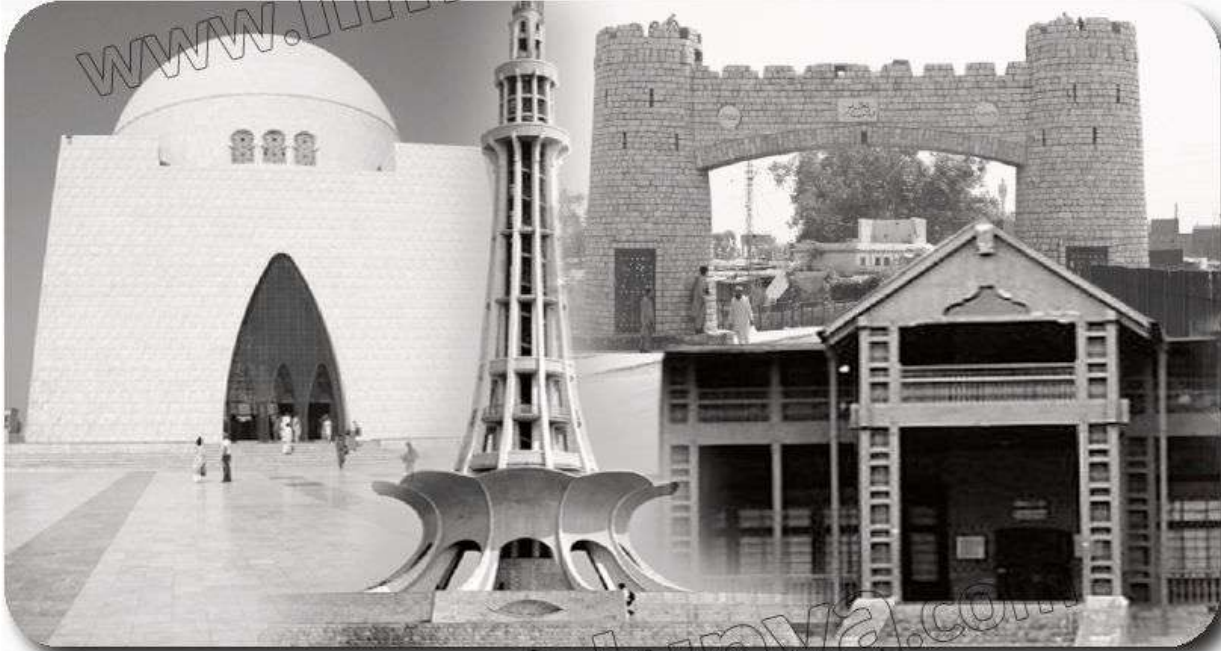


# 2

## UNIT

# Patriotism



### Learning Outcomes:

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

- Respond to text through oral discussion, telling short stories and acting plays.
- Read with correct pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.
- Read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: Expositions (e.g., reviews, arguments)
- Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts and make effective choices for meaning or style while reading, listening and writing.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Pre-reading:

### K-W-L Chart

Before Reading make predictions about the text's content in the W (Want to Know) columns:

- **K Column:** Write down everything you know about patriotism. Think about its meaning, examples of patriots, and any related historical events.
- **W Column:** List questions or things you want to learn about patriotism from the text. Consider what interests you about the topic or what you are curious about.

After reading the text, complete the L column to compare the predictions with the actual content:

- **L Column:** After you have read the text, write down what you have learned about patriotism. Reflect on the answers to your questions from the W column and any new information you found interesting or important.

K (Know)	W (Want to Know)	L (Learned)



### For the Teacher:

- Explain to students that a K-W-L chart helps you organise what you know (K), what you want to know (W), and what you have learned (L) about a topic. Discuss unknown words with the students.
- Complete the first two columns of the chart before reading the text on patriotism. After reading, fill in the last column.
- To help students integrate new information with what they already know, enhancing their understanding and retention of the material on patriotism.
- Facilitate a class discussion where students can share new facts they have learned and how these relate to what they already knew. Encourage them to make connections between the new concepts and their prior knowledge.
- **Acceptable Predictions:** Explain that predictions are acceptable if they are based on logical reasoning and prior knowledge. Confirmed predictions demonstrate that students are effectively using their background knowledge to anticipate content.
- **Modified Predictions:** Explain that predictions might need to be modified if new information does not align with initial assumptions. This is a valuable part of the learning process, as it shows that students are actively engaging with the text and adjusting their understanding based on new information.

1. Patriotism means love for the motherland or **devotion** to one's country. A patriot loves his country and is willing to sacrifice when the need arises. The word patriot comes from the Latin word 'patriota' which means countryman. It is considered a **commendable** quality.

What is the origin of the word 'patriot'?

2. Patriotism gives people the strength and courage to safeguard the interest of the country and nation. For a patriot, the sovereignty, integrity, and honour of the country are of **supreme** values on which no compromise can be made. Patriots render great sacrifice for the **preservation** and protection of these values.

What are the supreme values for a patriot according to the text?

3. Quaid-e-Azam Muhammad Ali Jinnah was a nation builder and great patriot. He wanted to protect the values, culture, and traditions of the Muslims of the subcontinent. He gave the Muslims a sense of identity by securing a separate homeland for them. He said:  
"We must develop a sense of patriotism which galvanizes us all into one united and strong nation."

Why did Quaid-e-Azam Muhammad Ali Jinnah want to secure a separate homeland for the Muslims?



### For the Teacher:

- Start by reading a passage aloud to the class. Model correct pronunciation, appropriate pitch, and voice variation. Demonstrate how to read expressively and help students understand how voice can convey meaning.
- Pause at predetermined points in the text to ask while-reading questions to assess students' comprehension.
- Inform students that the text they are reading is an expository (informative) text. Explain that expository texts aim to inform or explain a topic using facts, examples, and logical organization.
- Ensure students understand the definition and importance of patriotism.
- Discuss the historical context and significance of Quaid-e-Azam Muhammad Ali Jinnah's efforts.
- As students read the text, identify and highlight key new facts, terms, and concepts. For example, terms like 'sovereignty,' 'integrity,' 'Nishan-e-Haider,' and historical figures like Quaid-e-Azam Muhammad Ali Jinnah.
- Create a visual map (like a concept map) on the board linking these new terms to students' prior knowledge. For instance, link 'Nishan-e-Haider' to 'highest military award' and further connect it to the idea of 'patriotism' and 'sacrifice.'

4. The **spirit** of patriotism makes us stay alert in case of foreign invasion. In the history of Pakistan, there are many **instances** when people laid down their lives for the defence of the country. In the wars of 1965, 1971, and the Kargil War, many brave soldiers gave their lives in an attempt to protect the homeland. Naik Saif Ali Janjua Shaheed (*awarded Hilal-e-Kashmir – an equivalent to Nishan-e-Haider*), Captain Muhammad Sarwar Shaheed, Major Tufail Muhammad Shaheed, Major Raja Aziz Bhatti Shaheed, Pilot Officer Rashid Minhas Shaheed, Major Shabbir Sharif Shaheed, Sowar Muhammad Hussain Shaheed, Major Muhammad Akram Shaheed, Lance Naik Muhammad Mahfuz Shaheed, Havildar Lalak Jan Shaheed, Captain Karnal Sher Khan Shaheed – all **embraced martyrdom** while fighting bravely for their motherland. All of them were awarded Nishan-e-Haider, the highest military award given to great patriots who lay down their lives for the country.

Which wars are mentioned in the text where soldiers laid down their lives for Pakistan?

Who is awarded Nishan-e-Haider in Pakistan?

5. Patriotism, therefore, is not just a feeling, it is a live spirit that continuously inspires and guides a nation. In the words of S. W. Scott, a man **devoid** of patriotic spirit, is like the one who:

“Breathes there the man, with soul so dead,  
Who never to himself hath said,  
This is my own, my **native** land!”

### Theme

This unit is about the spirit of patriotism. It tells about the qualities of a patriot and how patriots look after the interest and progress of their country.



### For the Teacher:

- Reflect on the S. W. Scott's quote. Discuss its meaning and relevance to the concept of patriotism.
- Analyse the examples of soldiers mentioned in the text. Discuss the qualities that made them patriots and the impact of their sacrifices on the country.
- Encourage students to research and present additional information on the historical figures mentioned.
- Encourage students to discuss their answers with a partner or in small groups before sharing with the class.

## Glossary:

Words	Meanings
commendable	deserving praise and approval
devoid	completely without something
devotion	great love, care and support for somebody/something
embraced	the act of accepting an idea, a proposal, a set of beliefs, etc, especially when it is done with enthusiasm
instances	particular examples or cases of something
martyrdom	the suffering of death on account of adherence to a cause and especially to one's religious or political faith
native	connected with the place where you were born and lived for the first years of your life
preservation	the act of keeping something in its original state or in good condition
spirit	a person's feelings or state of mind
supreme	highest in rank or position; very great or the greatest in degree

## Comprehension

### A. Answer the following questions:

1. How do you personally define patriotism? Can you provide an example from your own life or community that illustrates your definition?
2. Why do you think Quaid-e-Azam Muhammad Ali Jinnah's efforts were crucial in securing a separate homeland for the Muslims?
3. Why do you think the soldiers mentioned in the text are considered heroes? What qualities did they show?
4. How can the spirit of patriotism be maintained and fostered in today's society, where many people are more connected globally than locally? Provide examples of modern acts of patriotism.
5. The text includes a quote from S.W. Scott about patriotic spirit. What do you think S.W. Scott means by "a man devoid of patriotic spirit"? Do you agree or disagree with this perspective? Why?
6. How can schools teach students about patriotism? Why is it important for students to learn about it?
7. Can you think of a small act of patriotism that someone could do every day? How does this help the country?

8. What did you learn about patriotism from this text?

**B. Choose the correct option for each question.**

**1. The word 'patriot' originate from \_\_\_\_\_ .**

- |                             |                            |
|-----------------------------|----------------------------|
| a. Greek word 'patriotikos' | b. Latin word 'patriota'   |
| c. French word 'patriote'   | d. Spanish word 'patriota' |

**2. What is considered a commendable quality according to the text?**

- |            |                 |               |            |
|------------|-----------------|---------------|------------|
| a. bravery | b. intelligence | c. patriotism | d. honesty |
|------------|-----------------|---------------|------------|

**3. Who led the Muslims of the subcontinent in their struggle for a separate homeland?**

- |                                     |                        |
|-------------------------------------|------------------------|
| a. Allama Iqbal                     | b. Liaquat Ali Khan    |
| c. Quaid-e-Azam Muhammad Ali Jinnah | d. Sir Syed Ahmad Khan |

**4. What are the supreme values for a patriot according to the text?**

- |                            |                                      |
|----------------------------|--------------------------------------|
| a. wealth and power        | b. sovereignty, integrity and honour |
| c. education and knowledge | d. freedom and independence          |

**5. In which wars did many brave soldiers lay down their lives for Pakistan?**

- a. Wars of 1965, 1971, and the Kargil War
- b. World War I and World War II
- c. War of 1857 and the Afghan Wars
- d. Gulf War and Iraq War

**C. Read the following sentences and identify the cause and effect.**

**1. Patriots render sacrifice for the preservation and protection of the country's values.**

- a. Cause: \_\_\_\_\_
- b. Effect: \_\_\_\_\_

**2. During the wars of 1965 and 1971, many soldiers displayed great courage.**

- a. Cause: \_\_\_\_\_
- b. Effect: \_\_\_\_\_



**For the Teacher:**

- Explain that understanding cause and effect helps us see the relationship between events. The cause is why something happens, and the effect is what happens as a result.
- Explain that facts can be proven true or false, while opinions are personal beliefs or judgments.
- Explain that generalized statements apply broadly without specific evidence. Evidence-based information includes specific facts, examples, or data.

**D. Read the following statements and identify whether each is a fact or an opinion.**

- 1. Patriotism is a commendable quality.**
  - a. fact
  - b. opinion
- 2. Many soldiers were awarded Nishan-e-Haider for their bravery.**
  - a. fact
  - b. opinion

**E. Read the following sentences and identify whether each is a generalized statement or an evidence-based information.**

- 1. Many soldiers showed great bravery during the wars of 1965 and 1971.**
  - a. generalized statement
  - b. evidence-based information
- 2. Major Tufail Muhammad was awarded Nishan-e-Haider for his bravery in the 1965 War.**
  - a. generalized statement
  - b. evidence-based information

**F. Reread paragraph 2 of the unit carefully and answer the following questions:**

- 1. What is the main idea of the text?**
  - a. Patriotism is unimportant.
  - b. Patriotism requires sacrifice.
  - c. Patriotism is only about honour.
  - d. Patriotism is about personal interests.
- 2. Identify two values that are of supreme importance to a patriot according to the text.**
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_



**For the Teacher:**

- Explain that this paragraph is an expository text explaining the importance of patriotism and the values it upholds. It presents an argument that highlights why patriotism is crucial for the protection of a nation.
- Have students watch a short video clip about the role of patriotism in a country's defence. Ask them to pay attention to how the speaker explains the importance of patriotism and the examples provided.
- Then, ask students to compare the text excerpt on patriotism with the video they watched to analyse print and non-print sources.

1. **Reading:** What do patriots do to preserve and protect these values?

a. \_\_\_\_\_

2. **Outlining:**

4. Do you think the text presents a strong argument for the importance of patriotism? Why or why not?

a. \_\_\_\_\_

3. **Drafting:**

b. \_\_\_\_\_

## Vocabulary

4. **Reviewing:** A. Deduce the inferred meanings of these words using context clues from the text.

Words	Context Clues	Inferred Meanings
commendable		
render		
sacrifice		
sovereignty		

B. Use a dictionary to find the following information for each word.

Words	Pronunciation	Dictionary meanings	Parts of Speech	Etymology
commendable				
render				
sacrifice				
sovereignty				



### For the Teacher:

- Explain that the meaning of a word or a phrase that is derived or concluded based on context clues and surrounding information rather than direct definition. It involves using logical reasoning and existing knowledge to understand the word within its context.
- Explain that context clues are hints found in the surrounding text that help deduce the meaning of an unknown word.
- Use pair and group work to allow students to share and refine their inferences.



- C. Compare the dictionary definitions with your inferences.
- D. Use a dictionary to find and write the different word patterns for the word "sovereignty". Complete the chart below by identifying the correct forms of the word "sovereignty" and its related forms.

Base Word	Noun Form	Verb Form	Adjective form	Adverb Form
sovereignty				

- E. Write sentences using each form of the word "sovereignty".

## Grammar

### Tenses

Tense	Function	Example	Exercise
<b>Simple Present</b>	Describes habitual actions or general truths.	"She writes in her journal every day."	Write five sentences about daily routines using the simple present tense.
<b>Simple Past</b>	Describes actions that happened at a specific time in the past.	"He visited the museum last weekend."	Write a short paragraph about what you did last weekend.
<b>Simple Future</b>	Describes actions that will happen at a specific time in the future.	"They will travel to Paris next summer."	Write about plans for the upcoming holiday using the simple future tense.
<b>Present Continuous</b>	Describes actions that are happening right now or around the current time.	"She is reading a book."	Describe what you are doing at this moment.
<b>Past Continuous</b>	Describes actions that were ongoing in the past.	"He was cooking dinner when the phone rang."	Write sentences describing what you were doing at a specific time yesterday.
<b>Future Continuous</b>	Describes actions that will be ongoing in the future.	"They will be waiting for us at	Write about what you will be doing at this time next week.



### For the Teacher:

- Explain that understanding word patterns helps expand vocabulary and use words accurately in various contexts.

Tense	Function	Example	Exercise
<b>Present Perfect</b>	Describes actions that happened at an unspecified time in the past or that started in the past and continue to the present.	the airport." "She has lived here for ten years."	Write about your experiences using the present perfect tense.
<b>Past Perfect</b>	Describes actions that were completed before another action in the past.	"They had finished their homework before dinner."	Write sentences describing what you had done before a specific event in the past.
<b>Future Perfect</b>	Describes actions that will be completed before a specific time in the future.	"She will have graduated by the next year."	Write about what you will have achieved by the end of this year.
<b>Present Perfect Continuous</b>	Describes actions that started in the past and are still continuing, emphasizing the duration.	"She has been studying for three hours."	Write sentences about activities you have been doing using the present perfect continuous tense.
<b>Past Perfect Continuous</b>	Describes actions that were ongoing in the past before another past action, emphasizing the duration.	"He had been working at the company for five years before he left."	Write sentences describing what you had been doing before a specific event in the past.
<b>Future Perfect Continuous</b>	Describes actions that will continue up to a specific time in the future, emphasizing the duration.	"By the next month, she will have been working here for a year."	Write sentences about what you will have been doing by a certain time in the future.

**A. Read the following passage carefully. Underline the verbs and identify their tenses.**

*Every morning, Maria walks to school. Yesterday, she walked with her friend because her bike was broken. Tomorrow, she will ride her bike again. Maria has been attending this school for three years, and she loves it. By the end of*

*this year, she will have completed her primary education.*

- B. Write a diary entry about your day, using at least five different tenses.**
- C. Read the events listed below. Identify the tense used in each event. Place the events on the timeline in the correct sequence based on their tenses and the given dates.**

**Events:**

1. I will have graduate from the university, by next June.
2. I am studying for my exams, right now.
3. I visited Karachi, two years ago.
4. I have been working on my project, for the last three weeks.
5. I had finished my homework before dinner, yesterday evening.

### Gerunds

A gerund is the -ing form of a verb that functions as a noun.

#### Uses of Gerunds

- **As the subject of a sentence**

**Example:** Swimming is fun.

- **As the object of a verb**

**Example:** She enjoys reading.

- **After prepositions**

**Example:** They talked about going on holiday.

- **After certain verbs**

**Example:** He suggested meeting earlier.

### Infinitives

An infinitive is the base form of a verb preceded by 'to'.

#### Uses of Infinitives

- **As the subject of a sentence**

**Example:** To err is human.

- **As the object of a verb**

**Example:** He wants to learn French.



#### For the Teacher:

- Explain that tenses indicate the time of action (past, present, future) and describe states or actions within those times.
- Highlight why understanding tenses is crucial for clear communication and accurate expression.
- Explain that understanding the aspect of time involves using tenses correctly to indicate when an action occurs.

- **After adjectives**

**Example:** She is eager to start.

- **To express purpose**

**Example:** I went to the store to buy milk.

### **Gerund vs Infinitive**

There are certain verbs in English that can be followed by either a gerund or an infinitive, but choosing one over the other can change the meaning of the sentence.

Here are some common examples and explanations:

#### **1. Remember**

- **Gerund (remember + -ing):** Refers to remembering something that has already happened.
  - **Example:** I remember meeting him last year. (You met him last year, and now you recall that event.)
- **Infinitive (remember + to + verb):** Refers to remembering to do something in the future.
  - **Example:** Remember to meet him tomorrow. (You need to remember to do this future action.)

#### **2. Stop**

- **Gerund (stop + -ing):** Refers to ceasing an activity.
  - **Example:** She stopped smoking. (She quit the habit of smoking.)
- **Infinitive (stop + to + verb):** Refers to pausing an activity in order to do something else.
  - **Example:** She stopped to smoke. (She paused what she was doing to have a smoke.)

#### **3. Try**

- **Gerund (try + -ing):** Refers to experimenting with something to see if it solves a problem or has a desired effect.
  - **Example:** Try restarting your computer. (Experiment with restarting to see if it fixes the problem.)
- **Infinitive (try + to + verb):** Refers to making an effort to do something difficult.
  - **Example:** "I will try to finish my work on time." (You make an effort to finish your work on time.)

#### **4. Forget**

- **Gerund (forget + -ing):** Refers to forgetting that something happened in the past.
  - **Example:** "I'll never forget meeting you." (You remember the occasion of meeting.)
- **Infinitive (forget + to + verb):** Refers to forgetting to do something in

the future.

- **Example:** "Don't forget to lock the door." (You need to remember to do this action.)

## 5. Regret

- **Gerund (regret + -ing):** Refers to feeling sorry about something that has already happened.
  - **Example:** "I regret telling her the truth." (You feel sorry for having told her.)
- **Infinitive (regret + to + verb):** Refers to being sorry about something you are going to say or do.
  - **Example:** "We regret to inform you that your application was unsuccessful." (You are sorry to tell them now.)

## 6. Go on

- **Gerund (go on + -ing):** Refers to continuing the same activity.
  - **Example:** "He went on talking." (He continued to talk.)
- **Infinitive (go on + to + verb):** Refers to moving on to a different activity.
  - **Example:** "After the introduction, she went on to explain the main topic." (She moved to the next part of her talk.)

## Participles

Participles are the verb forms used as adjectives. There are two kinds of participles: (ending in -ing) and participles (usually ending in -ed or -en).

### Uses of Present Participles

1. **As an adjective:**
  - **Example:** The running water was cold. (Describes the water.)
2. **To form continuous (progressive) tenses:**
  - **Example:** They were laughing. (Present continuous tense.)
3. **In participial phrases:**
  - **Example:** Running down the street, he met an old friend. (Describes the subject of the main clause.)

### Example

- The crying baby woke everyone up.
- They were laughing at the joke.

### Uses of Past Participles

1. **As an adjective**
  - **Example:** The broken vase was expensive. (Describes the vase.)
2. **To form perfect tenses**
  - **Example:** She has finished her homework. (Present perfect tense.)
3. **To form the passive voice**
  - **Example:** The cake was eaten by the children. (Passive voice.)

#### 4. In participial phrases

- **Example:** Shocked by the news, she couldn't speak. (Describes the subject of the main clause.)

#### Example Sentences

- The painted door looks great.
- They had already left when I arrived.

#### 1. Present Participle as an Adjective

**Example:** The exciting movie pleased us much.  
Here, "exciting" describes the noun "movie."

#### 2. Past Participle as an Adjective

**Example:** The exhausted runner sat down to rest.  
Here, "exhausted" describes the noun "runner."

#### 3. Participles in Verb Tenses

- **Present Continuous:** They are watching a movie.
- **Past Continuous:** They were watching a movie.
- **Present Perfect:** They have watched the movie.
- **Past Perfect:** They had watched the movie.

#### 4. Participial Phrases

- **Present Participle Phrase**
  - **Example:** Seeing the rain, we decided to stay indoors.
  - "Seeing the rain" provides additional information about why "we decided to stay indoors."
- **Past Participle Phrase**
  - **Example:** "Surprised by the sudden noise, she jumped."
  - "Surprised by the sudden noise" provides additional information about why "she jumped."

#### A. Read the following sentences. Underline the gerunds, infinitives, and participles and label them accordingly.

1. Swimming is my favourite hobby." (Gerund)
2. To learn a new language takes time." (Infinitive)
3. The broken window needs to be fixed." (Past Participle)
4. She enjoys reading books." (Gerund)
5. To travel around the world is my dream." (Infinitive)
6. The running water creates a sweet sound." (Present Participle)

#### B. Transform the following base verbs into gerunds, infinitives, and participles. Use each form in a sentence.

**Base Verbs:** write, play, eat

#### C. Write a short paragraph using at least two gerunds, two infinitives, and two participles. Highlight each gerund, infinitive, and participle

used in the paragraph.

## Oral Communication Skills

### A. Respond to the text through oral discussion.

- i. Divide the class into small groups and assign each group a specific section of the text.
- ii. Discuss the assigned section and answer the following questions:
  - What is the main idea?
  - What supporting details are provided?
- iii. Present your group's findings to the class.
- iv. Participate in a whole-class discussion based on the groups' presentations.

### B. Debate on Patriotism.

- i. Participate in a debate on "The Role of Youth in the Nation-Building," where you listen to others' viewpoints and respond appropriately, using the correct pronunciation and intonation.

## Writing Skills

### A. Write a well-structured paragraph on "My Service to Society".

- i. **Brainstorm all the possible ideas and points that come to mind when you think about "My Service to Society".**

### B. Write an informative/explanatory essay on the topic "Why I Love Pakistan?"



#### For the Teacher:

- Foster a supportive classroom atmosphere where students feel safe to express their thoughts without judgment.
- Demonstrate clear pronunciation, appropriate intonation, and expressiveness in your speech.
- Give specific, positive feedback on clarity, volume, pacing, and expression.
- Teach students how to provide and receive respectful, constructive feedback from peers.
- Allow time for students to practice and rehearse their speaking parts, using gestures and eye contact.