

Regular and Irregular Verbs

Put the verb in brackets in the correct simple past form. Note that some of these verbs are regular and some are irregular.

Yesterday Tahir _____ (get) up at 7 o'clock. He _____ (have) a shower and _____ (put) on some clean clothes. Then he _____ (have) breakfast. At half past seven he _____ (go) into the bathroom, _____ (brush) his teeth and _____ (comb) his hair. After that he _____ (put) on his shoes and _____ (leave) his home to go to school. He _____ (take) the bus which _____ (have) a stop in front of his home. He _____ (get) on this bus at a quarter to eight. He _____ (get) off the bus in front of the school and _____ (enter) his classroom just in time. He _____ (listen) to various teachers from 8 a.m. to 1:35 p.m. Then he _____ (hurry) home because he _____ (be) very hungry. He _____ (eat) lunch and _____ (do) his homework. Later on he _____ (watch) TV. In the evening he _____ (have) dinner with his parents. After that he _____ (meet) some friends in the city. When he _____ (come) home, he _____ (wash) his face and _____ (brush) his teeth before he _____ (put) on his pyjamas. Finally, he _____ (recite) a few Ayah of the Holy Quran in bed late at night until he _____ (fall) asleep.

Unit
8Women's Role in the
Pakistan Movement

Students Learning Outcomes

After reading the lesson the students will be able to:

- ① use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- ② analyze paragraphs to identify words, phrases or sentences that support the main idea through definition / example / illustration.
- ③ analyze the order of arranging paragraphs:
 - chronological or spatial, general to specific, specific to general, most important to least important and vice versa.
- ④ enhance and use appropriate vocabulary and correct spelling in speech and writing:
 - analyze and understand common roots and use that knowledge to recognize the meaning of new words.
- ⑤ create and deliver simple group/ class presentations on various themes, problems and issues:
 - support the topic or subject with effective factual information.
- ⑥ 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.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate material read.
- ⑦ illustrate use of adverbs learnt earlier.
- ⑧ recognize varying positions of adverbs in sentences according to their kinds and importance.
- ⑨ identify and use degrees of comparison of adverbs.
- ⑩ use adverbial phrases and clauses.

Pre- reading

- Do men and women have different roles in the society, community and at home? How?
- What is the role of women in the development of a country?

Reading

At the dawn of twentieth century when Pakistan was at formative stage, most Muslim women led secluded lives within their homes, and were not visible in public spaces. A handful of women emerged during the Khilafat Movement (1919-1922), a pan-Islamic movement for the restoration of the Caliphate in Turkey. The name of Abadi Begum, popularly known as Bi Amma, is on the top of the list of such noble ladies. She was the mother of Maulana Muhammad Ali Jauhar and Maulana Shaukat Ali.

It was Quaid-e-Azam who brought about a social revolution in the emancipation and empowerment of Muslim women. He repeatedly stressed the importance of women as equal partners of men if the Muslims of India were to achieve the dream of a separate homeland. Fatima Jinnah was always at his side, as visible symbol, advising and participating in all the political activities of Quaid-e-Azam.

However, the real game changer was the Muslim League session at Patna in 1938. Quaid-e-Azam, who was reorganizing and revitalizing the Muslims after his return from England in 1934, created the All India Muslim Women's Sub-Committee of the Muslim League. By the mid-40s, a galaxy of women had emerged in the leadership role of the Muslim League, organizing and mobilizing women workers in the cities and also at the district level. Some of the more



Muslim League activists in Lahore, led by Jahanara Shahnawaz (source: Lahore Museum)



Begum Salma Tassaduq Hussain



Begum Fatima



Mumtaz Shahnawaz



Rana Liaquat

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prominent names that emerged were: Jahanara Shahnawaz, Begum Salma Tassaduq Hussain and Begum Fatima from Lahore, Shaista Ikramullah from Bengal, Zari Sarfraz from Khyber Pakhtunkhwa, and Lady Abdullah Haroon from Sindh.

As the Pakistan Movement picked up, the Muslim Students Federation and its women's wing began playing an increasingly important role in mass mobilization, with girl students traveling even to the Khyber Pakhtunkhwa, a remarkable act given the province's social conservatism. Begum Fatima, the founder principal of the Jinnah Islamia College for girls in Lahore, had played a key role in mobilizing female students. She invited the Quaid to come and address the students of her college in November 1942. Imagine the impact on these young minds when this charismatic leader declared, "... I am glad to see that not only Muslim men but Muslim women and children have understood the Pakistan scheme. No nation can make any progress without the cooperation of its women. If Muslim women support their men, as they did in the days of their Prophet of Islam, we should soon realize our goal".

When the Muslim League won all the Muslim seats in the provincial elections of Punjab but was excluded from the formation of the provincial government in February 1946, massive demonstrations were held outside the Chief Minister Khizar Hayat's house, with the women Leaguers' processions making a serious impact.

When the Parliamentary Board was formed in the same year to negotiate with other parties for the formation of a government in Punjab, Jahanara Shahnawaz was made a member of it. The Quaid-i-Azam was invited to send a representative to the USA to attend the International Herald Tribune Forum in September 1946 in order to present the case for a separate homeland for



Begum Zari Sarfraz



Shaista Ikramullah



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Muslims. He nominated Jahanara Shahnawaz and MAH Ispahani for it, telling Ispahani to counter the Hindu propaganda that Muslims were reactionaries who wanted to create a theocratic state. They addressed public meetings and met heads of delegations at the UN from various countries and dispelled their apprehensions about creation of Pakistan. Ispahani wrote of Begum Shahnawaz, "The Begum, an experienced parliamentarian, made quite an impression on the audience with her fluent speeches." When the provincial assemblies elected their quota of members to the Constituent Assembly, Begum Shahnawaz was elected from Punjab and Shaista Ikramullah from Bengal. By early 1947, the Pakistan Movement had become a mass movement. An intelligence report quoting the Daily Dawn reported that on 2nd February, the Frontier Women's Provincial Muslim League held its annual session in Peshawar, which was attended by a thousand burqa-clad women. By April, groups of women Leaguers were touring the Frontier, for the Frontier Women's Sub-Committee had asked for help from the Punjab women Leaguers. Mrs. Kamaluddin from Punjab addressed the women of Kohat from the Muslim League office through a loudspeaker. Lady Haroon had toured the Khyber Pakhtunkhwa province as far back as October 1945, accompanied by a group of women that included Begum Hakem, the President of the Bengal Muslim League.

The valiant act of women Leaguers' heroism was in February or March 1947, when one young woman climbed on top of the Punjab Secretariat, removed the Union Jack, and hoisted the Pakistani flag. The Quaid not only transformed the Muslim League into an effective mass organization in just under 13 years, but also brought about a social revolution, bringing Muslim women out of their homes, schools and colleges onto the streets as activists and effective parliamentarians. Since then, there has been no turning back for the women of Pakistan.

(Based on the chapter "Political Activism" by Dr. Dushka H Saiyids' book, Muslim Women of the British Punjab, from Seclusion to Politics. Macmillan, UK, 1998)
<https://www.youlinmagazine.com/story/role-of-women-in-pakistan-movement/ODAw>

Glossary

Words	Meaning
emancipation	process of being set free from legal, social, or political restrictions
social conservatism	commitment to traditional values and ideas with opposition to change or innovation
secluded	away from people and busy activities, and often hard to reach
game changer	an event, idea, or procedure that effects a significant shift in the current way of doing or thinking about something
revitalizing	make something stronger, more active or more healthy
mobilization	the action of organizing and encouraging a group of people to take collective action in pursuit of a particular objective
dispel	make (a doubt, feeling, or belief) disappear
firebrand	a person who is very passionate about a particular cause
chastise	rebuke or reprimand severely
valiant	possessing or showing courage or determination
hoiste	raise (something) by means of ropes and pulleys

Exercise

Comprehension

A. Answer the following questions.

1. How did Quaid-e-Azam empower and emancipate the Muslim women of the Sub-Continent?
2. How did Begum Fatima, the principal of Jinnah Islamia College, mobilise female students?
3. Why did the Quaid-e-Azam stress the importance of women as equal partners of men in the creation of a separate homeland for Muslims?

4. Describe the role of women in the Pakistan Movement, highlighting their love and aspirations for the new homeland.
5. Analyse the third paragraph of the lesson 'Women's Role in the Pakistan Movement' and identify the sentences that support the main idea through cause and effect.
6. What ideas and issues have been explored in the fifth paragraph of the text, 'Women's Role in the Pakistan Movement'.

B. Choose the correct option.

1. "Most of the Muslim women led secluded lives within their homes". By using contextual clues the word closest in meaning to 'secluded' is _____.
 - a. involved little in outside social activities
 - b. involved too much in activities outside their homes
 - c. banned to take part in social activities
 - d. prohibited by law to take part in social activities
2. "By the mid-40s, a galaxy of women had emerged in the leadership role of Muslim League". In this sentence the word 'galaxy' means _____.
 - a. a group of impressive persons
 - b. a system of numerous stars
 - c. a cluster of bright heavenly bodies.
 - d. community of people
3. "It was Quaid-e-Azam who brought about social revolution in the emancipation and empowerment of women". In this sentence the word 'social revolution' means _____.
 - a. communal revolt
 - b. societal change
 - c. social disorders
 - d. economical change
4. After reading the lesson, 'Women's Role in the Pakistan Movement', it is inferred that the role of women expanded because of _____.
 - a. Bi- Amma speeches to khilafat gatherings.
 - b. Fatima Jinnah participation in all the activities of Quaid-e-Azam
 - c. Quaid-e-Azam who stressed the importance of Women as equal partner of men in the struggle for a separate homeland.
 - d. Begum Fatima who invited Quaid-e-Azam to address the girl student of her college.

5. After reading the lesson, 'Women's Role in the Pakistan Movement', it can be concluded that the paragraphs are arranged in _____.
 - a. chronological order
 - b. general to specific
 - c. specific to general
 - d. spatial order

Vocabulary

Most words in English language are based on words from ancient Greek and Latin. For example, the root of the word vocabulary is 'voc'. It has Latin roots, meaning word or name. Some of the common root words are given below:

root words	meaning	examples
anti	against	antibiotics, antidote
ast(er)	star	asteroid, astronomy, astronaut
aqua	water	aquarium, aquatic
auto	self	automatic, autobiography
pel / pul	push / drive	expel, impulsive, repel
bio	life	biological, biography

By using your knowledge of the meaning of common roots, try to find out the meaning of the following words.

automatic

anti-war

dispel

aqueous

astrology

Writing

Pattern of organizing paragraphs in essay

There are four ways to organize body paragraphs:

1. Chronological order

A chronological paragraph is one that shows a sequence of events in the order they occurred through time, and to do that you will have to use transitional words (first, next, then, finally, as soon as, subsequently, etc.)

2. Order of importance

Ideas or steps are prioritized according to the importance of information. Information can be structured from most important to least important or least important to most important. Some key transitional words you should use with this method of organization are **most importantly**, **almost as importantly**, **just as importantly**, and **finally**.

3. Spatial order

Spatial order is the location of things in order of their physical being. Therefore, a spatial order paragraph is a form of writing that describes items as they are in their physical location. Such as from top to bottom, my left to my right, center to corner, over my head.

4. Specific to general and vice versa

General-to-specific order is a method of developing an essay, in which idea flows from a broad observation about a topic to specific details in support of that topic.

Critically examine the order of arrangement of paragraphs in the text, 'Women's Role in the Pakistan Movement' and reproduce the essay by changing the pattern organisation of paragraphs to achieve your desired purpose.

Listening and speaking

In groups of four, prepare a five minute presentation on 'Diverse roles that the Pakistani women play in various fields'. Also discuss the role of women as mothers, sisters, wives, daughters etc. and the need for them to study. Present your ideas before the class.

Grammar

Adverbs and Adverbials

A. Rewrite the complete sentence using the adverb in brackets in its usual position.

1. I must see a dentist. (also)
2. I was joking. (only)
3. Did you enjoy the film? (both)
4. Javeria watches TV. (hardly)
5. She drives her car. (carefully)

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B. Form adverbs from these adjectives.

perfect	late	quick	regular	nice	terrible
heavy	good	hard	fantastic	quiet	recent

C. Complete the sentences using an adjective or adverb.

1. He's always in a rush. I don't understand why he walks so _____ (hurry/hurriedly).
2. I prefer studying in the library. It's always _____ (quiet/quietly).
3. Masood _____ (happy/happily) took the assistant job. He had been looking for a position all summer.
4. They speak Pashto very _____ (good/well). They lived in Peshawar for two years.
5. Please be _____ (careful/carefully) in the hallway. The walls have just been painted.

D. Fill in the blank with the correct comparative / superlative form of the adverb (in parentheses).

1. We walked _____ than the rest of the people. (slowly)
2. The man drove _____ than last time. (far)
3. They called us _____ in the afternoon. (late)
4. The work went _____ today because all the workers showed up. (good)
5. My mother and my sister talked _____ than the other guests. (loudly)

Adverb Phrase

A prepositional phrase that modifies a verb, an adjective, or another adverb is called an adverb phrase by pointing out "When", "Where", "Why", "How", and "To what extent". An adverb phrase may come before or after the modified word.

Examples:

1. Baseball has become very popular in our town.

Adverb phrase (where?)

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2. The flowers bloom in spring.

Adverb phrase (when?)

3. Hamza did not go to school on account of the bad weather.

Adverb phrase (why?)

4. My brother spoke in a polite manner.

Adverb phrase (how?)

5. For many years, she has been waiting for this opportunity.

Adverb phrase (to what extent?)

E. Underline the adverb phrases in the following sentences.

1. We hurried down the street to catch the bus.
2. She was born on the very same day as her friend.
3. Asad fell asleep holding his book.
4. Every now and then they meet and chat.
5. For now, I would like to ask you to leave.

Adverb clause

An adverb clause is a group of words that is used to change or qualify the meaning of an adjective, a verb, another adverb, or any other type of word or phrase with the exception of determiners and adjectives that directly modify nouns.

Adverb clauses always meet three requirements:

- First, an adverb clause always contains a subject and a verb.
- Second, adverb clauses contain subordinate conjunctions that prevent them from containing complete thoughts and becoming full sentences.
- Third, all adverb clauses answer one of the classic "adverb questions": When? Why? Where?

The clause markers can indicate:

- time (**when, while, whenever, as soon as**)
- concessions (**in spite of, despite, although, even though**)
- reason (**as, because, in case, so**)
- purpose (**in order that, so, so that**)
- manner (**as, as if, as though, like**)
- place (**where, wherever, everywhere**)
- conditions (**even if, if, only if, unless**)

Examples:

1. The lamb followed Maria wherever she went.

Adverb clause

2. After winning the prize, Junaid became famous overnight.

Adverb clause

3. Take a shawl because the night is cold.

Adverb clause

F. Underline the adverb clause in the following sentences.

1. Whether you like it or not, you have to go to bed now.
2. Unless you run fast, you will miss the bus.
3. Once they saw the car coming, the birds flew away from the street.
4. Although she has a business degree, she is working as a clerk.
5. You must keep practicing the math question until you get it right.
6. Give us a call when you get back from your trip.
7. Since I'll be working late, I'll eat dinner in the office.
8. The fireworks show will start after the sun goes down.
9. Whenever you promise to do something, you need to keep it.