

9 UNIT

DISCIPLINE

Student Learning Outcomes

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

- recognize and use comma to separate a non-defining relative clause.
- form adjectives from nouns and verbs.
- use rules of capitalization wherever applicable.
- use conditional sentences. (type - 2)
- prepare and ask relevant questions for an interview.

Pre-reading

- At what time does your school start and do you reach on time?
- If you do not wear uniform, will you be allowed to enter the class room? If not, why?
- What is the importance of rules and regulations in our life?



When we wish to act together in the society, we have to agree upon certain rules of conduct; and the **enforcement** of obedience to such rules is called discipline.

Discipline results in suitable behaviour which requires training and self realization. This training enables a man regulate and control his thoughts and actions to lead a balanced life.

Parents and teachers play a vital role in making their children disciplined. They are the ones who are the role models for children. They

have been entrusted with the task of training and **inculcating** good ideas in the young ones. Home is the first place where children are trained to learn discipline. We are **observant** of the fact that when the mother, father and elders control the children and ask them to behave well, they discipline them. They tell the children to obey Allah, respect their elders, perform their duties and do not tell lies. All such pieces of advice are given to make them or their lives disciplined. It is necessary for the elders to show the best possible discipline in their behaviour and work to make others disciplined. If the children do not act on the advice and directions of their elders, they lead an indisciplined life, which brings various **unforeseen** problems for them.

The second place of learning and improving discipline is school. Students are trained to attend their classes at the right time and to behave respectfully towards their teachers. They learn to avoid fighting, abusing, wasting time and shouting at others. They are taught to obey proper rules of **conduct**. This is the reason why regular and punctual students always behave well. They are well aware of their responsibilities and give respect to their teachers and elders.

The very essence of discipline is 'obedience'. We may say that the first lesson a child has to learn is the lesson of obedience. Then he / she must be taught how to behave, how to develop good habits and how to avoid wrong doing.

Armed forces, police, boy scouts and girl guides are the best examples of discipline. Games or sports are also played in **accordance with** certain rules and regulations and players have to obey these rules and regulations. If a player violates any rule, he is **penalized**.

Discipline can take a person to great heights in life. It is discipline which makes a student study when he would rather be playing; it is discipline which makes a doctor forego sleep and help the patients to treat them and it is discipline that keeps us all working towards our goals instead of being **distracted** by easier options. Actually discipline is what makes the difference between successful life and **merely** following aimlessly and being at the mercy of circumstances. All of us should change indiscipline into discipline and disorder into order in our personal lives and in society, so that obedience, **harmony** and peace are promoted.

Reading and thinking skills:

Comprehension

Activities

1- Answer the following questions.

- i) What do we have to do to act together in the society?
- ii) Highlight the role of parents and teachers in making children disciplined.
- iii) Why is it necessary to observe rules and regulations every where?
- iv) What is the very essence of discipline?
- v) What problems can be faced by an indisciplined person?
- vi) Tell some positive aspects of a disciplined society.

2. Complete the following sentences by choosing the correct word given in the brackets.

- i) Discipline results in _____ behaviour which requires training and self realization. (comfortable – suitable)
- ii) Home is the first place where children are _____ to learn discipline. (trained – punished)
- iii) Games or sports are also played in _____ with certain rules and regulations. (comparison – accordance)
- iv) Discipline can take a person to great _____ in life. (heights – problems)
- v) The first lesson a child has to learn is the _____ of obedience. (essay – lesson)

3. Tick the correct meaning of the given words.

i) **enforcement:**

- (a) commitment
(c) guidance

- (b) encouragement
(d) implementation

ii) **inculcate:**

- (a) to teach by repeated instructions

- (b) to teach by beating

- (c) to teach at home
(d) to teach at college
- iii) **merely:**
(a) carefully (b) silently
(c) partially (d) wholly, entirely
- iv) **harmony:**
(a) difference (b) intelligence
(c) uniformity (d) usually

Critical thinking

How can 'discipline' play a constructive role in the life of students?

Writing Skills

- **Why discipline is important in school? Write your personal opinion.**

Grammar

Use of comma (,) in non-defining relative clauses

Non-defining relative clauses are much more common in written English. A non-defining relative clause is separated from its noun by a comma (because it is not the necessary part of the meaning of the noun). If the sentence continues after the clause, there is another comma. The relative pronouns (who / which etc.) can never be omitted.

Examples:

- Lahore, which is the most beautiful city of Pakistan, is an ideal business place.
- Quaid-e-Azam, who founded Pakistan, was a prominent lawyer.
- Professor Abdullah, who teaches English, is an excellent person.
- Allama Iqbal, who has died, was a great poet.
- The tour guide, who spoke five languages, was very knowledgeable.

Activity

Put comma in the following sentences, wherever necessary.

- i) Corolla cars which are expensive are popular throughout the world.
- ii) Your pen which you gave me yesterday is in my bag.
- iii) Mr. Jalal who speaks very fast is our principal.
- iv) An oil rig in Indian ocean which is located about 200 miles from these islands exploded mysteriously.
- v) Shahid Afridi who speaks Urdu and Pushtu is a good cricket player.

Activity

Write five non-defining relative clauses by putting comma wherever necessary.

Formation of adjectives from nouns and verbs.

Activity

Form adjectives from the following nouns and use them in your sentences.

Nouns	Adjectives	Sentences
prosperity	_____	_____
courage	_____	_____
fool	_____	_____
difference	_____	_____
defense	_____	_____
strength	_____	_____
peace	_____	_____

Activity

Form adjectives from the given verbs and use them in your sentences.

Verb	Adjectives	Sentences
enjoy	_____	_____
help	_____	_____
obey	_____	_____
play	_____	_____
talk	_____	_____

Capitalization

Activity

Recall the rules of capitalization and use the capital letters in the following sentences. (where applicable).

1. he spent his day visiting historical places in lahore.
2. I have a friend whose name is naveed.
3. she is from quetta.
4. He reads the dawn newspaper.
5. He said, "give me your pen."
6. Napoleon was a french leader.
7. I recite the holy quran daily.

Conditional Sentences Type 2

These sentences are used for untrue or imaginary situations in present. The following structure is followed in conditional sentences Type 2.

If clause: were (for singular or plural both)

Past Indefinite tense

Result clause: Would + 1st form of the verb.

Examples:

- If she were rich, she would travel all over the world. (unreal)
- If I were a doctor, I would treat the patients.
- If it rained today, we would enjoy a lot. (unreal; because we know there are no clouds)
- What would you do if you were the Prime Minister of Nepal?
- If I had a helicopter, I would travel around the country.
- If he were still living with his parents, he would be able to save more money.
- If I were you, I would not argue with my boss. (to give advice)

Activity

Complete the following sentences by using second conditional sentences.

- If I were a millionaire, I _____.
- _____, I would go to a doctor.
- If I were Abdul Sattar Edhi, I _____.
- If she got the noble prize, she _____.
- If Abdullah were my brother, I _____.
- They _____ if they invited them.
- She would succeed if _____.
- If you did not work hard, you _____.
- If my friend were eight feet tall, he _____.
- If _____, I would not go to the playground.

Oral Communication

Conversation between an interviewer and interviewee

Interviewer

The one who takes an interview.

Interviewee

The one who gives / appears in an interview.

Interviewee: May I come in sir?

Interviewer: Yes, please. Have a seat Mr. Akbar.

Interviewer: You are applying for the post of public relation officer, aren't you?

Interviewee: Yes, sir.

Interviewer: Could you tell me a little about your educational background?

Interviewee: Sir, I have master degree in sociology.

Interviewer: Can you tell me about your job?

Interviewee: I'm a receptionist in a developing company.

Interviewer: Could you tell me what your duties are?

Interviewee: I receive guests and in-coming calls.

Interviewer: I would like to know whether you know your responsibilities, if you are accepted here.

Interviewee: As far as I know, a public relations officer is responsible for building a good relationship not only between the company and its employees, but also among employees and between the company and customers or colleagues.

Interviewer: How would you describe your relationship with your present company?

Interviewee: Our relationship is very good. We communicate well.

Interviewer: So, I would like to know why are you leaving your job.

Interviewee: I want to get a more challenging job which is relevant to my educational background.

Interviewer: I wonder if you could tell me something about what kind of person you are.

Interviewee: I am diligent, sociable and a good communicator.

Interviewer: What would you say about your weaknesses?

Interviewee: Some people say I am perfectionist.

Interviewer: What is your goal for the future?

Interviewee: Working for a well developed company like this company.

Interviewer: Ok, Mr. Akbar. Thank you. You'll be informed about the result of this interview later.

Interviewee: Thank you very much, sir.

Role-play:

Activity

Ask a student to act as an interviewer and second student to as an interviewee and conduct an interview. (Perform this activity in pairs)