

UNIT 11

THE QUAKE JUMPERS

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Students Learning Outcomes:

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

- answer the comprehension questions.
- write an essay.
- use transitional devices.
- use direct and indirect speech.
- create and develop group / class presentations.

Pre-reading:

- What do you know about the natural calamities and their aftermaths?

On 8 October 2005, a massive earthquake measuring 7.6 on the Richter scale erupted its epicenter in Azad Kashmir. It was as powerful as the Quetta earthquake of 1935 and the San Francisco earthquake in 1906, and its effects were the most catastrophic in large area of northern Pakistan. The total death toll will probably never be known but it is said to be at least 80,000 with as many people injured. In one flattened school in northern Pakistan, 500 students died; elsewhere 1300 people died when 32,000 houses made of unreinforced concrete collapsed; landslides buried entire villages in the Khyber Pakhtoon Khwa where 13,000 people died; in Islamabad a residential tower of sixty apartments collapsed. Three million people were made homeless. The authorities were faced with a humanitarian crisis of titanic proportions, made even more critical in the mountainous regions by the approaching winter.

It was these people in the remote mountain areas who posed the greatest challenge to rescuers and aid workers. Convoys of relief trucks with their intrepid drivers set out daily from Muzaffarabad, winding up roads only recently cleared of landslides, the asphalt in places hanging precipitously over the void. But the wheels



of the leading vehicles would often be left spinning in mud, stalling the whole convoy and the loads would have to be transferred onto army trucks. Aid agencies cleared some of the main valleys of landslides, and helicopters carrying supplies had succeeded in landing in some places, but these valleys have many spurs, and each spur has further spurs, each one with pockets of habitation. More than a month after the earthquake, tens of thousands of people in inaccessible areas had still not received any help. Those who live there are tough, resilient mountain people, but thousands of them would soon die without shelter or food in the fast approaching icy Himalayan winter.

Pakistani film-maker and mountain man, Nisar Malik, was in America visiting his sick sister when he heard of the earthquake. He immediately returned to Pakistan. With his expertise and knowledge of the mountain areas and their people, he knew he could save some of them, but by joining up with the aid agencies, he believed he could save hundreds of thousands of lives. Some aid agencies' helicopters had been mobbed by desperate villagers, machine parts had been stolen, and people had been injured by the rotor blades as they rushed forward to claim supplies. Some flights had been cancelled as a consequence. Malik joined forces with the World Food Programme (WFP) and formed Quake Jumpers, small, highly-skilled units Pakistani mountain guides airlifted right into the mountainous disaster areas by WFP helicopters. Malik knew and understood the villagers who make a living by grazing their livestock and cultivating their crops. October is the month of harvest and the earthquake struck just as they were bringing it down to sell. All they have left now is their land. Malik's strategy was to airlift a Quake Jumpers' team into remote villages before making any drop of aid.

The Quake Jumpers' teams talk to the people, assess their needs and make a landing zone. The teams, made up of mountain climbers from Shimshal beyond Hunza are provided with satellite communications equipment and high altitude survival packs by the WFP, but these would be useless without their toughness and courage. They are high altitude porters who can run with huge loads, and all have climbed 8000 metre peaks. They teach the locals how to maintain their hastily made helipad, how to unload and load a helicopter, and how to control the waiting people so that casualties are avoided. The team then reports back to base through their satellite phones and the supplies are then brought in by helicopter. 'We fly seven hours a day and have over 100 choppers. This is the largest air operation by helicopters ever undertaken outside wartime,' Malik said. It's a multinational effort with Pakistan's own work helped by helicopters which can carry three tons of supplies provided by the WFP, fabulously skillful Russian and Ukrainian pilots, and

the Red Crescent and the ICRC operating from helicopter bases in Abbottabad.

'We've made over twenty-two new landing zones in eighteen days and distributed food in twenty of them,' said Malik speaking of his work in the Kaghan, Jabori, and Alai Valleys. The support from the WFP has been phenomenal, and we have forged links of trust between ourselves and the locals. We've been true to our word-when we've dropped a team in the morning, supplies have arrived later the same day. The only thing that can stop us is the micro weather systems in these valleys-it can be fine in one valley but snowing in the next.' Malik's strategies are consistently practical as well as life-saving: opening high altitude landing zones above the villages enable people to slide the massive containers down the mountain slopes, rather than haul them up. The Quake Jumpers are sharing their information and expertise with other relief agencies so that they, too, can service the landing zones through the winter. They will be working throughout the winter evacuating, rescuing and trail breaking. The earthquake has caused the mountain to shift which in spring will cause avalanches and landslides in areas where before there were none. People living there will be at risk, but the Quake Jumpers aim to have been fourteen four-man teams working through the winter to support them.

Thanks to Malik and his Quake Jumpers, many thousands of mountain people who would otherwise have died will be able to resume their traditional way of life in 2006.

About the Article

This article is about the response of one man, Nisar Malik, to the terrible plight of the mountain people of Pakistan following the massive earthquake in October, 2005. By joining forces with the international aid agencies and forming his team of "Quake Jumpers" he was helpful to save the lives of people living in remote valleys.

Reading and Thinking Skills:

1. Answer the following questions.

- i) Why had the people in the remote mountain areas still not received any aid a month after the earthquake? Give two reasons.
- ii) How did Mr. Nisar Malik respond, when he heard of the earthquake in Pakistan?
- iii) Why had some aid-drops in the mountain area been slipped?

- iv) Name three qualities of the 'Quake Jumpers' team which enable them to do their job efficiently.
- v) How devastating was the earthquake of October, 2005 in north Pakistan?
- vi) What difficulties were faced by the rescuers and aid workers?
- vi) How did the villagers make their living?
- viii) How many landing zones were made in eighteen days?
- ix) What was the only thing that could stop the Quake-Jumpers?
- x) Why are the Quake Jumpers sharing their information and expertise with other relief agencies?

2. Choose the correct answer.

- i) Richter scale is
 - (a) the scale of 0-10 for representing the strength of an earthquake.
 - (b) the name of a seismologist.
 - (c) the scale for measuring weather forecast.
 - (d) the scale for measuring the height of a building.
- ii) Where was Nisar Malik when the earthquake hit the northern part of Pakistan?
 - (a) in Europe.
 - (b) in America.
 - (c) in Pakistan.
 - (d) in Azad Kashmir.
- iii) What was the approximate death toll when the earthquake hit the northern Pakistan in 2005?
 - (a) at least 80,000.
 - (b) 32,000.
 - (c) 1300.
 - (d) Two billion.
- iv) What was collapsed in Islamabad?
 - (a) a medical college.
 - (b) a residential tower of sixty apartments.
 - (c) CN tower.
 - (d) Ayub Park.
- v) A powerful earthquake hit Quetta in
 - (a) 2001.

- (b) 1906.
- (c) 1935.
- (d) 1978.
- vi) The authorities were faced with a humanitarian crisis of
 - (a) titanic proportions.
 - (b) minor proportions.
 - (c) small proportions.
 - (d) expensive proportions.
- vii) Convoys of relief trucks with their intrepid drivers set out
 - (a) daily from Peshawar.
 - (b) daily from Islamabad.
 - (c) daily from Muzaffarabad.
 - (d) weekly from Muzaffarabad.
- viii) More than a month after the earthquake, tens of thousands of people in inaccessible areas had
 - (a) still not received gifts.
 - (b) still not received any help.
 - (c) received help.
 - (d) received food supply.
- ix) Malik joined forces with World Food Programme (WFP) and formed
 - (a) a hotel.
 - (b) a company.
 - (c) a play-ground.
 - (d) quake Jumpers.
- x) The Quake Jumpers' teams talk to the people, assess their needs and make
 - (a) a pad.
 - (b) a list.
 - (c) a landing zone.
 - (d) a plan.

Critical Thinking:

- How can we prepare ourselves to minimize the aftermaths of natural calamities?

Writing Skills:

Activity:

Write an essay on 'The Traffic Problems in your city'.

The following points will help you in writing a general essay:

- Write a clear introductory paragraph.
- Provide key ideas which prove, explain or support the central thought.
- Use a separate paragraph for each key idea.
- Incorporate evidence (facts, quotation) examples or different points of view (elaborating an idea / opinion) to support each key idea.
- Use appropriate transitional devices to connect ideas within or between paragraphs.
- Add a closing or summary paragraph with a synthesis of central idea.
- Use correct convention of grammar and punctuation.
- Use appropriate vocabulary.

Research Project

Write a research report on major earthquakes occurred in Balochistan.

Grammar:

Transitional Devices

Transitional devices are words or phrases that connect parts of writing. They show comparison, contrast, reason, condition, emphasis, concession etc.

Types	Transitional Device
i) Comparison and Contrast	As, as if, like, similarly, in comparison etc. Yet, on the other hand, on the contrary, although, in contrast, etc.
ii) Reason	Since, because, because of, due to, therefore etc.
iii) Condition	If, unless, as long as, or etc.
iv) Emphasis	Obliviously, in fact, indeed, positively, certainly, never etc.
v) Concession	Though, despite the fact, of course, still etc.

Activity:

1. Read the sentences and insert appropriate transitional devices:

- i) He gives orders _____ he were my boss.
a) if b) as if c) but d) although
- ii) He missed the train _____ heavy snow.
a) because b) for instance c) because of d) due
- iii) Samina decided to have a party _____, she won the title.
a) since b) if c) obviously d) of
- iv) Saddam is _____ proud as a king.
a) certainly b) as c) and d) but
- v) I will wait _____ the rain stops.
a) but b) like c) till d) because
- vi) It was raining _____ he came to school.
a) like b) but c) because d) therefore
- vii) She was sick _____, she did not go to the picnic.
a) in fact b) therefore c) on the other hand d) unless
- viii) You will not succeed _____ you work hard.
a) unless b) or c) similarly d) if
- ix) Women usually enjoy shopping. _____, men often dislike it.
a) despite b) despite of c) in contrast d) while
- x) He is a fat boy _____ he runs very fast.
a) but b) like c) because d) because of

2. Change the narration of the following sentences.

- i) Rabia said, "I don't like chocolate."
- ii) Mother said to me, "Don't stay out too late."
- iii) He said, "Please help me with this box."
- iv) He said, "What a quaint bridge!"
- v) I asked him, "Where are you going?"
- vi) The stranger said to me, "Do you know the way to the nearest hotel?"
- vii) My father said to me, "All that glitters is not gold."
- viii) My friend says, "How are you feeling?"
- ix) Palwisha said to me, "I went to the zoo yesterday."
- x) My friend said to me, "Let us play in the garden".

Oral Communication Skills:

Concept maps

- Plan introduction
 - Provide a clearly stated introduction.
- ↓
- Use an “attention-getter” in the introduction A quote, an interesting fact or statistic to your topic.
- ↓
- Focus on your presentation, maintain eye contact. Do not talk to the screen, or to your notes. Speak to the audience in a conversational tone. Talk with a clear voice. Know your topic well. Use an outline as a prompt.
- ↓
- Prepare a definite conclusion. That is, summarize your most important points or quickly emphasize a couple of main ideas.

Activity:

Prepare a class presentation on the following:

How would you deal with an unusually dangerous or difficult situation such as earthquake, flood or drought?