

Unit 6

UNITY, FAITH AND DISCIPLINE

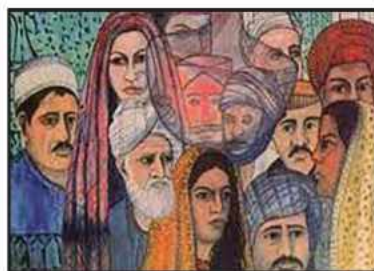
Students Learning Outcomes

On the completion of this unit, the students will be able to:

- scan the text to answer the comprehension questions.
- relate what is read to his/her own feelings and experiences.
- write and revise applications to people in extended environment using correct format, layout and tone.
- translate a passage from English to Urdu.
- make and use present and past participles.
- follow order of adjectives in sentences.
- recognize and use quotation marks to enclose both parts of an interrupted quotation.

Pre-reading

- What is the importance of unity, faith and discipline? Discuss it.



The Muslims of the subcontinent struggled hard for the creation of Pakistan. They had to sacrifice the lives of thousands of men, women and children. They had to **abandon** their homes, their jobs and their business behind in their march towards a free country. The inspiring leadership of Quaid-e-Azam Muhammad Ali Jinnah guided them out of countless difficulties. They displayed their strong belief in the principles of unity, faith and discipline. These

ideals kept their hopes alive against the combined hostilities of the British and the Hindus. These principles lighted their way when darkness and despair spread all around and these principles prevented the struggle of millions of people from losing its way and **straying** into the desert of defeat.

The ideals of unity, faith and discipline are not alien to the Islamic world. They are the basic cornerstones of the Muslim ideology. We owe credit to Quaid-e-Azam for reviving these ideals in the minds of the Muslims of the Subcontinent because he knew that without practicing such teachings, they would not be able to achieve the goal of an independent homeland for themselves.

Unity means oneness- a state of being a single whole. It rejects differences or breaking into fragments. The Holy Quran teaches us to hold fast the connection that binds us to Allah and to refrain from breaking into different creeds. The Muslims of the Subcontinent stood fast as one body in their movement for the creation of Pakistan and succeeded in achieving their goal.

Faith means a firm belief, confidence and trust in Allah. The Muslims have a strong belief which distinguishes them from the followers of other religions. They believe in one Allah and the finality of the Nabuwat of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ). They have their own social, economic and cultural codes of life. The Muslims of the Subcontinent needed a separate homeland where they



could practise the teachings of Islam without fear. They struggled for this belief and won an independent country, Pakistan.

Discipline means a mode of life according to rules. Discipline makes sure that people follow the rules of conduct. The Muslims of the Subcontinent showed great discipline during the Pakistan movement. They followed the instructions of their great leaders **in letter and spirit**. There was no **disharmony** in their struggle. They performed their individual roles as parts of a well-oiled machine. Their disciplined efforts bore fruit in the form of our dear country, Pakistan.



During the September, 1965 war, the Pakistani nation again showed her qualities of unity, faith and discipline. The whole nation stood united to face the challenge of enemy. All the men, women and children stood up like a solid rock which the enemy could not break through. The soldiers, the engineers, the doctors, the businessmen, the poets, the artists, the students, the labourers; in short all Pakistanis worked bravely in their own fields and defeated the enemy. There was great discipline in their efforts. Life became more orderly during the war than in peacetime. There were no crimes during the seventeen days war. Faithful Pakistani nation showed the world that it was a nation of true Muslims. Although, we were fighting against an enemy that was five times more powerful in men and arms, the powers of unity, faith and discipline helped us in the successful defense of our homeland.



We must continue to act on the principles of unity, faith and discipline so that our country may develop rapidly and the world may be convinced that we are a united, well-organized and dedicated nation. These principles must be followed by the students specially, because they are the future builders of the nation. The principles of unity, faith and discipline will continue to lead us to greater achievements.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. Why did the Muslims of the Subcontinent have to abandon their homes and jobs?
- ii. What are the basic cornerstones of Muslim ideology?
- iii. What does the Holy Quran teach the Muslims about unity?
- iv. Why did the Muslims of the Subcontinent need a separate homeland?
- v. How did unity help the Muslims of the Subcontinent in achieving their goal?
- vi. What does faith mean?
- vii. What does discipline mean?
- viii. How did Pakistani nation show the qualities of unity, faith and discipline during the war of 1965?
- ix. Why should we continue to act on the principles of unity, faith and discipline?
- x. Why are the principles of unity, faith and discipline more important for students?

2. Choose correct option to complete the following sentences.

- i. The Muslims of the Sub-continent had to sacrifice the lives of thousands of men, women and children for the
 - a) creation of Pakistan.
 - b) creation of India.
 - c) creation of China .
 - d) creation of Turkey.
- ii. Quaid-e-Azam Muhammad Ali Jinnah guided the
 - a) Muslims of Europe.
 - b) Muslims of Sub-continent.
 - c) Muslims of Africa.
 - d) Muslims of America.
- iii. The ideas of unity, faith and discipline are
 - a) new to the Muslims.
 - b) not new to the Muslims.
 - c) not applicable.
 - d) disturbing.
- iv. The Muslims succeeded because they stood
 - a) slow as one body.
 - b) still.
 - c) fast as car.
 - d) fast as one body.
- v. The Muslims wanted to practise Islam
 - a) without fear.
 - b) with fear.
 - c) with people.
 - d) without dedication.
- vi. Discipline teaches us
 - a) justice.
 - b) friendship.
 - c) certain rules of conduct.
 - d) no rules of conduct.
- vii. During 1965 war the Pakistani nation faced a much
 - a) small enemy.
 - b) smaller enemy.
 - c) biggest enemy.
 - d) bigger enemy.
- viii. We can become organized
 - a) without discipline.
 - b) with discipline.
 - c. with playing.
 - d) with speaking.
- ix. The Muslims have a strong belief which distinguishes them from
 - a) the followers of some religions.
 - b) the followers of one religion.
 - c) the followers of other religions.
 - d) the followers of great religions.
- x. There were no crimes during the seventeen
 - a) months of war.
 - b) years of war.
 - c) days of war.
 - d) minutes of war.

Critical Thinking

3. 'Now-a-days, why is there more need of unity, faith and discipline in our country?

Writing

Writing an application to the Principal to start 'Sports Week' In school.

To

The Headmaster/Headmistress/Principal,
ABC High School,
Quetta.

Subject: **APPLICATION TO START SPORTS WEEK.**

Respected Sir/Madam,

With due respect, it is stated that the importance of sports and games in school encompasses more than first benefit of physical activity. Increase in self-esteem and mental alertness make school sports and games necessary for every age child. It is imperative for every age child to have access to sports and games. It not only empowers youth and promotes higher self-esteem but also motivates students specially, in school where obtaining certain grades is a pre-requisite for staying in the school team.

Numerous physical benefits include maintaining a healthy weight, preventing chronic diseases and learning the skills necessary to maintain a healthy lifestyle.

Participating in games, the students / players learn to consider the interests of their team mates and practise mutual respect and cooperation.

Keeping in view the above mentioned facts and advantages, it is, therefore, requested to start the inter classes sports and games competitions.

We will highly be thankful to you.

Dated: 10-01-2017

Yours obediently,
Roll No. XYZ
Class X-A

4. Write an application to the Honourable Minister for Education to introduce Information Technology (IT) classes at the school level.

Vocabulary

Translation

Translation is a skill. Every language has its own rules and requirements. It is wrong to do word for word translation. It kills the very spirit and mood of the text. Some tips for correct translation are:

- Read the text carefully and understand the main theme.
- Choose appropriate vocabulary according to the text.
- Idioms and phrases are not literally translated.
- Translated text must have the same flow and coherence as the real text.
- Focus on the theme in order to convey the same sense.

Examples

(English translation)

• This coat wear and look. (✖) • Try this coat on. (✓)	• یہ کوٹ پہن کر دیکھو۔
• Attach heart and work. (✖) • Work whole heartedly. (✓)	• دل لگا کر کام کرو۔
• Hot tea drink slowly slowly. (✖) • Sip the hot tea slowly. (✓)	• گرم چائے آہستہ آہستہ پیو۔
• Burn the light. (✖) • Switch on the light. (✓)	• بجلی جلا دو۔

(Urdu translation)

• Try this coat on.	• اس کوٹ کے اوپر کوشش کرو۔ (✖) • یہ کوٹ پہن کر دیکھو۔ (✓)
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- Put the child to sleep.

• بچے کو نیند پر رکھو۔ (x)

• بچے کو سلا دو۔ (✓)

- Button up your coat.

• اپنے کوٹ کے بٹن اوپر کرو۔ (x)

• اپنے کوٹ کے بٹن بند کرو۔ (✓)

- Please put down all that I say.

• جو میں کہتا ہوں اسے نیچے رکھتے جاؤ۔ (x)

• جو میں کہتا ہوں اسے لکھ لیجئے۔ (✓)

5. Translate the following paragraph into Urdu.

Unity means oneness- a state of being a single whole. It rejects differences or breaking into fragments. The Holy Quran teaches the Muslims to hold fast the connection that binds them to Allah and to refrain from breaking into different creeds. The Muslims of the subcontinent stood fast as one body in their movement for the creation of Pakistan and succeeded in achieving their goal.

Grammar

Present and Past participles

Participle

Participle is a word which performs the function of both an adjective or a verb, and so it may be called an adjectival verb or a verbal adjective.

Present Participle

It is the form of a verb, ending in – ing, for example, cooking, eating, talking, sleeping, etc.

Present participle as part of the continuous form of a verb

Examples

- I am **working**.
- They have been **walking**.
- We will be **staying**.

Present Participle as an adjective

Examples

- It was an **amazing** film.
- He was trapped inside the **burning** house.
- Many of his paintings show the **setting** sun.

Past Participle

Past participle is form of the verb which is used as a verb or an adjective, for example, climbed, carried, lived, etc.

Past participle as a third form of the verb

Examples

- He has **broken** his leg.
- They have **invited** their friends to dinner.
- We have **offered** our prayers.

Past participle as an adjective

Examples

- He has a **broken** leg.
- He has a **worried** look.
- The doll has a **painted** face.

6. Make present and past participles of the following verbs.

Base form	present participle	past participle
cook	_____	_____
deliver	_____	_____
swim	_____	_____
invite	_____	_____
announce	_____	_____

7. Use the following verbs as present participles and past participles in your sentences.

climb finish motivate shine cry

Order of adjectives in sentences

We follow the following order of adjectives in sentences.

Opinion	Size	Shape	Age	Colour	Origin	Material
What do you think about something?	How big or small is it?	What is the shape?	How old or young someone or something is?	What colour is it?	Where is it from?	What is something made of?
pretty, ugly, silly, smart, easy, fun...	small, tiny, large, enormous, big...	square, triangular, irregular, flat, round...	old, young, adolescent, new, ancient...	red, blue, magenta, pinkish...	British, Chinese, French, Brazilian	silver, gold, copper, wood, plastic, cotton...

Examples

- A **wonderful old Italian** clock. (opinion – age – origin)
- A **big square blue** box. (size – shape – colour)
- A **disgusting pink plastic** ornament. (opinion – colour – material)
- Some **slim new French** trousers. (size – age – origin)

8. Which sentence uses the correct order of adjectives? Mark (✓) the correct option.

- The house is large and white.
 - The house is white and large.
 - The house is large white.
-
- We took a ride on a blue, old Chinese bus.
 - We took a ride on a Chinese, old, blue bus.
 - We took a ride on an old, blue Chinese bus.
-
- I'd like three good reasons why you don't like spinach.
 - I'd like a good three reasons why you don't like spinach.
 - I'd like good reasons three why you don't like spinach.
-
- I like that really big red old antique tractor in the museum.
 - I like that really big old red antique tractor in the museum.
 - I like that old, red, really big antique tractor in the museum.

- A. My brother rode a beautiful big black Arabian horse in the parade.
- B. My brother rode a beautiful Arabian big black horse in the parade.
- C. My brother rode a big, black, beautiful Arabian horse in the parade.

9. Make five sentences using correct order of adjectives.

Punctuation

(Quotation Marks)

We use quotation marks to enclose both parts of an interrupted quotation. While using quotation marks we have to separate the speaker tags with comma (,). The speaker tag is the part of the sentence that tells the reader who is talking, for example, he said, exclaimed Hashim, the teacher explained, asked Asma, etc.

Examples

- i. He said, 'It is raining.'
- ii. Maryam said, 'I want to be a doctor.'
- iii. Father said, 'Bring me a glass of water.'

We can make both of these sentences into interrupted quotations by putting the speaker tag in the middle of the quoted sentence.

The speaker tag consists of 'speakers' name and a speech related verb. It shows which character is speaking.

Examples

- i. 'I need the car today,' my brother said, 'so I can go to work.'
- ii. 'When you do your math homework today,' explained the teacher, 'remember to show all of your work tomorrow.'

Rules for using interrupted quotations:

i) Use quotation marks around both parts of the interrupted quotation

Examples

- 'The book,' whispered the librarian, 'is on the second shelf by the wall.'
- 'When father comes home,' my brother said, 'tell him I'm going to market.'

ii) Quotations are separated from the speaker tag with commas

- i. For first half of the quotation, put comma inside the quotation marks.
- ii. For second half of the quotation, put comma after the speaker tag.

Examples

'Did you know', asked the teacher, 'that the whales are mammals?'

iii) Follow normal capitalization rules

- i. Capitalize the first word in the sentence.

Example

'Your pigeon flew away', he said, 'because you left the cage open.'

- ii. The second half of the quotation does not begin with a capital letter, unless it is a proper noun or title.

Examples

'Please tell your father,' the man on the phone said, 'Qasim will call you back.'

In this sentence, 'Qasim' is capitalized in the second half of the quotation because it is a name and a proper noun.

iv) End punctuation goes inside the final quotation marks

'Did you know,' asked the teacher, 'that hard work is key to success?'

'When your brother gets home,' 'my dad yelled', 'tell him I need to talk to him in my office!'

10. Use quotation marks in the following sentences.

- i. Father said, I will come to your school tomorrow.
- ii. Students, Mr. Sadullah instructed, please line up at the door.
- iii. I need the car today, my brother said, so I can go to work.
- iv. My dear asked the mother, will you prepare lunch today?