



# Overpopulation - a Dilemma



## Students Learning Outcomes

After completing this unit, students will be able to:

- ❖ listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- ❖ present an argument and viewpoint with clarity of purpose and a convincing manner.
- ❖ read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: information reports and texts (e.g., reports, fact sheets).
- ❖ use dictionary/ thesaurus to
  - » use a thesaurus to locate synonyms/ antonyms
  - » identify phrases through keywords.
  - » understand various abbreviation is used in a dictionary.
- ❖ use prepositions of position, time, movement and direction including since and for.
- ❖ explain functions of different conjunctions/transitional devices used for purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), choice (e.g., either...or..., neither...nor).
- ❖ identify and use adverb phrases in writing for different purposes.
- ❖ use apostrophe with nouns (singular, plural) ending with missing sounds e.g. keats' poetry, boys' college etc.
- ❖ write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information.
  - a. introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey meaning effectively
  - b. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. link ideas within categories of information using words and phrases (e.g., another, for example, because).
  - d. use precise language and domain- specific vocabulary to inform about or explain the topic.
  - e. provide a concluding statement or section related to the information or explanation presented.



## Pre-reading

Look at the following picture below and guess what this is. It is a picture of our water resources. What can you do to save them?



### Quick Questions:

- What problems would our people face if they wasted water?
- How would you guide people to save water and other resources?

### For Teachers:

Tell students about overpopulation and how to save resources.





## Reading

It was a hot summer night, Danish was lying down with his grandfather on the roof of their home. The sky was dusty and cloudy. Humidity had increased and everyone was feeling hot. "Tell me something about your childhood", Danish asked his grandfather. His grandfather said when they shifted to this city it had not been so densely populated. The sky had been blue and they could actually stargaze from their home at night, and the river flowing by their home had not been toxic or grey.



They had lived in a different but peaceful time. They loved to swim in the river but it was now polluted by human waste. They had not even needed air conditioners during summers because there were many trees and green plots that kept the temperature low.

He also said that there had been only a few houses in their area but now it was extremely overpopulated. All grassy plots had now been constructed upon and were clustered with houses. The border of their city had been extended due to human inhabitation. The explosion of population had created a lot of problems.

"How can population be a problem?" Danish asked in confusion.

His grandfather smiled and said that population was not creating problems but overpopulation had become a dilemma. Overpopulation means a situation in which the world has so large a population that people suffer as a result.

He further said that according to an estimate, we add 227,000 more people to the planet every day. The growth of population demands more water, land, trees, fossil fuels and other resources. Unsustainable population growth becomes the reason behind food and water shortages, climate change, and intergenerational poverty.

We have observed that cities are now heavily populated because people from villages migrated to cities to get more opportunities and meet their basic needs. The cities are not developed enough to cater to the needs of more people. Due to this we as humans are suffering more.

It is a common observation that overpopulation prevails more in underdeveloped nations as compared to developed nations. It is because of lack of proper education and preventive measures of reproduction. Families have more kids to feed but are unable to meet their expenses.

"What other consequences do we face due to overpopulation?", Danish was now even more curious.

The major effect of overpopulation is the consumption and unrestrained distribution of natural resources. We have a limited capacity to generate raw materials and that is why we are facing a natural resources deficit.



Overpopulation is leading to environmental degradation.

The excessive usage of coal, oil and fossil fuels is creating a negative impact on our planet. Factory smoke and waste is polluting our environment and becoming the cause of multiple diseases.

Today, most people are waiting for job vacancies which has led to high rates of joblessness and unemployment. Poverty rate has increased and people are deprived of basic necessities like water and food.

"Is there any solution to this issue?" asked Danish. His grandfather replied that: "we need to empower our society by educating it. Our government should take preventive measures to stop overpopulation. Gender equality should be promoted and family members should talk about their new generation by proper family planning. Women empowerment is the basic need to avoid a catastrophe.

Everyone must take responsibility towards the betterment of society and human future. Our one single but productive step could make a big change in the world".

### While- reading

What impact does overpopulation have on us?



### Reading Comprehension



Read the meanings of the words below.

| Words     | Meanings  | Words             | Meanings                      |
|-----------|-----------|-------------------|-------------------------------|
| toxic     | poisonous | unrestrained      | uncontrolled                  |
| clustered | grouped   | intergenerational | involving several generations |
| dilemma   | problem   |                   |                               |



Answer the following questions:

- How has the world changed from the past?
- What consequences are we facing due to overpopulation?

#### For Teachers:

Help students comprehend the text and enjoy with the help of illustrations.

- How are we polluting our environment?
- What is the best way to reduce poverty?
- What role can we play to avoid overpopulation?

## Listening and Speaking

Read and practise the dialogue below.

Mother: How was your day at school today?

Innaya: It was a busy day. My science teacher gave us a project which is to make a model for our science exhibition. I'm going to take part in it.

Mother: Oh! That's great. You will learn a lot from this activity. What are you making for this exhibition?

Innaya: I will make a model of the solar system. But I need your help in making it. I have made a list of things which I need for this project. Can you please go with me to the stationary shop?

Mother: Of course, I will help you, dear.

Mother: I will tell you the procedure step by step and you will follow it Innaya.

Innaya: Okay, I will.

Innaya: Oh! Wow! It's ready now. We have made it (clapping happily).



Divide the students into groups and ask them to debate on three R's (i.e., Reduce, Reuse, Recycle).



## Vocabulary

### Synonyms and Antonyms

#### Synonyms

Synonyms are words that have the same, or almost the same, meaning as another word.

#### EXAMPLE

| Word    | Synonyms                         |
|---------|----------------------------------|
| amazing | surprising, stunning, astounding |

#### For Teachers:

Help students recall the concept of synonyms and antonyms with the help of examples.



## Antonyms

Antonyms are words that have the opposite meanings.

### EXAMPLE

| Word | Antonyms            |
|------|---------------------|
| sad  | happy, joyful, glad |



### Locate synonyms and antonyms by using a thesaurus or a dictionary

Look at the following picture of a thesaurus/ dictionary and observe synonyms and antonyms of these words.

accomplice, abettor, accessory, ally, assistant, associate, confederate. ANT.-adversary, enemy, opponent, rival. accomplish, achieve, attain, complete, consummate, do, effect, execute, finish, fulfill, manage, perform. ANT.-block, defeat, fail, frustrate, spoil. accord, agree, allow, assent, concede, grant, permit; agreement, acquiescent, harmony, reconciliation, unison. ANT. contend, disallow, dispute, question; dissension, opposition, strife. accost, address, approach, greet, solicit, speak to. ANT.-avoid, evade, pass by. account, chronicle, description, detail, history, narrative, recital, computation, reckoning, record, statement. accrue, accumulate, amass, collect, gather, grow, increase, store. ANT. - diminish, disperse, dissipate. accumulate, accrue, amass, assemble, collect, gather, hoard, increase, pile, store. ANT. diminish, disperse, dissipate, spend, waste. accuse, blame, censure, charge, denounce, incriminate, indict. ANT.-absolve, acquit, exonerate, vindicate achieve, accomplish, do, effect, execute, fulfill, gain, realize, win. ANT. —abandon, fail, lose, miss. achievement, deed, exploit, feat, performance; accomplishment, attainment, execution, realization, ANT.-neglect, omission: defeat, failure, misfortune. acquaintance, cognizance, companionship, experience, familiarity, friendship, intimacy, knowledge. ANT.-ignorance, inexperience, unfamiliarity. acquire, attain, collect, earn, get, obtain, procure, reach, secure, win. ANT.—fail, forego, lose, miss, surrender. act, accomplishment, action, deed, do, doing, enact, execute. feat, operation, perform, transaction; decree, edict, law, statute. ANT.—abstain, cease, discontinue, stop. action, achievement, activity, battle, deed, exploit, motion, movement, performance. ANT. - idleness, inactivity, inertia, repose. active, operative, working; busy, industrious; agile, alert, brisk, energetic, lively, mobile, nimble, quick, sprightly. ANT. dormant, inactive; idle, indolent, passive. activity, action, agility, alertness, briskness, energy, enterprise, exercise, intensity, liveliness, motion, progress, quickness, rapidity. ANT. dullness, idleness, inactivity, inertia. actuality, certainty, fact, reality, truth; act, circumstance, deed, event, factual, incident, occurrence, sure. ANT.-delusion, fiction, supposition, theory, unreal. adapt, accommodate, adjust, conform, modify, fit. ANT. derange, misapply, misfit.



Write down synonyms and antonyms of these words by using a thesaurus or a dictionary

| Words        | Synonyms | Antonyms |
|--------------|----------|----------|
| interesting  |          |          |
| quiet        |          |          |
| accomplished |          |          |
| gain         |          |          |



Read and learn the following abbreviations used in a dictionary:

|                            |   |                                           |
|----------------------------|---|-------------------------------------------|
| <b>Memo</b>                | = | Memorandum                                |
| <b>AM</b>                  | = | Ante Meridian (any time before midday)    |
| <b>PM</b>                  | = | Post Meridian (any time after midday)     |
| <b>AD</b>                  | = | Anno Domini                               |
| <b>BC</b>                  | = | Before Christ                             |
| <b>BCE</b>                 | = | Before Common                             |
| <b>Email</b>               | = | Era Electronic mail                       |
| <b>Etc</b>                 | = | Et cetera                                 |
| <b>Vet</b>                 | = | Veterinarian                              |
| <b>Though</b>              | = | Although                                  |
| <b>"cause / cos / coz"</b> | = | Because                                   |
| <b>Cellphone</b>           | = | Cellular phone                            |
| <b>Psycho</b>              | = | Psychopath                                |
| <b>Math</b>                | = | Mathematics                               |
| <b>PE</b>                  | = | Physical Education                        |
| <b>Cc</b>                  | = | Carbon copy                               |
| <b>Bcc</b>                 | = | Blind carbon copy                         |
| <b>Re:</b>                 | = | Regarding                                 |
| <b>Till</b>                | = | until                                     |
| <b>No.</b>                 | = | Number                                    |
| <b>E.g.</b>                | = | Exempli gratia (for example)              |
| <b>i.e.</b>                | = | id est (that is)                          |
| <b>RSVP</b>                | = | Repondez S'il Vous Plait (please respond) |
| <b>PTO</b>                 | = | Please turn over                          |
| <b>CV</b>                  | = | Curriculum Vitae                          |



## Grammar

### Prepositions of Position, Time, Movement and Direction

#### Prepositions of Position

Preposition of position tells us the position of something or someone.

#### EXAMPLE

- My paper is **beneath** the piles of copies.
- My house is **near** the park.
- The cat is **under** the table.

#### Prepositions of Time

A **preposition of time** is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place.

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#### For Teachers:

Make students know the difference between the prepositions of position, time, movement and direction.



**EXAMPLE**

- Twenty years have passed **since** we met.
- I am just going to office **for** two hours.
- Many years ago, people used to live **in** caves.

**Prepositions of Movement and Direction:**

**Prepositions of direction** and movement are used to talk about the location of things and their movements from one place to another.

**EXAMPLE**

- The fox jumped **over** the lazy dog.
- We are going **across** the river by boat.
- Don't put the ketchup **into** bottles.



Use the following prepositions in your sentences:

through

on

below

In

at

**Conjunctions and Transitional Devices**

Conjunctions and transitional devices can be used for different devices i.e., for purpose, for place and for choice.

Let's discuss them one by one.

**Conjunctions and transitional devices used for purpose****EXAMPLE**

| Words              | Sentences                                                         |
|--------------------|-------------------------------------------------------------------|
| <b>so that</b>     | I'll go by car <b>so that</b> I can take more luggage             |
| <b>in order to</b> | I will do my best <b>in order to</b> teach you English vocabulary |
| <b>so as to</b>    | She will go to the cinema <b>so as to</b> watch the new movie.    |

**For Teachers:**

Make students know the difference between the prepositions of position, time, movement and direction.

## Conjunction and transitional devices used for place

Place devices are used at different positions within a sentence. It develops ordering words to make a sentence with two simple clauses. e.g., where, whenever.

### EXAMPLE

| Words           | Sentences                              |
|-----------------|----------------------------------------|
| <b>wherever</b> | They can go <b>wherever</b> they want. |
| <b>where</b>    | <b>Where</b> are you planning to go?   |

## Conjunctions and transitional devices used for choice

It is used to give a choice between two of the same part of speech as well as two phrases or clauses. e.g., either...or, neither...nor.

### EXAMPLE

| Words                | Sentences                                        |
|----------------------|--------------------------------------------------|
| <b>either...or</b>   | He can have <b>either</b> tea or coffee.         |
| <b>neither...nor</b> | <b>Neither</b> Mark <b>nor</b> his wife is tall. |



### Complete these sentences.

- I will go to France \_\_\_\_\_ I can learn French.
- He got up early \_\_\_\_\_ catch the plane.
- I will \_\_\_\_\_ write to you \_\_\_\_\_ phone you next week.
- \_\_\_\_\_ the employees \_\_\_\_\_ the boss was at work.
- You can call my mom \_\_\_\_\_ you want.

## Adverb Phrases



### Use the following adverbial phrases in your sentences:

- as soon as possible
- in an easy way
- like an expert
- by hook or by crook
- down the road





## Punctuation

### Apostrophes

Apostrophes are used to indicate that something belongs to something or someone else.

#### Apostrophe with a singular noun

To indicate possession with a singular noun, **add 's at the end of the word.**

#### Apostrophes with plural nouns

To indicate possession with a plural noun, **add an apostrophe after the final letter if it is an s or by adding 's if the final letter is not an s.**

#### Apostrophe for forming possessive Nouns

| Singular nouns | Plural nouns |
|----------------|--------------|
|----------------|--------------|

If it's a single noun, add 's

**The bee's hive**



(the hive belongs to one bee)

**The girl's gift**



(There is only one girl)

**If the noun doesn't end in "s", then add 's**



Women's bag

If plural noun ending in "s", then add only '

**The bees' hive**



(the hive belongs to more than one bee)

**The girls' gift**



(There is more than one girl)



Men's shoes



### Punctuate the following sentences:

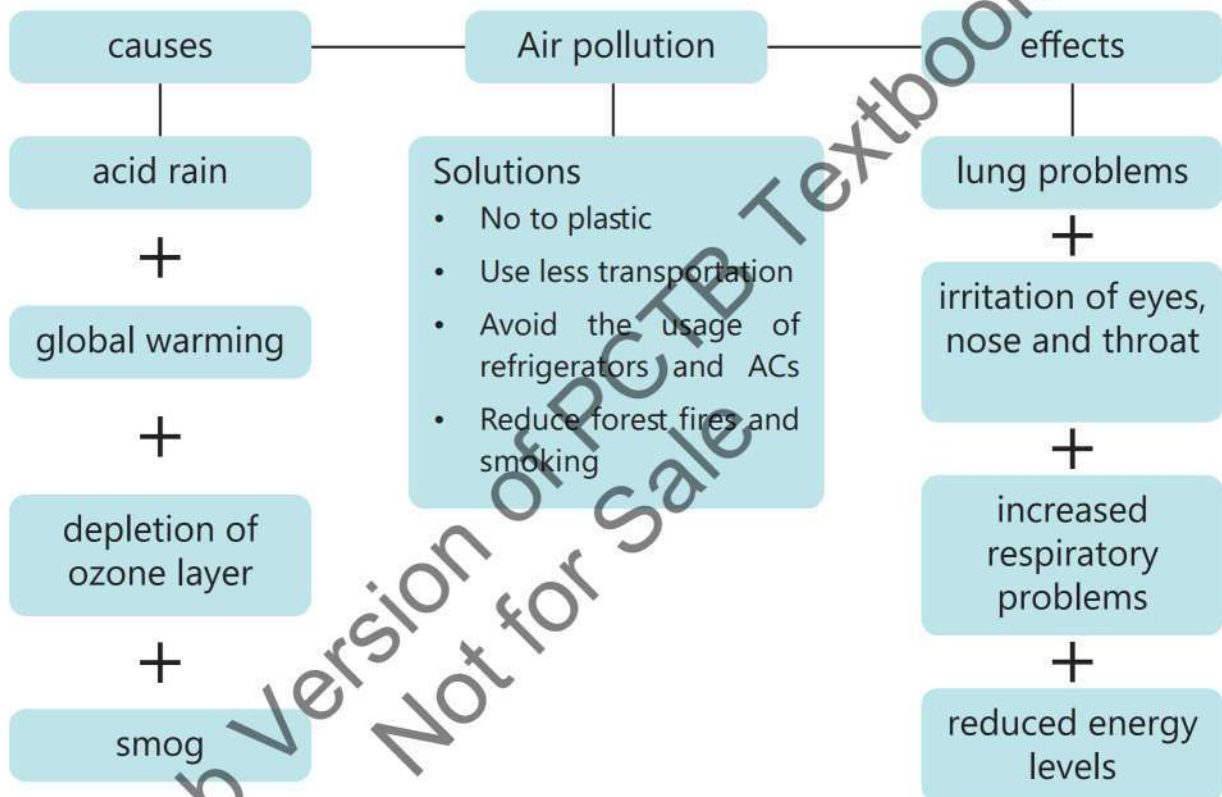
- my brothers teachers are so nice and polite.
- these are girls dresses
- my sisters room is so beautiful
- ahmads car engine is so fit



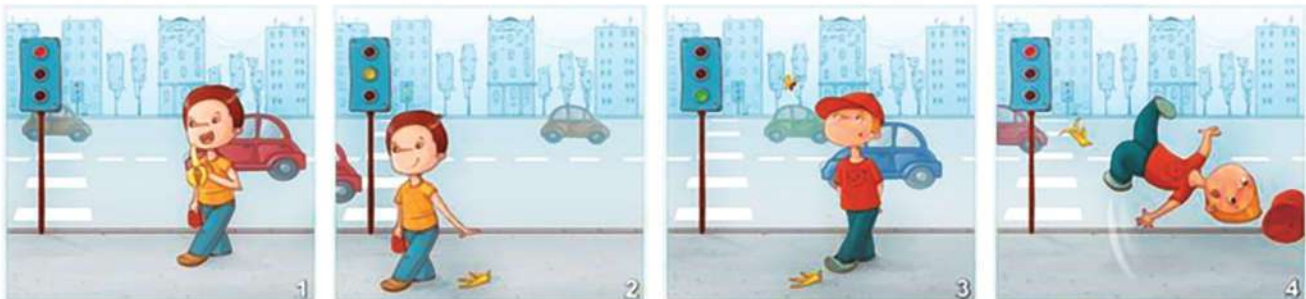
### Writing Skills



Write an essay on "Environmental Pollution" using the following mind map.



Look at the given pictures below and explain them in at least 3 paragraphs.



**For Teachers:** Show students to write short paragraphs with the help of illustrations.



# Review 2



Read the words below and write their meanings.

| Words        | Meanings |
|--------------|----------|
| Gloomy       |          |
| Devastated   |          |
| Unrestrained |          |

| Words   | Meanings |
|---------|----------|
| Slanted |          |
| Bribery |          |
| Toxic   |          |



Answer the following questions:

- Have you ever met any disabled or differently abled person in your life? How did you treat him/her?
- Have you learnt any first aid skill? Did you ever help anyone by using it?
- What should we do to avoid corruption?
- What role can we play to avoid overpopulation?



Make sentences of the following modal verbs:

would

must

could

might

can't



Describe your favourite vacation? Share your experience in your own words (your description should cover all old five senses).

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