



Theme Literature & Poetry

Subtheme Freedom



Students' Learning Outcomes



Reading and Critical thinking

- Read to analyse descriptive/argumentative essay.
- Give an informed personal and analytical response to a descriptive and informative text.



Grammar and Vocabulary

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.



Oral Communication

- Demonstrate attentive listening' skills to respond orally with standard pronunciation.



Writing

- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.
- Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.

Pre-reading

As the driving force behind the creation of Pakistan, Jinnah's **eloquence** and visionary leadership played a pivotal role in shaping the destiny of millions. Quaid-e-Azam was like a guiding star for the creation of Pakistan. He was not just a leader; he was like a hero for many people.

What role did Quaid-e-Azam play in acquiring freedom for the creation of Pakistan?

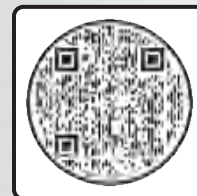
Achieving one's dreams requires a lifetime of dedication, but turning a dream into reality on a grand scale, impacting millions of lives, is something very few people achieve. Quaid-e-Azam was one of those **exceptional** individuals. The way he used his talents and skills to create Pakistan, backed by convincing arguments and logical thinking, was truly extraordinary. We owe him and the millions who sacrificed so much for this cause a debt of **gratitude** that will last forever.

The services and dynamic leadership of Quaid-e-Azam Mohammad Ali Jinnah in the Pakistan Movement need no introduction.

Quaid-e-Azam's strong leadership and hard work made the challenging job of creating Pakistan easier. We are grateful for his efforts; the Muslims of India successfully reached their destination after a long journey led by his **charismatic** guidance. He was one of the most striking and distinctive figures in that part of time and above all, one of the great nation-builders in modern times. He changed the Muslim League from a group of inactive leaders into a powerful and organized political party. This party included Muslims from all over India.

In 1946, they won the election by promising to separate from India and this led to the creation of Pakistan when Britain left the region. Jinnah was not always a **separatist**, but throughout his life, he was a passionate defender of the rights of Indian Muslims. After the 1937 elections, when the majority Congress party refused to share power with the Muslim League, Jinnah concluded that under its leadership, Muslims would become second-class citizens. From then on, the road led only to Pakistan. "Think 100 times before you take a decision", Jinnah said at the Muslim League's historic 1940 Lahore Conference, which came down in favour of partition. "But once that decision is taken, stand by it as one man." He followed his own rule and did not let politics sway him.

There was no force to back him. He created Pakistan out of sheer will and against enormous odds. Jinnah was the obvious choice to be sworn in as the new nation's first Governor-general on August 11, 1947, Jinnah was elected as the president of the Constituent Assembly, a position



Glossary

eloquence-the ability to use language and express your opinions well, especially when you are speaking in public (فصاحت)

exceptional-unusually good (غیر معمولی)

gratitude-the feeling of being grateful and wanting to express your thanks (شکریہ)

charismatic-having charisma (the powerful personal quality that some people have to attract and impress other people) (کرشماتی)

separatist-someone who wants to be separate or independent (میلحدگی پسند)



While Reading

Think about the relevance of Jinnah's vision and ideals in the context of present-day Pakistan. How can his principles guide the nation towards a future aligned with his aspirations?

Glossary

legislature- a group of people who have the power to make and change laws (مجلس)

ceremonial- conferring or involving only nominal authority or power (رسمی)

secular- not connected with spiritual or religious matters (دنیائی)

rebuttal- the act of saying or proving that a statement or criticism is false (تردید)

Language Focus

Notice the use of idioms in the text while reading.

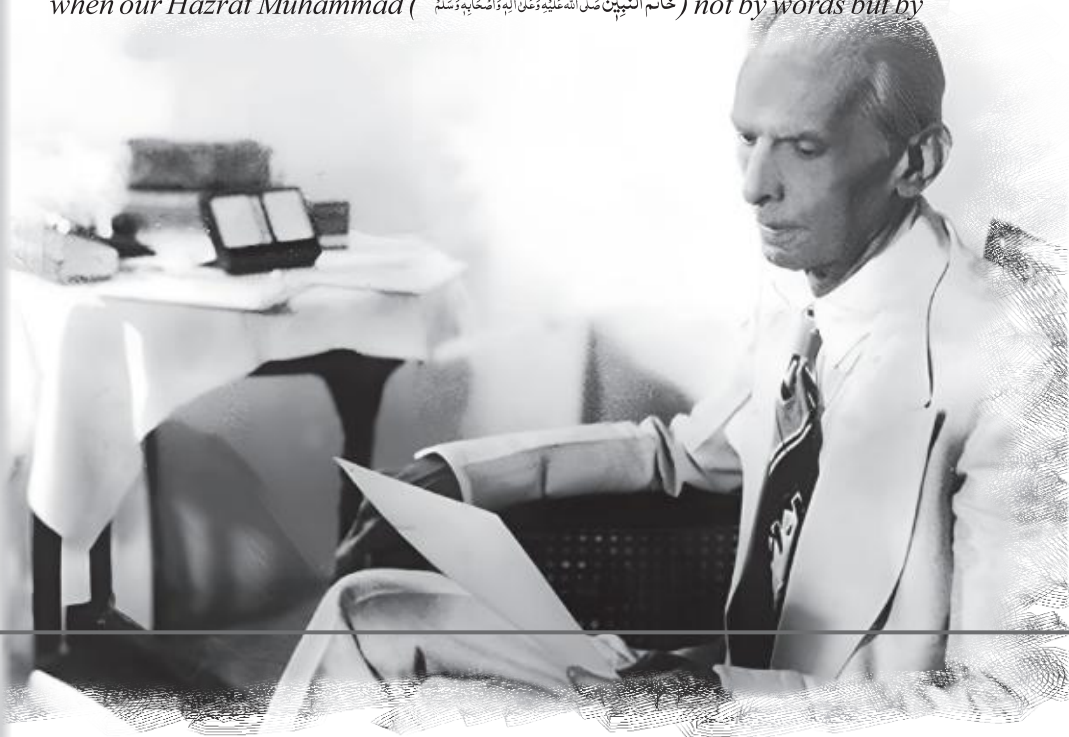
Teacher's Guideline

Ask students to notice the descriptive language in the text.

equivalent to that of a speaker of a **legislature**. The post of Governor-general simply meant a **ceremonial** head of the State while Jinnah played a very active role in government till the day he died. After independence, he focused on stopping religious violence, helping millions of refugees, and trying to safeguard religious minorities, encouraging them to stay in Pakistan. He crafted Pakistan's economic policy and currency and established military, government and educational institutions. He put forward a clear vision for the State of Pakistan, saying in his speech opening to the Constituent Assembly on 11th August 1947, *"You are free; you are free to go to your temples. You are free to go to your mosques or to any other places of worship in this State of Pakistan. You may belong to any religion or caste or creed - that has nothing to do with the business of the State. We are starting with this fundamental principle that we are all citizens and equal citizens of one State. We would keep that in front of us as our ideal and you will find that in due course of time, Hindus would cease to be Hindus and Muslims would cease to be Muslims, not in the religious sense, because that is the personal faith of each individual, but in the political sense as citizens of the State."* It was a landmark statement as a leader of an Islamic state and the right way to begin the political career of an independent state.

At the transfer of power ceremony in Karachi on 14th August 1947, Lord Mountbatten referred to the **"secular"** example of the Mughal Emperor Akbar for Jinnah to follow in running the affairs of Pakistan. In a **rebuttal** to Lord Mountbatten, the British Viceroy to India, Jinnah presented an alternative model and in his reply pointed out that Muslims had a more permanent and more inspiring model to follow, that of Hazrat Muhammad (ﷺ). Jinnah replied:

"The tolerance and goodwill that great Emperor Akbar showed to all the non-Muslims is not of recent origin. It dates back thirteen centuries ago when our Hazrat Muhammad (ﷺ) not by words but by



deeds, treated the Jews and Christians after he had conquered them with the utmost tolerance, regard, and respect for their faith and beliefs. The whole history of Muslims, wherever they ruled, is **replete** with those human and great principles, which should be followed and practised.”

Quaid said, “It was not I alone who achieved Pakistan but I had millions with me and especially the masses. The **intelligentsia** came last; the masses came first. I am proud that I am not that Governor-General who was an agent of another power but one who has been chosen by the people.” Continuing he said, “Do not forget one thing; I have never forgotten it and will never forget it our duty towards the poor and the **downtrodden**. It is your sacred duty to look after the poor and serve them. We must secure better living conditions. It should not be our policy to make the rich richer, but this does not mean that we want to uproot things. We can quite consistently give all and sundry their due share.” The Quaid had a strong connection with people, and they had full trust in their leader who understood their needs. His roots were deeply tied to the common folk.

He noticed that people were feeling very downhearted. So, he made a plan to boost their confidence and spirits. He gave powerful speeches that filled people with excitement. His words had a big impact and helped to ease the sadness and tension. His first step was to talk to government workers in Karachi on October 11, 1947. Quaid-e-Azam gave a strong message to the officials from civil and military departments.

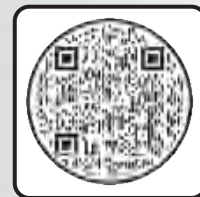
“This is a challenge to our very existence and if we are to survive as a nation, we shall have to face the problems with redoubled **zeal** and energy. Our masses are disorganized today; their **morale** is exceedingly low and we shall have to do something to pull them out of this state and **galvanize** them into activity. All throws additional responsibility on government servants to who in our people are looking for guidance.” His words revived the drooping spirits.

Jinnah’s wise ideas still apply to the challenges Pakistan faces today. By **heeding** the advice of its founder, Pakistan can shine among the world’s nations. Jinnah, a truly great leader, altered history by creating a nation-state with dignity, fairness, justice, and lofty ideals. Unfortunately, after his death, the nation faced weak and self-centered leadership. Despite past disappointments, there is hope for change. Let’s unite to overcome selfish motives and fulfil Pakistan’s promise in line with Jinnah’s **lofty** ideals.

Publisher: Pakistan Study Centre, University of the Punjab, Lahore. 2001

Source: dailytimes.com.pk

Reference: Pakistan Vision (Quaid-i-Azam Number) Vol. II, Nos. 1 & 2, Jan-Jul 2001



Skill: Examine essays with a descriptive or argumentative nature by reading.

The objective of the specified Student Learning Outcome (SLO) is to cultivate the ability to provide a well-informed, personal, and analytical response to a descriptive and informative text.

Glossary

replete-filled with something (مھربنا)

intelligentsia-the people in a country or society who are well educated and are interested in culture, politics, literature, etc. (ذہین افراد)

downtrodden-people are treated so badly by the people with authority and power that they no longer have the energy or ability to fight back

(پسماندہ)

zeal-great energy or enthusiasm connected with something that you feel strongly about (جوش)

morale-the amount of confidence and enthusiasm, etc. that a person or a group has at a particular time

(موصولہ)

galvanize-to make somebody take action by shocking them or by making them excited (متحرک کرنا)

heed-to pay careful attention to somebody’s advice or warning (توجہ)

lofty-very high and impressive (بلند)



Do you remember?

Idioms are expressions or phrases in a language that have a figurative meaning different from the literal interpretation of the words.

Here are a few examples of idioms:

Break a leg: This is an idiom used to wish someone good luck.

Literal meaning: Physically breaking a leg.

Figurative meaning: Wishing someone success or good luck.

Piece of cake: This idiom signifies that something is very easy to do.

Literal meaning: A piece of cake.

Figurative meaning:

Something that is effortless or simple.

All and sundry: The idiom is an expression used to refer to everyone, without exception.

Literal meaning: Every person or thing without exception.

Figurative meaning: It suggests that something is universally applicable or relevant to everyone involved, without distinction or discrimination.



Comprehension



A Answer the following questions.

- 1 ▶ Do you think the sacrifices made by millions for the cause of Pakistan were justified? Why or why not?
- 2 ▶ What is the significance of Jinnah's statement at the 1940 Lahore Conference regarding partition. How did it shape the course of events?
- 3 ▶ How can the far-sightedness of Jinnah be applied to address the issues faced by Pakistan today?
- 4 ▶ What were the lessons learnt from Jinnah's leadership?
- 5 ▶ What do you think "drooping spirits" means in the context?
- 6 ▶ How did Quaid-e-Azam connect with common people and boost their confidence during challenging times?

Analytical question

Analyse the role of Jinnah in transforming the Muslim League from a passive group to a powerful political force in the pre-independence era of India.



Talk about the Text

Discuss and share thoughts on one specific aspect of Quaid-e-Azam's leadership. Examples include his role in the creation of Pakistan, his communication style, or his vision for a united nation.



B Create a timeline by summarizing key events in Quaid-e-Azam's life and their impact on the creation of Pakistan.



Vocabulary



Idioms



A Identify and explain the contemporary idioms used in the sentences.

- 1 ▶ Achieving one's dreams often requires a lifetime of dedication.
- 2 ▶ Jinnah replied: "Think 100 times before you take a decision, but once that decision is taken, stand by it as one man."
- 3 ▶ He noticed that people were feeling very downhearted.
- 4 ▶ He created Pakistan out of sheer will and against enormous odds.

- B** Read an excerpt from the Martin Luther King Jr. speech on freedom and identify a few idioms from it. Use them in your own sentences.

Proverbs

A proverb is a short saying or piece of folk wisdom that emerges from the general culture rather than being written by a single, individual author. Proverbs often use metaphors or creative imagery to express a broader truth.

Example: Quaid-e-Azam's leadership during the struggle for a separate nation for Muslims vividly exemplifies the proverb "fortune favours the bold."

- C** The following are some common English proverbs along with their meanings:

- 1 ▶ **Birds of the same feather flock together** – people with common characteristics always end up together.
- 2 ▶ **He who plays the piper calls the tune** – the person who provides the money for something has the right to determine how it's spent.
- 3 ▶ **Out of sight, out of mind** – once you lose sight of a thing, you can forget it altogether.
- 4 ▶ **Beggars can't be choosers** – when a person is in a difficult position, he can only take whatever he gets.
- 5 ▶ **All's well that ends well** – everything is acceptable as long as the ending is favourable.

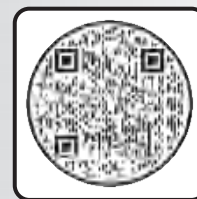
- D** Use these proverbs in meaningful sentences.

- Actions speak louder than words
- Cleanliness is next to godliness
- Honesty is the best policy
- Make hay while the sun shines
- No gain without pain
- Knowledge is power

Grammar

Pronouns

A pronoun is a word that is used to replace or substitute a noun in a sentence, avoiding the repetition of the same noun. Pronouns are helpful for making sentences less repetitive and more concise. They simplify communication by referring back to previously mentioned nouns.



Things to know

An **excerpt** is a short passage or segment taken from a larger text, document, or piece of literature.

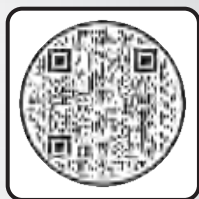


Skill: Idiom Comprehension and Application

After explicit instruction and practice, students will demonstrate proficiency in comprehending and effectively using contemporary idioms in both written and spoken communication.

Teacher 's Guideline

Provide an excerpt from the speech of Martin Luther King Jr. to students to find idioms.



Do you remember?

The **personal pronouns** for subjects are: I, you, he, she, it, we, and they. For objects, they are me, you, him, her, it, us, and them.

Impersonal pronouns are used when the focus is on the action itself rather than the person performing the action. Impersonal pronouns include "it," "one," and "they" (used in the singular sense).

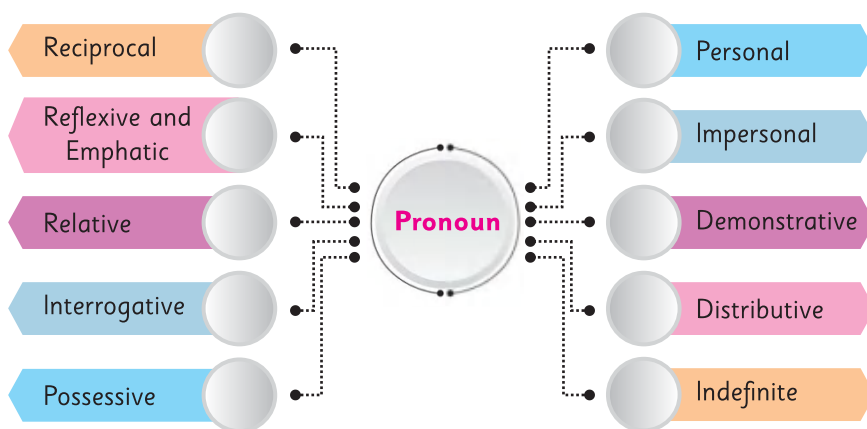
The **demonstrative pronouns** are: this, that, these, and those and refer to a particular noun, a noun phrase, or a clause.

The **indefinite pronouns** are: all, any, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody, and someone.

Reciprocal pronouns include "each other" and "one another", they are used to express a mutual action or relationship.

Emphatic or reflexive pronouns are: myself, ourselves, themselves, itself, himself, herself, yourself, yourselves.

Relative pronouns introduce relative clauses. The most common relative pronouns are: who, whom, whose, which, that.



A Identify the personal pronouns in the text and replace the proper nouns with personal pronouns where applicable.

B Provide the relative pronouns in the given sentences.

- 1▶ Quaid-e-Azam was one such individual _____ demonstrated remarkable abilities and skills in the establishment of Pakistan.
- 2▶ The car, _____ colour is blue, belongs to my friend.
- 3▶ This is the house _____ I grew up.
- 4▶ The concert, _____ took place last night, was amazing.
- 5▶ Can you introduce me to the person _____ you mentioned in your email?

C Fill in the reflexive pronouns in the given in complete sentences. Remember that reflexive pronouns end in "-self" (singular) or "-selves" (plural) and are used to reflect the action back to the subject.

- 1▶ Quaid-e-Azam _____ changed the Muslim League from a group of inactive leaders into a powerful and organized political party.
- 2▶ The children can dress _____ without any help.
- 3▶ After the game, he _____ congratulated on their victory.
- 4▶ We taught _____ how to ride a bike.
- 5▶ It is your sacred duty to look after the poor _____ and serve them.
- 6▶ Please introduce _____ to the new neighbours.

D Choose the correct distributive pronouns for the following statements.

- 1▶ Choose the distributive pronoun in the sentence: _____ of the students completed their homework on time.
 all each one some
- 2▶ _____ team could win a decisive victory.
 either neither each other

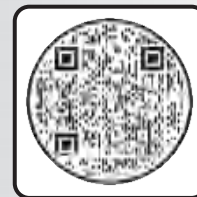
- 3 ▶ Which sentence uses a distributive pronoun correctly?
- Everybody in the team has their own tasks.
 - Each of the girls has finished she's project.
 - Neither of the options is correct.
 - None of the team members has finished their tasks.
- 4 ▶ Fill in the distributive pronoun in this sentence: _____ of the books on the shelf are mine.
- some
 - many
 - both
 - either
- 5 ▶ Complete the sentence with the correct distributive pronoun: _____ of the children brought _____ own lunch to the picnic.
- each, their
 - some, their
 - both, her
 - some, its

Punctuation

- E** Read the following extract and add punctuation marks where needed.

Extract: Long Walk to Freedom (Autobiography of Nelson Mandela)

it was dawn when we reached the offices of crown Mines which were located on the plateau of a great hill overlooking the still dark metropolis johannesburg was a city built up around the discovery of gold on the witwatersrand in 1886 and crown Mines was the largest gold mine in the city of gold. i expected to see a grand building like the government offices in umtata but the crown mine offices were rusted tin shanties on the face of the mine Gold mining on the witwatersrand was costly because the ore was low grade and deep under the earth Only the presence of cheap labour in the form of thousands of africans working long hours for little pay with no rights made gold mining profitable for the mining houses — whiteowned companies that became wealthy beyond the dreams of croesus on the backs of the african people. i had never seen such enterprise before such great machines such methodical organization and such backbreaking work it was my first sight of south african capitalism at work and i knew i was in for a new kind of education



Do you remember?

Interrogative pronouns are used to ask questions. They are: who, which, whom, what and whose.

Possessive pronouns are words that replace nouns and show ownership. The possessive pronouns are: mine, yours, his, hers, ours, theirs.

Distributive pronouns refer to persons or things one at a time. They are: each, either, neither.



Skill: Demonstrate Standard English conventions

Show proficiency in Standard English conventions in varied text writing through capitalization, punctuation, and spelling.





Oral Communication

Reflecting on the lives and contributions of Quaid-e-Azam Muhammad Ali Jinnah, Liaquat Ali Khan, Allama Muhammad Iqbal and Sir Syed Ahmad Khan; discuss the significant sacrifices, leadership qualities, and struggles each of these leaders endured in the process of a separate homeland for Muslims in the Indian subcontinent. Carry this activity in small groups.

Discuss the questions:

- 1 ▶ How did their individual roles contribute to the broader movement for the creation of Pakistan?
- 2 ▶ Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.



Teacher's Guideline

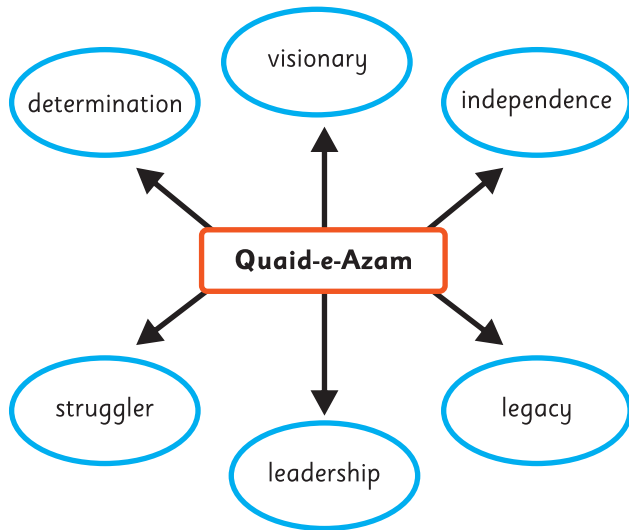
Assign each student or group one leader (Muhammad Ali Jinnah, Liaquat Ali Khan, Allama Muhammad Iqbal, or Sir Syed Ahmad Khan).

Instruct students to research the assigned leader's background, contributions, struggles, and sacrifices.

Have students come together in groups and share their findings. Encourage a discussion on the challenges each leader faced, the strategies they employed, and the impact of their sacrifices on the creation of Pakistan.

Writing

Write a descriptive essay on the Quaid-e-Azam Muhammad Ali Jinnah as a great leader. Use the given graphic organizer to gather the required information and write a unified paragraph. Follow the guidelines for writing.



Study Tip

- Develop a concise statement that conveys the main idea or emotion you want to express in your essay.
- Begin your essay with a captivating introduction that hooks the reader and provides a preview of what to expect.
- Each paragraph should focus on a specific aspect of your topic.
- Organise details logically, perhaps chronologically or spatially, to guide the reader through your descriptions.
- Use transitional phrases and sentences to create a smooth flow between paragraphs and ideas.
- Share your thoughts and emotions related to the topic. Explain why it is significant or memorable to you.
- Summarise your main points in the conclusion and leave a lasting impression on the reader.
- Review your essay for clarity, coherence, and grammar.
- Before submitting your essay, proofread it to catch any spelling, grammar, or punctuation errors.



Skill: Compose descriptive text using process approach

Write a descriptive composition with correct punctuation and spelling, employing the process approach (brainstorming, mind mapping and drafting) while presenting physical details and characteristics moving from general to specific.



Project

Write a speech about your favourite leader with the audience in mind. Edit and proofread the first draft of your speech, then finalize it. Finally, deliver the speech in front of others.

Further Reading Recommendations

Freedom Speech of *Martin Luther King Jr.*
 Long walk to Freedom, *Autobiography of Nelson Mandela*
 No Rack can torture me by *Emily Dickinson*