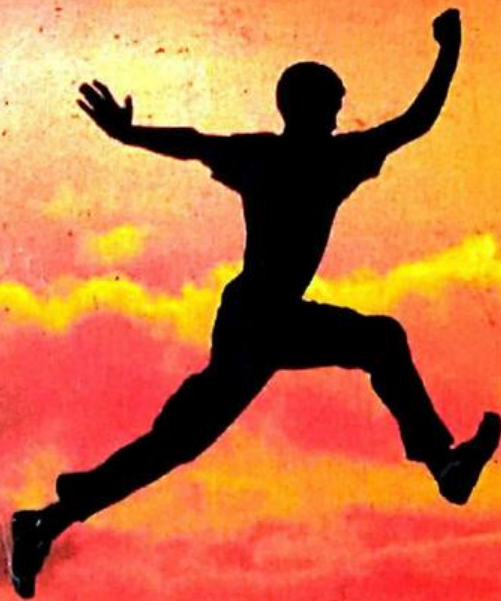


A Textbook of **ENGLISH**

Grade
11

Test Edition



**Khyber Pakhtunkhwa Textbook Board
Peshawar**

A Textbook of **ENGLISH**

Grade

11



**Khyber Pakhtunkhwa Textbook Board
Peshawar**

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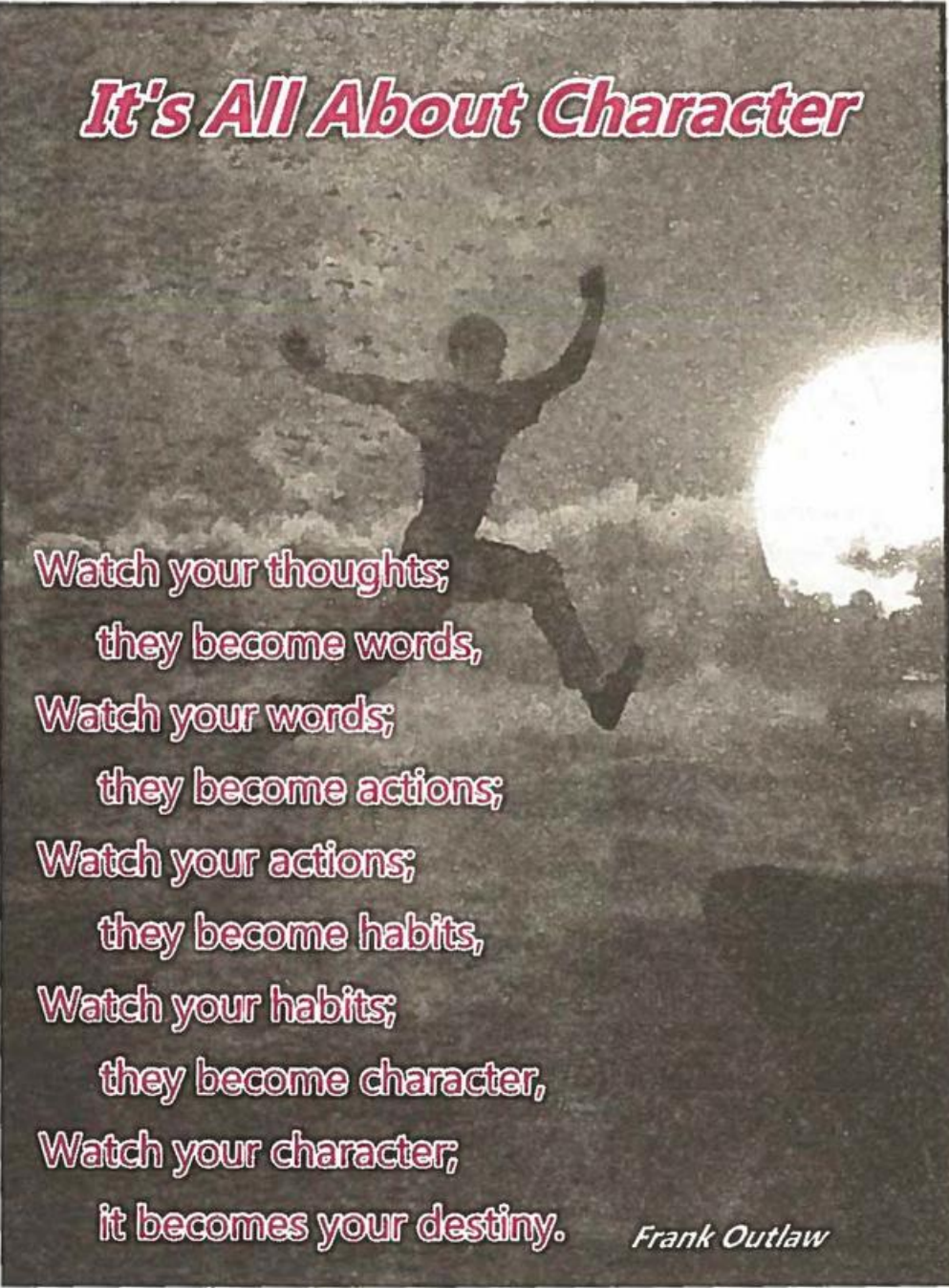
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It's All About Character

Watch your thoughts;
they become words,
Watch your words;
they become actions;
Watch your actions;
they become habits,
Watch your habits;
they become character,
Watch your character;
it becomes your destiny.

Frank Outlaw

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Foreword

English is the language of international communication, higher learning and better career options. It should, therefore, reach the masses so that there is no discrimination amongst the rich and poor in Pakistan in terms of opportunities for personal, professional and economic development.

This revised **Textbook of English for Grade XI** aims to provide holistic opportunities to the students for language development and to equip them with competencies in using the English language for communication in academic and social contexts, while enabling them to be autonomous and lifelong learners to better adapt to the ever changing local and world society, and to knowledge advancement.

The present Textbook of English for Grades XI has been developed after detailed deliberations with relevant stakeholders including selected language experts from DCTE, Abbottabad, Khyber Pakhtunkhwa Textbook Board and working teachers, teaching at higher secondary level with the objective to align it with Standards for Textbooks included in the Minimum National Standards for Quality Education in Pakistan. Efforts have been made to make it an emblematic textbook of National Curriculum 2006: in content, organization, presentation, lay out, design, pedagogy, assessments and elimination of social, religious, cultural, gender and sectarian biases.

This current edition of the textbook is designed, particularly, to promote the academic and employment language needs for learners who wish to pursue their higher studies, as well as, for those who might terminate education after grade XII. Consequently, it aims to offer academic and practical skills that learners can use to complete their studies or build their careers after graduating from school. Therefore, it is multidimensional and incorporates all components of language, i.e., phonology, grammar, lexis, discourse, and language functions and skills. Emphasis is placed on developing competency in all areas of the language. Skills and micro skills related to a particular standard are identified and developed through various processes and strategies.

The content and the process of learning are structured and integrated in such a way so as to realize the standards for key competencies through spiral

progression with a major focus on development of language skills rather than on content. Functional, mass media, literary and every day texts provide a context for the teaching of the micro skills and strategies used in listening, speaking, reading and writing. The teaching strategies ensure that work in speaking, listening, reading and writing is integrated. Students learn to acquire information and ideas through reading and listening, and to effectively communicate their ideas through writing and speaking.

In this edition, the following competencies in the English language are focused.

Reading and Thinking Skills

Reading is an individual exercise; we interact with the text, using prior knowledge of the world to create meaning and understanding. The reading speed and comprehension level can be increased through strategies suitable for the purpose of reading and the type of text being read. It is, therefore, essential to sensitize the students to the fact that good reading does not mean reading aloud or learning all the new words in the reading text and answering all the comprehension questions. Better readers are the ones who are equipped with the skills of purposeful reading. These skills can be developed through awareness raising and practice activities. The aim should be to use the texts to teach reading, and not reading to teach texts. Written texts that deal with common human experiences, contemporary information and issues are proposed as the context for the learning of processes, skills and strategies, but the approach of the curriculum goes beyond reading. In fact, the reading component serves as a spring board for the development of integrated language skills, and for enhancing cognitive and affective domains, enabling the students to think critically and creatively. One important medium to get the feel for a language and its idiom is its literature; in order to provide this learning experience literary texts are included. The aim is not to teach advanced literary appreciation skills, but the acquisition of language skills through activities and exercises based on these texts. The learners will, hence, be provided opportunities for understanding expressive and narrative texts, and once initiated into this process they would be able to seek enjoyment through extensive reading on their own. The chosen material should be contemporary

and should reflect the specified themes. All reading material in the text book should require learners to work at a level slightly above their receptive ability, only then will they be stimulated enough to stretch themselves cognitively. The reading texts will comprise a variety of text types e.g. interpersonal and transactional, expository, descriptive, narrative, argumentative and literary texts.

Writing Skills

Writing is a complex communicative activity; at the time one is searching for vocabulary to express one's thought, his or her mind might race ahead to another idea and the new insight may contradict the original ideas. It is, therefore, essential that the final writing is focused, coherent and cohesive, with a clear overall progression. It should take into account the purpose of writing, as well as, the audience for the written piece. In order to present a well written text, it is essential, therefore, that students view writing as a process; and are taught to approach their writing deliberately in three stages. In pre-writing stage, a topic / text is chosen, narrowed down, ideas generated, gathered and then organized. In the second stage of drafting, the ideas are converted into sentences and paragraphs. In the third stage of revising, the ideas are reorganized, clarified and then finally, the draft is edited for errors and omissions so as to improve its style.

Oral Communication Skills

Language functions are the purposes for which people speak or write. The purpose may be to present a point of view, to ask for information or any other. Therefore, it is essential to use those appropriate language expressions which are best suited for the communicative purpose. The expression i.e. the form of language that is used is determined by the level of formality of a situation, the type of message which is to be communicated, as well as, the relationship of the addresser and addressee. It is essential that the students are sensitized to the correct conventions of expression in different settings so that they use language appropriately, according to the occasion and audience.

Formal and Lexical Aspects of Language

Formal aspects of a language i.e. the sound system and grammar are the tool for oral and written communication. This tool would be ineffective if it is not supported by sufficient vocabulary to aid expression. Grammatical and

phonetic exercises combined with vocabulary development are of immense importance as natural preparations for oral and written production of language. Correct grammar, appropriate vocabulary, speech, and cohesive and coherent written composition are integral parts of a whole; hence, equally important.

Appropriate Ethical and Social Development

The world is increasingly becoming a global village with people of different languages and cultures coming in frequent contact both at intra and international levels. Text content provides a realistic and diverse learning exposure, and is an important mode for developing a personal world view. Texts that reflect multiple perspectives and diverse communities create awareness about contemporary ideas, issues and themes; and inculcate ethical and social attributes, and values relevant in a multicultural society.

The National Curriculum 2006 aims to provide language learning and teaching experiences within national and cultural bounds while encouraging the learners to be autonomous and lifelong learners.

To summarize, the National Curriculum places greater emphasis on the understanding and use of the English language in different academic and social contexts than on acquiring knowledge about the language for its own sake. Such an approach acknowledges, on one hand, the importance of teaching the knowledge about the language system; on the other, it moves a step forward to emphasize the appropriate use of that knowledge so that students' ability to communicate in real life situations is improved and made effective for various purposes.

It is hoped that this textbook will serve as a point of reference for all involved in the process of teaching and learning of English in Pakistan.

In any development process, there is always a room for improvement, and on this account suggestions for improvement, pointing any structural, syntactic errors and valuable feedback from teachers community and other stakeholders will be welcomed. For this purpose, a feedback form has been provided at end of this textbook.

Editor

Acknowledgment

Developing a textbook as per prescribed Curriculum is harder than writing at free will. This becomes specifically laborious when one is to organize and arrange material according to SLOs, Standards and Benchmarks. I'm grateful to those writers, websites and authentic sources whose copyright materials have been freely utilized in compilation of this textbook. My thanks are also due to Dr. Mujib Rahman (Ex-Chairman Department of English, University of Peshawar) whose technical advice helped me in cognitively arranging exercises relating to formal and lexical aspect of language and my student Mr. Waheedullah Khan (SS English, KP Textbook Board) for identifying literary content especially poetry and writing some of the non-fictional material as per the demand of Curriculum.

Prof. Hamidullah Khan

Responsibilities of Youth

(Excerpts from the Speech of Quaid-e-Azam delivered at the Dhaka University Convocation on 24th March, 1948)

By the end of the unit, the students will be able to:

- have general idea of the text.
- infer theme/ main idea.
- apply critical thinking to interact with text, use intensive reading strategies (while-reading) to:
 - scan to answer short questions.
 - read silently with comprehension and extract main idea and supporting detail.
 - use critical thinking to respond orally and in writing to the text (post-reading) to give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
- explore causes and consequences of a problem or an issue and propose various solutions.
- evaluate material read.
- incorporate evidence (facts, quotations, etc.), examples (analogies anecdotes, etc.) or different point of views (elaborating an idea/ opinion) to support each key idea.
- use appropriate transitional devices to connect ideas within and between paragraphs.
- demonstrate heightened awareness of conventions and dynamics of group discussion and interaction to present and explain one's point of view clearly.
- recognize silent letters in words and pronounce them with development accuracy.
- recognize pronounce and represent primary and secondary stress in words with the help of dictionary.
- demonstrate use of collective, countable and uncountable material and abstract nouns.

Responsibilities of Youth

"Mr. Chancellor, Ladies and Gentlemen, When I was approached by the Vice-Chancellor with a request to deliver the Convocation Address, I made it clear to him that there were so many calls on me that I could not possibly prepare a formal Convocation Address on an academic level with regard to the great subjects with which University deals, such as arts, history, philosophy, science, law and so on. I did, however, promise to say a few words to the students on this occasion, and it is in fulfillment of that promise that I will address you now.



First of all, let me thank the Vice-Chancellor for the flattering terms in which he referred to me. Mr. Vice-Chancellor, whatever I am, and whatever I have been able to do, I have done it merely as a measure of duty which is incumbent upon every Mussalman to serve his people honestly and selflessly.

In addressing you I am not here speaking to you as Head of the State, but as a friend, and as one who has always held you in affection. Many of you have today got your diplomas and degrees and I congratulate you. Just as you have won the laurels in your University and qualified yourselves, so I wish you all success in the wider and larger world that you will enter. Many of you have come to the end of your scholastic career and stand at the threshold of life. Unlike your predecessors, you fortunately leave this University to enter life under a sovereign, Independent State of your own. It is necessary that you and your other fellow students fully understand the implications of the revolutionary change that took place on the birth of Pakistan. We have broken the shackles of slavery; we are now a free people. Our State is our own State. Our Government is our own Government, of the people, responsible to the people of the State and working for the good of the State. Freedom,

however, does not mean license. It does not mean that you can now behave just as you please and do what you like, irrespective of the interests of other people or of the State. A great responsibility rests on you and, on the contrary, now more than ever, it is necessary for us to work as a united and disciplined nation. What is now required of us all is constructive spirit and not the militant spirit of the days when we were fighting for our freedom. It is far more difficult to construct than to have a militant spirit for the attainment of freedom. It is easier to go to jail or fight for freedom than to run a Government. Let me tell you something of the difficulties that we have overcome and of the dangers that still lie ahead. Thwarted in their desire to prevent the establishment of Pakistan, our enemies turned their attention to finding ways and means to weaken and destroy us. Thus, hardly had the new State come into being when came the Punjab and Delhi holocaust. Thousand of men, women and children were mercilessly butchered and millions were uprooted from their homes. Over fifty lakhs of these arrived in the Punjab within a matter of weeks. The care and rehabilitation of these unfortunate refugees, stricken in body and in soul, presented problems, which might well have destroyed many a well-established State. But those of our enemies who had hoped to kill Pakistan at its very inception by these means were disappointed. Not only has Pakistan survived the shock of that upheaval, but also it has emerged stronger, more chastened and better equipped than ever.

There followed in rapid succession other difficulties, such as withholding by India of our cash balances, of our share of military equipment and lately, the institution of an almost complete economic blockade of your Province. I have no doubt that all right-thinking men in the Indian Dominion deplore these happenings and I am sure the attitude of the mind that has been responsible for them will change, but it is essential that you should take note of these developments. They stress the importance of continued vigilance on our part... Your main occupation should be in fairness to yourselves, in fairness to your parents and indeed in fairness to the State, to devote your attention solely to your studies. It is only thus that you can equip yourselves for the battle of life that lies ahead

of you. Only thus will you be an asset and a source of strength and of pride to your State. Only thus, can you assist it in solving the great social and economic problems that confront it and enable it to reach its destined goal among the most progressive and strongest nations of the world.

My young friends, I would, therefore, like to tell you a few points about which you should be vigilant and beware. Firstly, beware of the fifth columnists among ourselves. Secondly, guard against and weed out selfish people who only wish to exploit you so that they may swim. Thirdly, learn to judge who are really true and really honest and unselfish servants of the State who wish to serve the people with heart and soul and support them....

There is another matter that I would like to refer to. My young friends, hitherto, you have been following the rut. You get your degrees and when you are thrown out of this University in thousands, all that you think and hanker for is Government service. As your Vice-Chancellor has rightly stated the main object of the old system of education and the system of Government existing, hitherto, was really to have well-trained, well-equipped clerks. Of course, some of them went higher and found their level, but the whole idea was to get well-qualified clerks. Civil Service was mainly staffed by the Britons and the Indian element was introduced later on and it went up progressively. Well, the whole principle was to create a mentality, a psychology, and a state of mind that an average man, when he passed his B.A. or M.A. was to look for some job in Government. If he had it he thought he had reached his height. I know and you all know what has been really the result of this. Our experience has shown that an M.A. earns less than a taxi driver, and most of the so-called Government servants are living in a more miserable manner than many menial servants who are employed by well to do people. Now I want you to get out of that rut and that mentality and specially now that we are in free Pakistan. Government cannot absorb thousand—impossible. But in the competition to get Government service most of you will be demoralized. Government can take only a certain number and the rest cannot settle down to anything else and being disgruntled are always ready to be exploited by

persons who have their own axes to grind. Now I want that you must divert your mind, your attention, your aims and ambition to other channels and other avenues and fields that are open to you and will increasingly become so. There is no shame in doing manual work and labour. There is an immense scope in technical education for we want technically qualified people very badly. You can learn banking, commerce, trade, law, etc., which provide so many opportunities now. Already you find that new industries are being started, new banks, new insurance companies, new commercial firms are opening and they will grow as you go on. Now these are avenues and fields open to you. Think of them and divert your attention to them, and believe me, you will there benefit yourselves more than by merely going in for Government service and remaining there, in what I should say, a circle of clerkship, working there from morning till evening, in most dingy and uncomfortable conditions. You will be far more happy and far more prosperous with far more opportunities to rise if you take to commerce and industry and will thus be helping not only yourselves but also your State. I can give you one instance. I know a young man who was in Government service. Four years ago he went into a banking corporation on two hundred rupees, because he had studied the subject of banking and today he is Manager in one of their firms and drawing fifteen hundred rupees a month in just four years. These are the opportunities to have and I do impress upon you now to think in these terms..."

Glossary

Word	Meaning
butchered	kill (a person or people) indiscriminately or brutally.
chastened	have a restraining or moderating effect on.
convocation (n)	a large formal assembly of people.
dingy	gloomy and drab.
disgruntled	angry or dissatisfied.
exploit	make full use of and derive benefit from (a resource).

fifth columnists	a fifth column is any group of people who undermine a larger group from within, usually in favour of an enemy group or nation.
hanker	feel a strong desire for or to do something.
holocaust	destruction or slaughter on a mass scale, especially caused by fire or nuclear war.
incumbent (n)	necessary for (someone) as a duty or responsibility.
instance	in example or single occurrence of something.
laurels (n)	bestow an award or praise on (someone) in recognition of an achievement.
rut	a long deep track made by the repeated passage of the wheels of vehicles.
shackles	a pair of fetters connected together by a chain, used to fasten a prisoner's wrists or ankles together.
thwarted	prevent (someone) from accomplishing something.
upheaval	a violent or sudden change or disruption to something.
weed out	remove unwanted plants from (an area of ground); remove something unwanted.

Reading Comprehension

Answer the following questions.

1. Why does the Quaid stress on youth to be continuously vigilant?
2. What, according to the Quaid, is the prime responsibility of youth?
3. Having read the text of the Quaid's speech, what traits of character the Quaid wants to see in the educated youth?
4. What advice does the Quaid give to the youth about the choice of career?
5. Compare and contrast the youth of today with ideal youth of Quaid -e- Azam as described in his speech.
6. Having read the text of 'Responsibilities of Youth', what, in your view could be the possible role of youth in crisis management of the country?
7. Quaid says "Not only has Pakistan survived the shock of that upheaval then ever." Which upheaval is he talking about?

8. Interpret and analyze the following statements from the speech:
- "beware of the fifth columnist among ourselves."
 - "guard against and weed out selfish who only wish to exploit you so that they may swim."
 - "Hitherto, you have been following the rut... . All you think and hanker for is government service... .Now I want you to get out of that rut and that mentality specially now that we are in free Pakistan."

Writing Suggestions

Write a summary of the lesson 'Responsibilities of Youth'.

Oral Communication

Group Discussion

A group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives.

Participating in discussion shows your confidence and ability to lead the group in the right direction. It is important that you give logical points while speaking. While initiating the discussion, you could use the following phrases :

"With due respect, I would like to put forward the point that..."

"Good morning ladies and gentleman, I would like to begin/start by saying that..."

"I would like to begin by stating my view of the matter..."

Agreeing with a point

It is necessary to keep in mind that the objective of this task is cooperation and reaching most practical and logically sound conclusion. It is essential that you make your point while respecting views and opinions of other participants if they are reliable. Some phrases for agreeing are:

"I totally agree with...."

"As a matter of fact, Mr./MissX is right by saying that..."

"I think you are absolutely right"

"I have to side with X on this one"

"There can be no doubt that..."

Disagreeing

While agreeing is a positive deed, disagreeing, if not done appropriately could sound almost rude and impolite. The following phrases will help you to disagree politely.

"With due respect, I believe it would be wrong to..."

"With due respect, I would only partly agree to that..."

"I feel it wouldn't be right to..."

"Though I agree with.... it seems to me that..."

Suggesting your opinion

Firstly, your points must be such that they are convincing and assertive. Moreover, putting your idea into comprehensible sentences is necessary. Therefore the following phrases will help you through the same.

"My honest opinion would be that..."

"The way I see it..."

"The point I would like to make is that..."

"I would like to say that..."

"I am of the opinion that..."

Asking for clarification

While a point is made, it is necessary that the entire group gets the gist of it. In case you don't understand a view of someone, it is advisable to ask them to repeat it. Moreover, it will show your interest and eagerness

to participate in the discussion. Some phrases are:

"I'm sorry but could you please make it more clear..."

"If you don't mind, could you please repeat that again..."

Interrupting Politely

Sometimes, there occur situations where you have to interrupt because you want to add a valuable information to the already made point. Therefore, here are some phrases to use in such situations.

"Sorry to interrupt, but ..."

"I would like to add here that..."

"Is it okay if I add something here...."

"If I may interrupt, I would like to add that.."

Other Useful Phrases

In addition, to the already mentioned phrases, here are a few more to be used in specific situations.

Relating to ground reality: "In today's world.."

Stating popular facts: "As a matter of fact..."

Thanking someone, before making your point: "Thank you for asking my opinion..."

Giving a chance to someone: "What do you think about this, X?"

Quoting someone popular: "As X had once said...."

In conclusion, it is a healthy discussion and coming to a well cooperated ending that matters in the group discussion task. Hence try to contribute precise, well structured as well as logical points using your time effectively.

Activity:

Divide the class into groups of seven students each and hold a group discussion, keeping in view the conventions and dynamics of the group discussion, on the topic, "The Role of Youth in Progress and Prosperity of a Nation".

Vocabulary and Grammar

Vocabulary

Read each word and underline the silent letter, consult pronunciation key in authentic dictionary if in doubt.

Example: hour - silent letter is h

receipt

doubt

gnome

halves

whale

wrong

ballet

excerpt

align

Wednesday

castle

thumb

rendezvous

know

guest

sword

Consult dictionary and mark which syllable is to stress in the following words.

Example: computer - 2nd syllable.

1. reception

1st

2nd

3rd

2. comparison

1st

2nd

3rd

4th

3. potato

1st

2nd

3rd

4. bedroom

1st

2nd

5. fourteen

1st

2nd

6. forty

1st

2nd

7. delicious

1st

2nd

3rd

8. playful

1st

2nd

GRAMMAR

A. Circle the abstract noun in each sentence below.

1. I respected the honesty my friend showed.
2. Can you believe that woman's brilliance?

To my delight, everyone arrived on time.

She was in great despair when she lost her phone.

5. We have a lot of hope for the future.
6. They showed extreme joy when they helped others.
7. The men had much bravery on the battlefield.
8. My mother always shows great compassion for her children.
9. We have a ton of pride in our school.

B. Write a sentence with each abstract noun given below:

1. love _____
2. pleasure _____
3. calm _____
4. despair _____
5. truth _____

C. Tell whether the following nouns are countable or not. Tick the correct option and use these nouns in sentences.

1. confusion uncountable/ countable
2. roof countable/ uncountable
3. traffic uncountable/ countable
4. pain uncountable/ countable
5. behaviour uncountable/ countable
6. knife countable/ uncountable
7. cutlery uncountable/ countable
8. freedom uncountable/ countable
9. mouth countable/ uncountable
10. peace uncountable/ countable

D. Each of these sentences contains a collective noun. Identify and then use these collective nouns in your own sentences.

1. Keys, marbles, and rubber bands were just a few of the things in the pile of objects in his drawer.
2. The boys decided to join the navy after graduation.
3. After the performance, all the actors joined hands and bowed toward the audience.

4. The team celebrated heartily after scoring a winning goal.
5. Most of the students on the council are also on the honour roll.
6. The boat's crew worked all night to stop the leak.
7. The talent show featured several individual performers, along with three bands.
8. Our extended family includes great-grandparents and second cousins.
9. All of the students are attending a school assembly on Friday.
10. The senate will be voting on three education funding bills tomorrow.
11. The teachers and administrators held a meeting in the faculty office.
12. The sheep clustered in a tight flock to ward off the cold weather.

E. Complete the following sentences using appropriate collective noun from the list below. Some of the collective nouns may be used more than once.

swarm herd flock bouquet
 gang bundle band collection

1. A _____ of locusts attacked a _____ of cattle.
2. A _____ of birds is always a beautiful sight.
3. They welcomed the chief guest with a _____ of flowers.
4. As we drove down the country side, we saw a _____ of sheep grazing in the fields.
5. The _____ of thieves has been arrested by the police.
6. There we saw a man carrying a _____ of clothes on his head.
7. A _____ of musicians was hired to perform at the party.
8. My friend has a fine _____ of old stamps.

Activity:

Interact with the text and find out some abstract and uncountable nouns and use them in your own sentences.

Teacher's Guideline:

Revise with students the rules of using collective, uncountable, material and abstract nouns as studied in earlier grades.