

# Unit 11

## Noise in the Environment

### Learning Outcomes:

#### By the end of this unit students will:

- recognize the author's purpose and point of view
- share information and ideas about noise pollution
- analyze cause and effect relationship of noise in the environment
- write a unified paragraph with its necessary elements
- negotiate solutions to the problem of noise pollution
- recognize transitional devices in sentences
- identify and use adverb clauses
- write and revise application and formal letters in extended social and academic environment

### Pre-reading:

- Which idea comes to your mind when you look at the title and illustration of the unit?
- In what ways are you affected by noise pollution?
- What do you do to protect yourself from noise pollution?



### For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.
- Make them predict from the title and the illustrations about the contents of the text.

1. Noise pollution is defined as any form of noise that disrupts the normal functioning of life. If left unchecked, it can have serious effects on the mind and body of humans.

What is normal functioning and how is it disrupted?
2. Noise pollution is one of the biggest source of discomfort, stress and nuisance in Pakistan. In urban areas and big cities, noise pollution has reached to a dangerous level. For instance, a survey by the Punjab Environmental Protection Agency claims that the level of noise in Lahore has reached 91 decibels whereas a maximum of 75 decibels is acceptable. This means that the mental and physical health of so many people is already at risk.
3. The major causes of noise pollution in Pakistan are traffic on roads, construction sites, careless use of electronic appliances and loud speech patterns. Noise coming from different modes of transport, i.e. vehicles, airplanes, trains, ships, proves to be highly stressful for human communities. With the population growth and development in urban areas, the vehicular traffic has also multiplied. This has given rise to noise pollution, largely in the form of unwarranted honking by drivers. Also, the mushroom growth of residential colonies near airports and railway stations has exposed residents to permanent and unavoidable source of noise pollution.

Identify topic sentences, supporting sentences and concluding sentences of the paragraphs.
4. Another source of noise pollution in urban areas is the work on construction sites. Construction work in urban areas is usually slow and time-consuming. The use of transport and equipment at construction sites, its grilling and piercing sound is a big source of noise pollution. It not only disturbs the

**For the Teacher:**

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.
- Help students analyze passages in the text to identify the key idea/central thought and supporting details e.g. cause and effect.

general public but also affects the construction workers by causing mental fatigue.

5. Use of technology is another cause of noise pollution. For example, unmonitored use of mobile phones, electricity generators, music systems and TV, all become irritants from time to time. People usually do not switch off their mobiles or put them on silent modes when they enter offices, hospitals, schools and colleges. They also use electricity generators excessively in residential areas and put other residents ill at ease. Moreover, listening to loud music or TV on a loud volume is another source of noise pollution. For this, people need to develop some civic responsibility so that others may not be in trouble because of their careless actions.

How does technology increase noise pollution? What are technology-based irritants?

6. Noise pollution causes not only environmental damage but it also has a negative impact on human health. It can cause aggression, hypertension, high stress levels, hearing loss, restlessness, depression and insomnia. Insomnia can further lead to anxiety, bad temper and emotional stress. In addition, noise pollution can seriously affect the learners, it gives them unnecessary mental and physical tension.

What are the harmful effects of noise pollution on human health?

7. In Pakistan, there is a dire need to bring down the noise levels, coming from different sources. The government must gear up and utilize various means to control unwarranted noise levels. For example, the Punjab Environment Protection Agency recommends around 55 decibels of noise level in residential colonies and 75 decibels in commercial areas. These figures must be strictly enforced by the government. Furthermore, the government should ensure smooth traffic flow, block noise emitting vehicles from roads, use noise barriers where necessary, and expedite construction work to minimize noise pollution. Also, the residential societies should come forward to frame and enforce rules in their areas to check unnecessary noise producing agents.

Offices, hospitals and academic institutions should strictly prohibit the use of mobile phones for better noise management. Moreover, people should be discouraged to speak loudly in these areas.

8. Noise pollution is a serious issue and needs attention at local and state level. People must develop awareness about the dangerous impact of noise on human health. It is, therefore, a need to acquire more civic sense and responsible attitude to avoid the unnecessary use of noise pollution irritants in the environment. Only then our country would be a much quieter and peaceful place to live in.

How can we cope with the serious issue of noise pollution?

### Theme:

The unit gives awareness about the negative impact of noise pollution on human health. It describes the major contributors of noise pollution and how they affect mental and physical health. It also outlines various solutions to combat the problem of noise pollution.

### Glossary:

|             |       |               |
|-------------|-------|---------------|
| distracts   | ----- | disturbs      |
| immense     | ----- | huge          |
| mushrooming | ----- | growing       |
| excessively | ----- | extremely     |
| patrolling  | ----- | guarding      |
| insomnia    | ----- | sleeplessness |
| irritant    | ----- | annoying      |

### Oral Activity:

#### Group Discussion

Form groups of four and make a plan to control the effects of noise pollution in your school. First, list the sources that produce noise around your school. For every source, find a practical solution to overcome the problem of noise pollution. Share your findings in a class presentation.

## Comprehension

### A. Cause, effect and solutions

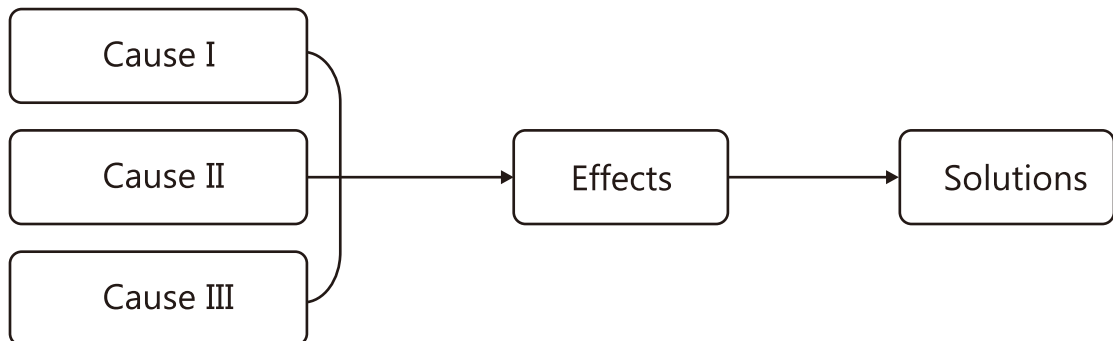
Do you worry about pollution? Complete the table below with your partner(s). List the causes of noise pollution. What are their effects? Can you think of some solutions to these problems?

| Causes of noise pollution | Effects of noise pollution | Solutions                     |
|---------------------------|----------------------------|-------------------------------|
| honking                   | irritability               | strict rules to check honking |
|                           |                            |                               |
|                           |                            |                               |

### B. Answer the following questions.

1. How do you define noise pollution?
2. How is transport a source of noise pollution?
3. How is construction work a cause of noise pollution?
4. How is the use of technology causing noise pollution?
5. Why is noise dangerous for human health?
6. What kind of precautions may reduce noise coming from electronic devices?

**C. In paragraphs 3, 4, 5, 6 and 7 the writer is describing the causes, effects and solutions of noise pollution. Identify and summarize these using the given mind map.**



## Vocabulary

### A. Write the synonyms of the following words.

disrupts (Para 1)

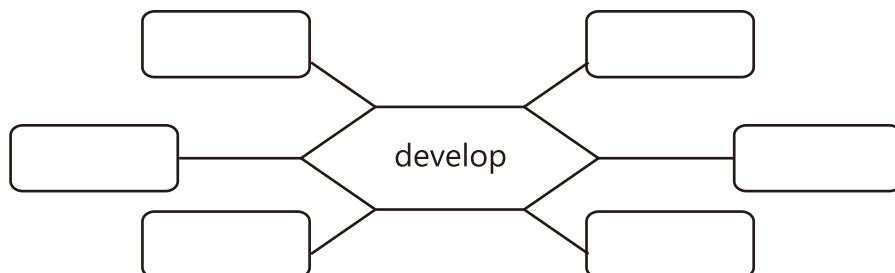
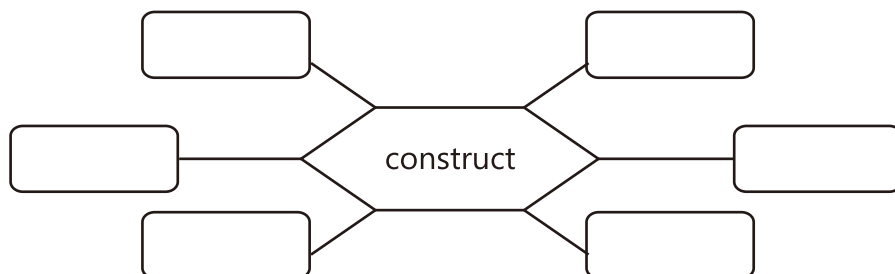
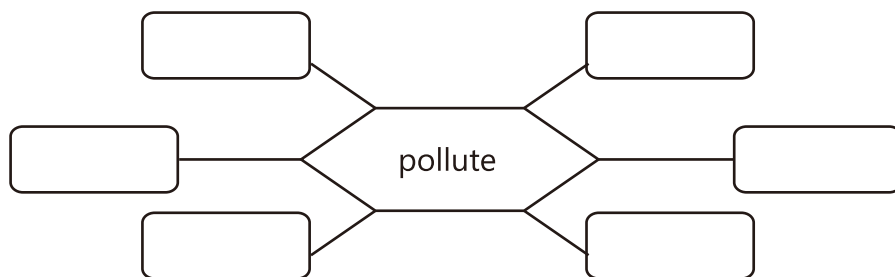
rapid (Para 3)

unmonitored (Para 5)

nuisance (Para 2)

piercing (Para 4)

### B. Form other words using the given root words.



### C. Choose five words you have made from the root words and use them in sentences.



#### For the Teacher:

- Tell students about cause and effect relation and solution.

## Grammar

**Transitional Devices**

Transitional devices are the words and phrases that connect parts of your writing. They link sentences and paragraphs together to maintain continuity of ideas.

The following is a list of some commonly used transitional words or phrases.

| Types           | Transitional Devices  |
|-----------------|---|
| addition        | and, again, besides, finally, further, furthermore, too, next, lastly, moreover, in addition, first (second, etc.)  |
| comparison      | but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, although, meanwhile, after all, in contrast                                 |
| emphasis        | definitely, extremely, obviously, in fact, indeed, absolutely, positively, naturally, always, forever, never, certainly   |
| sequencing      | first, second, third, next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, thus, therefore, hence, next |
| exemplification | for example, for instance, in this case, on this occasion, to demonstrate, to illustrate, as an illustration  |
| summarization   | in brief, on the whole, summing up, to conclude, in conclusion, therefore, accordingly, thus, as a result, consequently   |

**A. Identify the transitional devices in paragraphs 8 and 9.****For the Teacher:**

- Illustrate the use of transitional devices.
- Explain to students that transitional devices link/connect sentences within and beyond paragraphs.

**B. Read the sentences and insert appropriate transitional devices in the blanks given below.**

1. It was announced that doctors' salaries would be increased, \_\_\_\_\_ doctors ended their strike.  
a. as a result                      b. certainly                      c. and
2. Amjad is an excellent teacher. \_\_\_\_\_ he explains the subject matter very well and makes sure that all students understand the concepts.  
a. consequently                      b. meanwhile                      c. for example
3. Amina speaks English very well. \_\_\_\_\_ she does not assist her friends in learning to speak English.  
a. however                      b. further                      c. thus
4. The government has levied more taxes. \_\_\_\_\_ the salary structure has not been improved.  
a. in fact                      b. but                      c. hence
5. Salma is a good speaker. \_\_\_\_\_ she also writes very well.  
a. in addition                      b. consequently                      c. next

**Adverb Clause**

An adverb clause is a group of words which does the work of an adverb. It usually begins with a subordinating conjunction such as, after, because, until, where, while, unless, as, when, since, if, though, wherever.

**Example**

He finished first **though he began late**.

**C. Underline adverb clauses in the following sentences. Also encircle the subordinating conjunctions.**

1. You may sit wherever you like.
2. He will pass if he works hard.
3. We shall wait here until you come.
4. I did not buy it because it was very expensive.
5. Do it before you forget.



**For the Teacher:**

- Help students identify and use adverb clauses.



**D. Supply suitable adverb clauses.**

1. Nobody likes him \_\_\_\_\_.
2. She sings exactly \_\_\_\_\_.
3. I will not go out \_\_\_\_\_.
4. It shall remain \_\_\_\_\_.
5. \_\_\_\_\_, I spoke to his brother.

**E. Use the following subordinating conjunctions in sentences.**

since, unless, though, while, as, when, after

**F. Identify and write these clauses in the relevant columns of the table.**

1. Asif plays hockey as he enjoys it.
2. Shazia could not catch the bus because she was late.
3. Ali could not finish his test of Mathematics on time although he knew all the answers.
4. Arifa quickly ate her lunch as she was very hungry.
5. Harris is back from work so he must take rest.
6. You must work hard if you want to succeed in life.

| No. | Independent Clauses | Dependent Clauses |
|-----|---------------------|-------------------|
| 1   |                     |                   |
| 2   |                     |                   |
| 3   |                     |                   |
| 4   |                     |                   |
| 5   |                     |                   |
| 6   |                     |                   |



**For the Teacher:**

- Explain to students that adjective clauses and adverb clauses are always dependent clauses.

**G. Read the following sentences and tick the right adverbial clause given in brackets.**

1. The train left the station as Asad arrived. (adverbial clause of place, adverbial clause of time)
2. You can put it wherever you like. (adverbial clause of place, adverbial clause of reason)
3. After the thief had stolen money, he left the home quickly. (adverbial clause of time, adverbial clause of manner)
4. He was very pleased that you have passed. (adverbial clause of place, adverbial clause of reason)
5. He failed because he had not worked hard. (adverbial clause of reason, adverbial clause of place)

**Use of comma to separate a dependent clause from the main clause.**

- a. In a sentence which has an independent and a dependent clause, a comma is used to separate the two, if the sentence starts with the dependent clause.
- b. The dependent clause usually starts with any of these subordinating conjunctions: **while, as, although, because, since, if, after, before, until**.
- c. If the same sentence starts with an independent clause, no comma is required.

**Examples**

- a. While I was eating, the doorbell rang.  
The doorbell rang while I was eating.
- b. Because her alarm clock had been broken, she was late for class.  
She was late for class because her alarm clock had been broken.
- c. If you are sick, you must see a doctor.  
You must see a doctor if you are sick.
- d. When the rain stops, we will clean the driveway.  
We will clean the driveway when the rain stops.

**H. Mark the sentences as correct or incorrect. Put a comma to make the sentence correct.**

1. Because Aliya had missed her school bus she was late for school.
2. After Kalim comes home he will take you to the book shop.
3. The class will have the swimming lesson if the instructor comes tomorrow.
4. When it rains I'll bring an umbrella to school.
5. Although Mr. Asif was sick, he went to work.

**Writing Skills**

- A. Write a paragraph on "The Effects of Land Pollution on Human Health".**
- B. Write an application to the principal of your school for arranging separate bins for dry waste (plastic, glass, paper).**
- C. Write a letter to the Executive Officer of Environmental Protection Agency in your city, informing him about the irregular collection of solid waste in your area.**

**For the Teacher:**

- Tell the students that dry waste i.e. used papers, juice boxes and bottles can be recycled. Such material should be disposed of in the respective bins.
- Arrange students' visit to a Recycling Plant.

**Sample Letter**

|                         |   |               |
|-------------------------|---|---------------|
|                         | Examination Hall  | } The heading |
|                         | City A. B. C  |               |
|                         | April 20, 2018  | } The date    |
| The inside address      | { The Chairman<br>Punjab Curriculum & Textbook Board<br>Lahore.   |               |
| The subject             | { <u>Shortage of Textbooks</u>  |               |
| The salutation          | { Dear/Sir/Madam  |               |
| The body                | { We are students of 9th class. We are confronted with the problem of the paucity of textbooks in the area. This state of affairs is causing a great loss to our studies.<br>We want to draw your attention to this grave issue and hope for an instant favour. Kindly ensure availability of the textbooks in the area at the earliest.<br>Hope for a favourable response. |               |
| The complementary close | { Sincerely,  |               |
| The signature           | { _____<br>Students of all the sections of 9th class  |               |

**Oral Communication Skills**

**Expressions of Advice**

- I think you should---
- I don't think you should---
- You ought to---
- You ought not to---
- If I were you---
- If I were in your place---
- If I were in your position---
- I suggest that you---



**For the Teacher:**

- Guide students to write a formal letter following the given flow chart and sample.
- Help them write and revise the pattern of formal letters and applications in extended social and academic environment.
- Guide them to write the address on the envelope clearly and in proper format.