instead of pizza!

How well he sings!

Wow, he just won a gold medal!

Imperative Sentences

Imperative sentences do not simply state a fact but rather tell someone to do something. These can be in the form of friendly advice, basic instructions or more forceful commands. For example:

Please shut the door to keep out the bugs.

Turn left at the bridge.

Stop bothering me!

Optative Sentences

Optative sentences express a prayer, wish, curse, etc. For example:

May Allah bless us all.

May you become successful in life.

Long live Pakistan.

Activity: Make one sentence each according to the types given above.

b) Write two sentences of each type given in information box.

Declarative Sentences _____

Interrogative Sentences _____

Exclamatory Sentences _____

Imperative Sentences _____

Phrasal Verbs

a) Phrasal verbs: A verb combined with an adverb or a preposition or sometimes both, to give a new meaning is called phrasal verb.

Examples: left over, break out, see off

i) Fill in the blanks with the correct phrasal verbs in the following sentences.

Please-----your shoes before entering the house.

- take up
- take off
- take over

ii) The storm forced us to -----our camping trip.

- call off
- call out
- call up

iii) I need to -----on my math homework before I can go out.

- catch on
- catch up
- catch out

iv) We need to -----with a plan to address this issue.

- come up with
- come over with it
- come around with

b) Use the following phrasal verbs in sentences.

ask for _____

aim at _____

back up _____

believe in _____

blow away _____

blow up _____

c) Punctuate the given lines.

at the same time, the families in pakistan never fail to look at the children in the family as gifts from allah

d) Give antonyms of the following words.

join _____

complete _____

respect _____

strong _____

positive _____

deep _____



Writing

- a. Develop a mind map on the importance and role of elderly family members in a family.



- b- Write a paragraph about 'A Pakistani Wedding Ceremony' giving full information, observation and preparation of the whole function.

- c- Explain in a paragraphs how are the marriage formalities carried on in a Pakistani family.

Teacher's Point



- Teacher may help the students in giving the concept of extended narrative incident writing.
- In classroom discussions, a variety of linguistic exponents may be used, such as inquires, persuasion, arguments, comparisons, evaluations in a wide range of context throughout the oral communication skills practice session.