

# 2

# My Beloved Pakistan

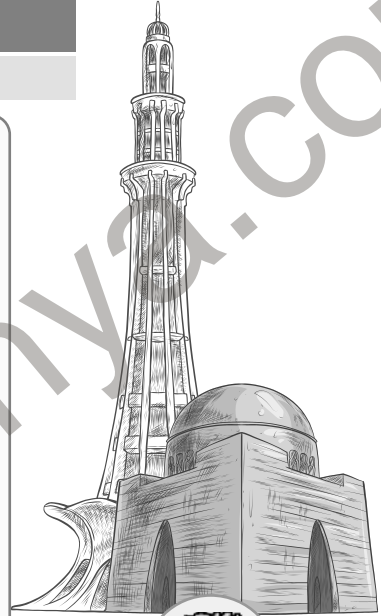
(Anonymous)



## Learning Outcomes

By the end of this unit, the students will be able to:

- analyze and present complex ideas and issues in two/three act play, or assembly/class presentation, preferably on SDGs.
- discuss their own and others' reading comprehension critically.
- analyze that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.
- make recommendations and develop an interest in a variety of texts including fiction, non-fiction texts and poetry.
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.
- apply the techniques of writing the first draft with sufficient details, proofreading and editing to suit the purpose and audience.
- write and critique (self/peer checking) the final draft after editing and proofreading.



## Pre-reading

- What does the word "patriotism" mean to you?
- What symbols or things do you think represent Pakistan best?
- How do you show love for your country in everyday life?
- If you could describe Pakistan in three words, what would they be and why?

O land of green, so rich and true,  
With skies so wide and rivers blue.  
Your mountains stand with **pride** so high,  
Your spirit **soars** beyond the sky.

From snowy peaks of mighty North,  
To deserts **glowing** in the South—  
Each grain of soil, each **blooming** tree,  
Whispers of love and liberty.

Your flag of green and star so white,  
Shines like a **beacon** in the night.  
We hold it high, both proud and strong,  
In every heart, your name belongs.

For all who serve and **strive** with grace,  
You are our pride, our sacred place.  
We'll work, we'll learn, we'll stand as one,  
Until the brightest dream is won.

O Pakistan, my home, my land,  
Forever will I make my stand.  
With **peace** and love, I'll do my part—  
For you will always own my heart.

What qualities of the land are being celebrated?

How does the poet use symbolism in describing the flag?

What message does the speaker convey about their relationship to Pakistan?



## Theme

The poem celebrates the beauty, strength, and spirit of Pakistan. It expresses deep love for the homeland, highlighting its natural landscapes, the national flag, and the sacrifices of its people. The poet encourages unity, peace, learning, and service to the nation, inspiring readers—especially the young ones—to play a positive role in the country's future.



## Glossary

### Words

### Meanings

**beacon**

a light or other visible object serving as a signal

**blooming**

to produce or yield flowers

**glowing**

shining with or as if with warmth or heat

**peace**

harmony, freedom from war and violence

**pride**

a feeling of deep pleasure or satisfaction

**soar**

fly or rise high in the air

**strive**

make great efforts to achieve or obtain something



## Reading and Critical Thinking

### A Answer the following questions:

- 1 What is the overall message of the poem?
- 2 How does the poet show love for Pakistan?
- 3 Which natural features of Pakistan have been mentioned in the poem?
- 4 What symbols in the poem represent unity and patriotism?
- 5 How can students like you, express patriotism in their daily life?

### B Choose the correct option.

- 1 What is the main theme of the poem?
  - a. friendship
  - b. patriotism and love for country
  - c. nature and seasons
  - d. hard work and honesty
- 2 What does the poet compare the flag to?
  - a. a painting
  - b. a bright flower
  - c. a beacon in the night
  - d. a flying bird
- 3 Which part of Pakistan has been described as having snowy peaks?
  - a. the South
  - b. the East
  - c. the North
  - d. the West
- 4 What does the poet encourage the young people to do for Pakistan?
  - a. travel abroad
  - b. memorize poetry
  - c. work, learn, and stand united
  - d. plant trees only

- 5 What natural features have been mentioned in the poem?
- a. skyscrapers and highways
  - b. deserts, rivers, and mountains
  - c. beaches and oceans
  - d. forests and lakes
- 6 Which emotion is the strongest in the poem?
- a. anger
  - b. joy
  - c. pride and devotion
  - d. confusion

**C Write a short paragraph answering:**

"How did hearing different perspectives influence my understanding of the poem?"

**Paragraphs Join Together to Make a Comprehensive Text:**

**Read the following text:**

**The Power of Trees**

- A** Trees do more than just give us shade on a sunny day—they play a huge role in keeping our planet healthy. They help clean the air by absorbing carbon dioxide and releasing oxygen. Without trees, the Earth's air would be harder to breathe.
- B** In many places, trees are being cut down faster than they can grow back. This is called deforestation, and it can lead to many problems. Animals lose their homes, the soil becomes dry and unhealthy, and the weather becomes more extreme.
- C** Trees also provide food, shelter, and medicine for both people and animals. Fruits, nuts, leaves, and bark from trees are used every day in different parts of the world. Even birds and insects rely on trees to survive.
- D** We all can help protect trees. Planting a tree, recycling paper, and raising awareness about deforestation are small actions that make a big difference. When we protect trees, we protect the future of our planet.

**How Paragraphs Support the Main Idea:**

**(Paragraph A):** Introduces the importance of trees for the environment

**(Paragraph B):** Explains the danger of deforestation

**(Paragraph C):** Adds more examples of how trees benefit people and animals

**(Paragraph D):** Offers solutions and a call to action

**D Now, using the information given above, divide the class into five groups. Each group should have at least four students. Give each group a different text, like a story or essay. Cut the text into separate paragraphs and mix up the order. The group's task is to put the paragraphs back in the correct order. Then, ask them to find and label the main idea, supporting details, and conclusion.**

## Variety of Texts:

1. **Fiction:** Literature in the form of prose, especially novels, that describes imaginary events and people.

**For example:**

### **The Secret Garden Bench** (Short Story)

Sana loved walking in the park, but she always passed by the old bench covered in vines. One day, she finally sat on it and noticed a small, carved note: "You are never alone." From that day on, she began writing notes of kindness for others and leaving them under the bench.

2. **Non-fiction:** Prose writing that is based on facts, real events, and real people, such as biography or history.

**For example:**

### **The Importance of Clean Water** (Informative Article)

Clean water is essential for life. It helps keep people healthy, supports agriculture, and keeps the environment balanced. Many communities around the world still struggle to get safe drinking water. Learning about water conservation helps us protect this valuable resource.

3. **Poetry:** Poetry is a form of writing that expresses feelings, ideas, or stories in a creative and often rhythmic way. Poems may use rhyme, imagery, and figurative language to create strong emotions or pictures in the reader's mind. For example:

### **My Beloved Pakistan**

A patriotic poem describing the natural beauty of Pakistan, the unity of its people, and the hope for a peaceful future.

**E Keeping in view the variety of texts, answer the following questions:**

- 1 What is the main difference between fiction and non-fiction?
- 2 How is a poem different from a short story?
- 3 Which genre helped you learn something new today? What did you learn?
- 4 Which genre made you feel something strongly? What emotion did you feel?
- 5 Which genre did you enjoy the most? Why?
- 6 Would you recommend one of the texts to a friend? Which one and why?
- 7 If you could write your own text, would you choose to write a story, an article, or a poem? Explain your choice.



## Vocabulary and Grammar

### Word Family Detective

Some words change form depending on how they are used in a sentence. For example:

- **analyze** (verb): to examine something closely
- **analysis** (noun): the process or result of examining
- **analytical** (adjective): relating to or using analysis

**A** Complete the word table, one is done for you.

Root Word	Verb	Noun	Adjective
analyze	analyze	analysis	analytical
advocate			
decide			
educate			
create			

**B** Use the above given five root words in sentences of your own.

**C** Consult the dictionary, thesaurus and fill in the following table:

Word	Dictionary Meaning	Pronunciation	Part of Speech	Etymology	Synonym
beacon					
blooming					
glowing					
peace					
pride					
soars					
strive					

### Inferred Meanings of Unfamiliar Words:

Read the following short passage carefully:

#### The Forgotten Garden

At the edge of the village, hidden behind overgrown hedges and a crumbling stone wall, lay a garden long **neglected** by time. A few villagers remembered

who had once tended it, and most avoided the path altogether, murmuring tales of strange lights and whispers at dusk.

But Hania was not so easily **deterred**. An amateur botanist with an adventurous spirit, she had always been drawn to mysteries. One brisk autumn morning, she pushed open the rusted gate, its hinges **groaning in protest**, and stepped inside.

What she found was not the eerie wasteland she had expected. Beneath the vines and fallen leaves, a surprising variety of plants thrived. Some she recognized—wild rosemary, thyme, and flowering sage. But others were unfamiliar, with **luminescent** petals and leaves shaped like stars.

Fascinated, Hania took out her notebook and began sketching. The deeper she explored, the more enchanted she became. At the center of the garden stood a fountain, its stone basin cracked, but still trickling with water. Nearby, a weathered plaque read: *"To those who see beauty where others see decay."*

As the sun dipped below the horizon, the garden seemed to glow. Hania stood still, **mesmerized** by the gentle light surrounding her. She realized this place wasn't haunted, it was simply waiting to be noticed again.

**D** Now, answer the following questions:

- 1 What does the word "**neglected**" suggest about the state of the garden before Hania found it?
- 2 In the sentence, *"But Hania was not so easily **deterred**,"* what does "deterred" mean? What clues in the sentence help you figure it out?
- 3 The gate's hinges are described as "**groaning in protest.**" What does this personification suggest about the condition of the gate?
- 4 The petals of some plants are described as "**luminescent.**" What do you think this word means based on the description in the text?
- 5 What does it mean that Hania was "**mesmerized**" by the gentle light? How does this describe her reaction?



## Oral Communication Skills

### Sustainable Development Goals (SDGs):

The Sustainable Development Goals (SDGs) are 17 global goals set by the United Nations (UN) to help build a better, fairer, and more sustainable world for everyone by the year 2030.

The SDGs were created in 2015 as part of the UN Agenda 2030. They aim to solve the world's biggest problems like poverty, hunger, inequality, climate change, lack of education, poor health, and more.

Each goal focuses on a specific issue that affects people and the planet. All

countries, including Pakistan, are working towards achieving these goals to make sure no one is left behind.

**A** Divide the students into small groups and assign each group one SDG that links to the poem, such as:

SDG	Connection to the Poem
SDG 4: Quality Education	"We'll work, we'll learn..." – promoting learning and growth
SDG 16: Peace, Justice & Strong Institutions	The call for peace, unity, and responsibility
SDG 13: Climate Action	Appreciation for nature, rivers, mountains encourages protection
SDG 10: Reduced Inequalities	Promoting unity and shared pride among all people
SDG 17: Partnerships for Goals	The idea of standing together to build a better nation

**Each group will prepare a short creative presentation connecting to a real-life issue in Pakistan. Arrange a special class period or school assembly. Each Group will present their SDG reflections linked to patriotism and national progress presentation before the class or school assembly.**



## Writing Skills

### Writing a Dialogue:

#### What Pakistan Means to Me

[A school courtyard after morning assembly. The national flag flutters gently in the breeze. Two students, **ALI** and **SARA**, sit on a bench under a tree, holding their notebooks. The sound of the national anthem still echoes in the background.]

**SARA:** [looking up at the flag]

Every time I hear the anthem, I get goosebumps. It makes me think of all the sacrifices that were made to build this country.

**ALI:** [nods]

Same here. My grandfather always talks about migrating during the

For the teacher

- Help the students show how working towards the Sustainable Development Goals is a way of serving and strengthening your nation.

Partition. He was just a kid, but he remembers everything; the trains, the chaos, the hope.

**SARA:** [quietly, with emotion]

They gave up everything for a country they had never seen, only dreamed of.

**ALI:** That's the thing, Sara. *They* were patriots. They didn't just love Pakistan; they *believed* in it. In its future.

**SARA:** [thoughtfully]

Do you think we're doing enough? I mean, we post about Independence Day, wear green... but is that really patriotism?

**ALI:** Not really. Patriotism isn't just about words. It's about actions; respecting our flag, helping our communities, studying hard, and standing against injustice. That's how we honour Pakistan.

[SARA nods, her expression serious now.]

**SARA:** I want to be a doctor one day, not just for me, but for people here who can't afford proper healthcare. That's my way of serving Pakistan.

**ALI:** [sincerely]

I want to be a journalist who always tells the truth, no matter what. Pakistan deserves honesty.

[A teacher passes by and smiles at the two students.]

**TEACHER:** [lightly]

Dreaming big, I see?

**SARA:** [smiling]

No sir, *serving big*.

[The bell rings. Students begin heading to class. Ali and Sara stand, looking once more at the flag before walking off together.]

**A** Now, choose a theme or situation, create your own characters, set the scene and write your own dialogue. Beware, never neglect your purpose and make a justified end.

### Proofreading and Editing:

**B** Here is a passage for you, read it out, and point out errors and correct them.

### What It Means to Be a Responsible Citizen

Being a responsible citizen doesn't just mean following the rules. It means

caring about your country and trying to make it a better place for everyone. Some people think that only adults need to worry about this, but even young people like us can do small things that matter.

For example, I think keeping the environment clean is part of being a good citizen. When people throw garbage on the streets, it doesn't just look bad, it can also be dangerous for health. If everyone just took care of their own trash, cities would be a lot cleaner. I also think obeying traffic rules is something we forget, but it's very important for everyone's safety. Sometimes people break rules because they are in a hurry, but accidents can happen in seconds.

Being honest and respectful is also part of it. If we cheat, lie or treat others unfairly, how can we expect our society to be peaceful? I believe that small actions like helping a neighbour, being kind at school, or even raising our voice when we see injustice, these are all things that show true responsibility.

In conclusion, being a responsible citizen is not just about big actions. It's about everyday behaviour and choices that show we care about others, our country, and our future.

**Now, compare your corrected passage with following one:**

Being a responsible citizen is about more than just following laws; it's about caring for your country and making it a better place for everyone. Many people believe that responsibility lies only with adults, but even young people can contribute in meaningful ways.

One important aspect of responsible citizenship is caring for the environment. Littering harms not only the beauty of our surroundings but also our health. If everyone simply takes care of their own trash and used public bins, our streets and parks would be cleaner and safer. Obeying traffic rules is another example. Though it may seem like a small thing, following traffic signals and rules prevents accidents and protects lives.

Responsibility also includes honesty, respect, and fairness. If we lie, cheat, or treat others badly, we damage the trust and peace within our society. On the other hand, simple acts like helping a neighbour, showing kindness at school, or speaking up when we witness injustice, can show true citizenship.

In conclusion, being a responsible citizen isn't about grand gestures. It's about everyday choices that reflect our concern for others, our country, and our shared future. When each of us acts with responsibility, we help build a stronger, safer, and more united society.

**C** Make groups of the students. Each group having four students, and each group will be allocated with a topic to write a passage of four paras. Then each group will exchange their passages and will edit and proofread it for the other.