

Unit 13

Faithfulness

Learning Outcomes

After completing this unit students will:

- illustrate the use of third conditional sentences
- identify and differentiate between simple, compound and complex sentences
- synthesize sentences
- use quotation marks to enclose both parts of an interrupted quotation

Pre-reading

- ◆ What do you understand by 'faithfulness'?
- ◆ What is the importance of keeping up a promise in Islam?



For the Teacher:

- Use pre-reading activity to arouse students' interest in the text and to assess their knowledge about the topic.

(1) Once Hazrat Umar رضي الله تعالى عنه, sitting in the Masjid of the Rasool صلى الله عليه وآله وسلم, was busy in the affairs of the state. Two young men, holding a strong and sturdy countryman, appeared before him. They complained to Hazrat Umar رضي الله تعالى عنه that the person had murdered their old father. They demanded justice by punishing the murderer for his crime.

(2) The Caliph looked at the young man and said, "You have heard the charge leveled against you. What have you to say in your defence?" The villager replied, "Commander of the Faithful, I plead guilty to the charge. I was leading my beloved camel. When I reached a garden and halted to rest, the camel nipped a few leaves off the hanging branch of a tree. The old man, on seeing this, hurled a stone at the camel with all his might. The stone caught the camel on the side of the head. It reeled and fell down dead. The camel was very dear to me. I could not control my anger, so I took the same stone that had killed my dear camel and hurled it at the old man with all my strength. The stone hit the old man on the head and subsequently killed him. At this, these two young men came to me and I surrendered myself to them".

Caliph: As you have confessed your crime, there is no need of witnesses. You are, therefore, sentenced to death.

Villager: I accept this sentence but request you to delay the execution for three days.

Caliph: Why do you ask for delay in the execution of the sentence?

Villager: My father on his death left some gold for my younger brother who is too young to be told about the place where I hid it. I have buried the gold in the earth in a field and no one knows the place. If my brother, on account of my death, does not get his due share, I shall be called to account on the Day of

Judgment for being dishonest. Be kind and grant me three days' time. After handing over the gold to the trustee, I will return to face death.

Caliph : Have you anyone who can stand as surety and who will be willing to suffer death if you fail to return?

Villager : (Looking at the people present in the court and pointing to Hazrat Abuzar Ghaffari رضي الله تعالى عنه) This gentleman will stand as my surety.

Caliph : (addressing Hazrat Abuzar Ghaffari رضي الله تعالى عنه) Do you agree to stand as surety?

Hazrat Abuzar Ghaffari رضي الله تعالى عنه : I do.

Hazrat Abuzar Ghaffari رضي الله تعالى عنه was a highly respected Sahabi. The Caliph accepted him as the surety. Both the accusers also agreed to it, and the criminal was allowed to leave.

The third day dawned. The accusers and the surety were present at the Masjid of the Rasool صلى الله عليه وآله وسلم. They were waiting for the criminal. As time passed, Sahabah رضي الله تعالى عنهم felt anxious for the fate of Hazrat Abuzar Ghaffari رضي الله تعالى عنه. When only an hour remained, both the accusers came forward and demanded from Hazrat Abuzar Ghaffari رضي الله تعالى عنه their man.

Hazrat Abuzar Ghaffari رضي الله تعالى عنه : Wait a little more. There is still time, if he does not come, I will give my life in his stead to fulfill the justice.

Caliph : In case the murderer does not return, the law will have its course.

Hearing this, the Sahabah رضي الله تعالى عنهم became more anxious for the safety of Hazrat Abuzar Ghaffari رضي الله تعالى عنه and their eyes were filled with

tears. Some requested the accusers to accept blood money. But they refused, saying, "Our demand is life for life."

(7) When the whole court was in a worried state of mind, the villager reached there perspiring from head to foot. As he entered, he saluted the Caliph and said, 'Allah be praised for His mercy I was able to make my uncle trustee of the gold. As you see I am right in time, do not delay the execution.'

(8) All the people present there were astonished at the honesty and faithfulness of the criminal.

(9) *Hazrat Abuzar Ghaffari* رضى الله تعالى عنه: Commander of the Faithful, the man was totally a stranger to me. I had never known or seen him before. But when out of all the bystanders, he selected me as his surety I could not but agree. If he had not returned, I would have gladly laid down my life for him.

Villager: Sir, when you agreed to stand as a surety for a stranger, it would be against all rules of manliness and chivalry to endanger your life to save mine.

Accusers: (of one accord) Commander of the Faithful! We forgive him. Let him live.

(10) On hearing these words, the audience present in the court gave cries of joy and applause and the face of the Caliph beamed with pleasure as he said, "Young men, the blood money will be paid to you from the People's Treasury, and Allah will reward you for this goodness on the Day of Judgment."

(11) *Accusers:* Commander of the Faithful, we forgive him as forgiveness is divine and, therefore, we respectfully refuse to accept any blood money.

GLOSSARY

applauded	.....	showed praise
chivalry	.....	the qualities of being polite and honest
confessed	.....	to admit a wrongdoing, crime, or error openly
execution	.....	the killing of somebody as part of a legal process
might	.....	strength
reeled	.....	moved backward quickly
sentence	.....	punishment by judge
sturdy	.....	having a well-developed strong-looking body and limbs
surety	.....	someone responsible for another person's behaviour

VOCABULARY

- A. 'To endanger' is a verb from danger. Write down five verbs with the prefix "en" and use these words in sentences.**
- B. Give meaning of the following phrasal verbs and use these phrasal verbs in sentences.**
take off, fell through, to hand over, bring in, come about, write down
- C. Use the following in sentences as verbs and nouns.**
fall, lead, control, grant, stand, mind, demand
- D. Translate paragraph 5 into Urdu.**

READING COMPREHENSION

Answer the following questions.

1. What case did the young men bring to Hazrat Umar Farooq رضي الله تعالى عنه ?
2. Why did the old man hurl a stone at the camel?
3. Why did the villager ask Hazrat Umar Farooq رضي الله تعالى عنه to delay the execution?
4. On what condition was the criminal allowed to leave?
5. Why were Sahabas رضي الله تعالى عنهم worried?
6. Why did the accusers forgive the villager?

GRAMMAR

The Third Conditional

The **third conditional** sentences refer to the past. We speculate about situations that happened or did not happen in the past.

Example:

If he had not returned, I would have gladly laid down my life for him.

Form

if clause

main clause

Past Perfect

would + have + past participle
or
could + have + past participle
or
might + have + past participle

A. Put in the correct verbs to make third conditional sentences.

1. If you _____ (not / be) late, we _____ (not / miss) the bus.
2. If we _____ (arrive) earlier, we _____ (see) our aunt.

3. If she _____ (go) to art school, she _____ (become) a painter.
4. If I _____ (be) born in a different country, I _____ (learn) to speak a different language.
5. They _____ (be) late if they _____ (not / take) a taxi.
6. We _____ (come) if we _____ (be) invited.

Compound Sentences

A compound sentence is made up of two or more main clauses joined together by a coordinating conjunction e.g. and, but, or, yet, for, so, nor. Each clause is called independent (IC) because each could stand by itself as a complete sentence.


Example: I got to ball practice late **so** I forgot to set my alarm.

IC

IC

B. Combine the following sets of simple sentences to make compound sentences.

1. It rained for three days. The streets in my neighborhood were flooded.
2. Kareem completed his homework. He put it in his binder.
3. Haris mowed the lawn. He earned hundred rupees.
4. Neelum doesn't like seafood. She doesn't like cabbage.
5. My pencil was broken. I borrowed one from Bushra.
6. I like apples. I like pears more.
7. Eight people got into the elevator. It was crowded. Three people got off.



For the Teacher:

Grammar B: Recall students' previous knowledge about coordinating conjunctions.

8. Sara gathered the pictures. She could arrange them in a special album for her family.

Complex Sentences

A complex sentence is made up of a main clause and one or more subordinating clauses joined together by a subordinating conjunction. e.g. after, when, until, soon, before, once, while, as, if, whether or not, provided, in case, because, as, since, in order that, now, though, although, while.

Example: You may go home **as soon as** your work is done.

C. Combine the following sets of simple sentences to make complex sentences.

1. I did not go to the meeting. I was sick.
2. You may be wrong. I cannot say.
3. He worked hard day and night. He did not wish to fail.
4. The examination ended. The students went home.
5. Their progress was slow. They were tired.
6. You should overlook his fault. It would be an act of generosity on your part.
7. We found him in the house. He had formerly lived in that house.
8. The boy gave an explanation of his misconduct. The explanation was not accepted by the headmaster.

Use of Comma

When a dependent clause precedes the independent clause, separate the clauses with a comma.

Example: Before we can make a decision, we need to review all the prior records.

dependent clause

independent clause

D. Read the following sentences. Circle subordinating conjunctions, underline independent clauses and put commas after dependent clauses.

Example: Although I hate tea parties, I went to please my mother.

1. While I am attending school I can work part-time so that I can save money.
2. So that I could go to college my parents worked hard and saved money.
3. If the motor does not start we will have to find a mechanic as soon as possible.
4. Although the blue jacket was on sale I did not buy it.
5. When the school bell rang the children left the classroom.
6. Since he had no luggage with him it seemed odd for him to be on the road.
7. Even after the fire was out there was a great deal of cleanup to do.



For the Teacher:

Grammar D: Explain to students if a dependent clause comes before an independent clause, we use a comma to separate these clauses.

E. Change from the direct into the indirect speech.

"I was leading my beloved camel and I surrendered myself to them."

Interrupted Quotations

If the quotation of a complete sentence is interrupted in the middle and then continues after the interruption, do not capitalize the second part of the quotation. Use commas to set off the explanatory words.

F. Rewrite each sentence. Put quotation marks at appropriate places.

Example: Spring, Sohail said, is my favorite time of year.

"Spring," Sohail said, "is my favorite time of year."

1. Do you think it's okay, asked Ali, if I wear this dress to school tomorrow?
2. If you had to guess, said Mr. Tariq, who would you say is my favourite author?
3. I will call you after I get home, Irum said, and we can discuss our science experiment together.
4. We'll be eating supper in about an hour, said mother, so don't eat any more snacks.
5. We need to fertilize the lawn today, said father, since it's supposed to rain tomorrow.

ORAL COMMUNICATION SKILLS

A. Make pairs. Role-play the following dialogue.

A: You play really well!

How often do you play tennis?

B: About once a week. What about you?

A: Me? Just three or four times a year.

B. Expressions for answering 'How often':

once

never

twice

a day

three times

a week

four times

a month

a couple of times

a year

rarely

everyday

C. Make pairs. Ask each other how often do you do these activities.

check your e-mail

go out for dinner

watch TV

work out

take a trip

break your promise

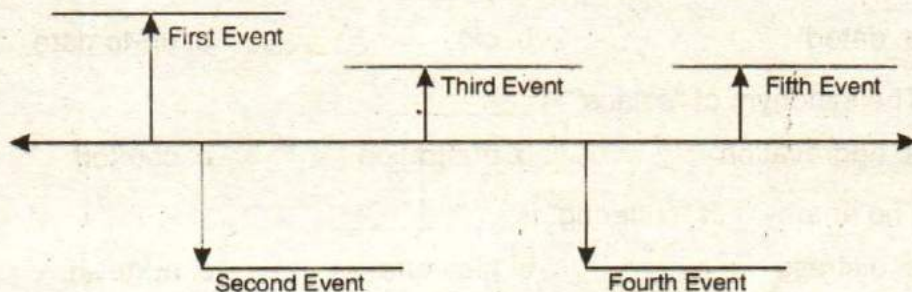
go shopping

clean your room

WRITING SKILLS

A. Write the character sketch of the villager.

B. Summarize the story with the help of mind map given below.



Review 3

A. Choose the correct options i.e. a/b/c.

- 'The scope of any field in terms of market demand should also be considered very seriously.' The underlined word means:
a. shortcoming b. range of activities c. strong feelings
- 'The man had been sent with other convicts to Australia.' The underlined word means:
a. prisoners b. delegation c. troupe
- 'The most vulnerable will be population in developing countries.' The underlined word means:
a. secure b. flourishing c. in danger
- 'Maintaining a sound and productive environment all over is essential.' The underlined word means:
a. unnecessary b. crucial c. needless
- 'The comforts of books defy time, and break borders.' The underlined word means:
a. consider as same b. be problem for somebody
c. openly resist something
- Which word means "to identify the nature of a problem, especially an illness"?
a. infection b. diagnose c. symptom
- The synonym of "current" is _____.
a. dated b. old c. up-to-date
- The synonym of "solace" is _____.
a. aggravation b. frustration c. comfort
- The antonym of "suffering" is _____.
a. distress b. pleasure c. anguish

19. 'My friend gave me the book'. Choose the correct passive voice.
- I have been given the book by my friend.
 - I am given the book by my friend.
 - I was given the book by my friend.
20. Kashif said to me, "Is the movie interesting or boring?" Choose the correct indirect speech.
- Kashif asked me whether the movie was interesting or boring.
 - Kashif said to me whether the movie was interesting or boring.
 - Kashif told me whether the movie was interesting or boring.

B. Answer the following questions.

- Choosing a career is one of the most important decisions in life. What are the factors that will influence your choice?
- Reading provides a world where we can experience things which we may never in real life. Explain.
- What is the effect of population growth on world food supplies?
- 'Faithfulness' is a characteristic much needed in today's world. Give reasons.

C. Read the passages given below.

- Give suitable title to each of these passages.
- Put information from the passages into graphic organizers representing the text structure of each.

Passage 1

A lot of students have been failing classes. These students wouldn't be failing classes if they studied more, asked questions, tried harder, and came in for extra help. Even though a lot of students fail classes, they have many options if they want to pass.

Passage 2

When Tim woke up, he didn't want to go to school. His mom took him anyway. So, he went to school, but he didn't do any work. The days passed,

and Tim still didn't do any work. Mr. Morton called at Tim's house, but Tim still wouldn't do any work. Finally the report cards came out, and Tim failed his classes. Tim was sad.

Passage 3

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

Passage 4

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

- D. Write a letter to the editor on cell phone addiction among teenagers.
- E. Write an argumentative essay on "Smoking Should be Banned in Public Places".

Sample Rubric for marking essays at Grade X level as prescribed in National Curriculum for English 2006

Content: convincing, pertinent, specific, perceptive	5	2.5
Point of View: clear, consistent, appropriate in approach	3	1.5
Essay Organization: logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion.	5	2.5
Language use and style: Sentence Structure: Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation). Diction: Vocabulary appropriate for grade level, vivid, precise. Style: Interesting, original, expression suited to content, flow	5	2.5
Machine: correctness in punctuation, spelling and grammar	2	1
Total	20	10

Sample rubric for marking letters at grade X level

Format	03
Contents: clear, specific, appropriate in approach	05
Mechanics: punctuation, spelling, and grammar	02
Total	10

Sample rubric of assessment of students' oral presentations as prescribed in National Curriculum for English 2006

Put a (✓) in the column when students demonstrate the skills		Good	Very Good	Excellent
1.	Introduction was short, clear and interesting			
2.	Topic was clearly explained			
3.	Used relevant information			
4.	Used facts and examples to support claims			
5.	Spoke clearly and distinctly			
6.	Was confident throughout the presentation			
7.	Maintained eye contact with the audience			
8.	Used visual aids (charts, pictures, slides etc.) effectively			
9.	Handled questions and comments properly			