

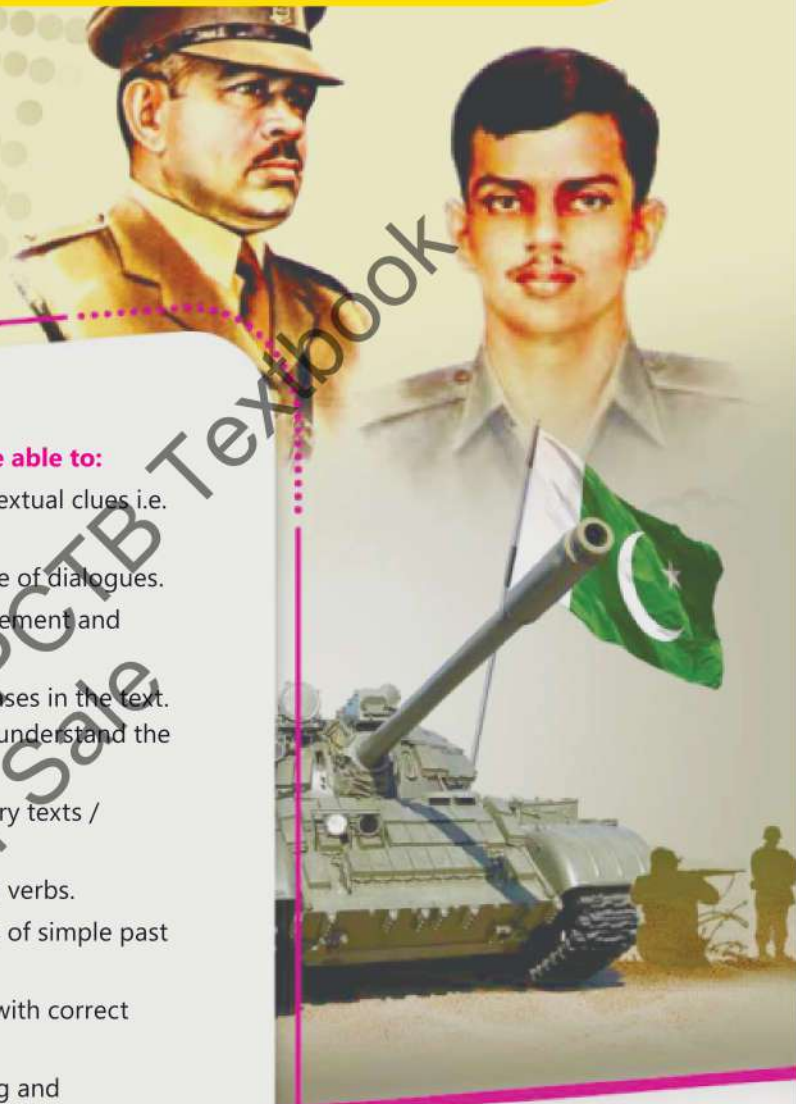
UNIT 2

Martyrs of Pakistan

Learning Outcomes

After completing the unit, students will be able to:

- Predict the content of the text using contextual clues i.e. Heading or topic sentences.
- Perform different roles through the choice of dialogues.
- Respond to text with reasons simple judgement and personal interpretation.
- Guess the meaning of the words and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Differentiate literary texts from non-literary texts / informational texts.
- Demonstrate the use of main and helping verbs.
- Recognise the form and various functions of simple past tense.
- Write multi-syllable words at grade level with correct spelling.
- Write the final draft after complete editing and proofreading.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.



Martyrs of Pakistan

Pre-reading

- What does the martyrs of Pakistan mean?
- Is 'major' a military or civil rank?

Major Tufail Muhammad

Major Tufail Muhammad was born on June 22nd, 1914 in Hoshiarpur. He got a commission in the 16th Punjab Regiment in 1943. He had a distinguished career and commanded many appointments. Major Tufail Muhammad was posted to East Pakistan Rifles in 1958 as a company commander.

In August 1958, Indian troops captured a village called Lakshmipur in East Pakistan. Major Tufail Muhammad was assigned the task to retrieve the village from Indian occupation. He divided his men into three groups and it was decided that they would attack during the dark hours of 7th August 1958.

Pakistan Army troops encircled the illegal Indian post which had violated the boundary between the two countries in the Lakshmipur area.

When Major Tufail Muhammad's group was about fifteen yards away from the enemy line, they came under heavy fire, but he kept moving forward and silenced the enemy's machine gun with a grenade.

Major Tufail Muhammad was fatally wounded but crawled towards the enemy commander heading to attack his men. He continued directing the operation until the enemy was driven out.



While-reading

What task was assigned to Major Tufail Muhammad?



In spite of being seriously injured, he continued to lead his troops in the heat of the battle. Enemy troops were successfully evicted and the area was captured. The Indians were driven out, leaving four dead and three prisoners. He embraced martyrdom on 7th August, 1958. He was awarded with the Nishan-e-Haider for his distinguished action of valour and bravery.

While-reading

How many enemy troops were killed?

Rashid Minhas Shaheed

Rashid Minhas was born on 17th February, 1951. He was commissioned as a pilot in Pakistan Air Force in 1971. Rashid Minhas was the only PAF officer to receive the highest valour award, the Nishan-e-Haider. He was also the youngest person and the shortest serving officer who received this award.

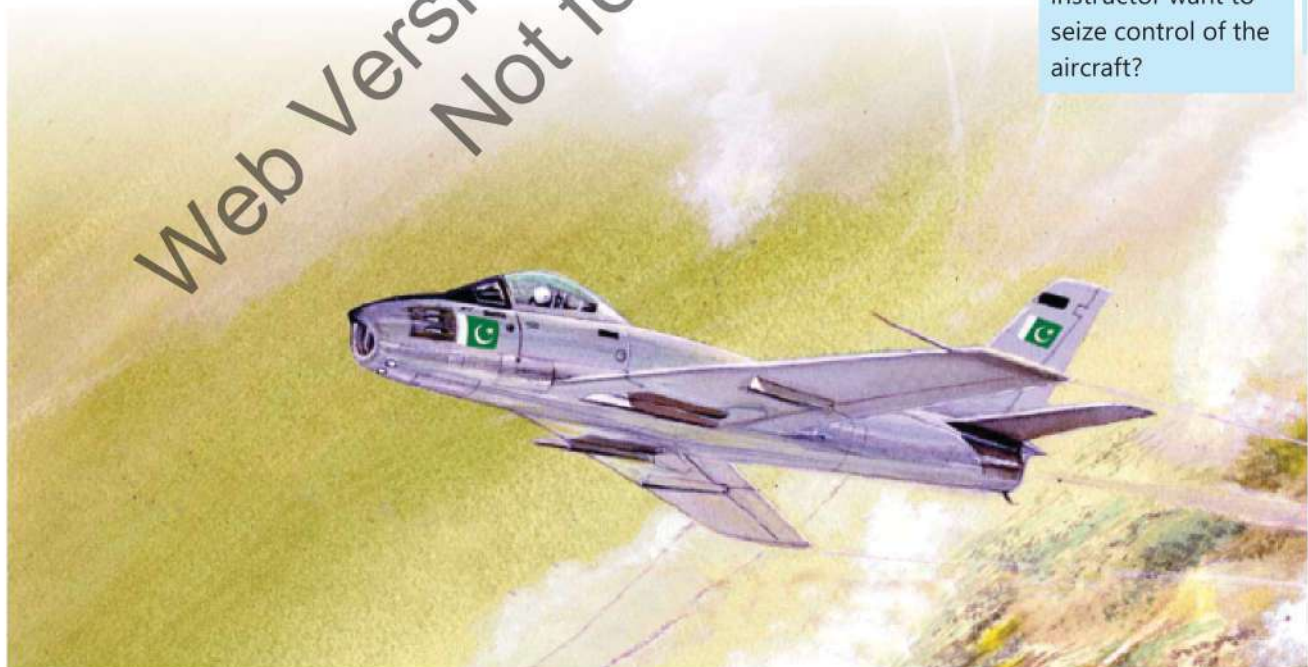
Rashid Minhas got his early education from Karachi. At the age of 17, he joined the Pakistan Air Force Academy in Risalpur as a flying cadet. Rashid Minhas graduated from the academy as a general duty pilot and was posted to PAF Base Masroor in Karachi.

On August 20, 1971, as a pilot under training, Rashid was to take off on a routine training flight when his instructor pilot Matiur Rahman forced his way into the rear cockpit. His instructor seized control of the aircraft and headed towards India.



While-reading

Why did his instructor want to seize control of the aircraft?



When Rashid Minhas realized that the absconding pilot was heading towards India, he tried to regain control of the plane but was unable to do so. Rashid Minhas informed authorities through his radio at Masroor Control Tower that he was being hijacked. The events that followed later proved a tale of great courage and patriotism. In air, Rashid Minhas struggled physically to wrest control which continued for a few minutes. He did the only thing within his control to prevent the aircraft from being taken to India. Rashid Minhas forced his plane to crash just 51 kilometres from the Indian border, deliberately sacrificing his life for the honour of Pakistan. The jet crashed near Thatta.

Rashid Minhas created a history of loyalty by sacrificing his life for his motherland. He was laid to rest on August 21st, 1971, with full military honours. His entire family attended the funeral. He was buried in Karachi. Rashid Minhas was posthumously awarded Pakistan's top military honour, the Nishan-e-Haider. The nation remembers Rashid Minhas as a national hero with reverence, due to his bravery and supreme sacrifice.

While-reading

Which is the highest military award in Pakistan?

Post-reading

- When is Defence Day celebrated?
- Name the first martyr who was awarded Nishan-e-Haider.

Glossary

Words	Meanings
battalion	a large group of soldiers
assign	to give someone a particular job
evict	to force someone to leave
martyrdom	death of a martyr
commission	the position of an officer in the army
valour	great courage
cockpit	an area in a plane where the pilot sits
absconding	to leave hurriedly or secretly
wrest	forcibly pull (something) from a person's grasp
deliberately	on purpose; intentionally
posthumously	happening after someone's death
reverence	great respect and admiration

Exercise

A Oral Communication Skills

I. A school counsellor helps students in school. Role-play the dialogue by performing the roles.

Student: Assalaam-o-Alaikum! Sir.

Counsellor: Wa Alaikumussalam.

Student: How can I get into the school I want in the future?

Counsellor: Remember that there are many good schools. If you only apply to one school, you may not get in, and will be disappointed.

Student: How can I choose the right school for me?

Counsellor: Do your research. Read as much as you can about your favourite schools on the Internet. Look for each school's strengths but also notice the weaknesses that each has. All schools have pros and cons, even your favourites. Read all available brochures/information.

Student: How can I make my application strong?

Counsellor: Well, you want to sound as authentic as possible for colleges to get to know the real you. List all your accomplishments in and out of school. If you have won any awards, write them down. Schools consider these as very important. If you have a special talent or skill, put it on your application. But remember never exaggerate. You have to be as honest as possible about what you can and can't do.

Student: How should I prepare myself for a college interview?

Counsellor: First of all, be punctual. Arriving late leaves a terrible impression. The interviewer might think that you are not responsible enough if you did not show up to an interview on time. It is also important to look confident and professional. Dress neatly and formally. You should show that you are serious in gaining admission.

Teacher's Note

Make pairs of students and ask them to role-play the dialogue with correct pronunciation.

B Reading and Critical Thinking

I. Answer the following questions:

1. What were the achievements of Major Tufail Muhammad?
2. How did Major Tufail Muhammad retaliate to enemy advance?
3. What actions were taken by Major Tufail Muhammad to get the village back from Indian occupation?
4. What was the designation of Rashid Minhas?
5. What is the distinctive achievement of Rashid Minhas?
6. How was Rashid Minhas honoured for his heroic services?
7. What are military honours?
8. Who are the people who are awarded military honours?
9. How do we pay homage to those who displayed matchless courage to defend our country?

II. Guess the meanings of the following words and then compare them with their dictionary meanings.

Words	Meanings
distinguish	
troop	
illegal	
violate	
grenade	
valour	
instructor	
seize	
absconding	
crash	

Remember

Literary Texts

- Literary texts usually contain words and expressions that are often unusual in some way and are used to create a special effect in a piece of writing such as a **poem**, **novel**, **play**, speech.
- Literary texts are often fiction but they can also be non-fiction.
- Novels and short stories are fictional writing.
- Biographies and short academic essays are usually non-literary texts. Some autobiographies have literary value such as "The Story of My Life" by Helen Keller.

III. Answer the following questions:

- Which text contains a rhyme scheme, rhythm or meter?
(a) essay (b) novel (c) poem (d) drama
- Aesop's Fables is a literary text.
(a) true (b) false (c) okay (d) wrong
- Any science fiction is a literary text.
(a) false (b) okay (c) wrong (d) true
- Fantasy belongs to the genre of:
(a) fiction (b) non-fiction (c) novel (d) poetry
- Functional texts such as memos, notes, brochures etc. are:
(a) non-fiction (b) drama (c) fiction (d) novel

C

Vocabulary & Grammar

Remember

Main and Helping Verbs

The main verb expresses the main action or state of being the sentence's subject, **e.g.**

Saeed jumped over the fence.

main verb

The main verbs may have 's', 'es', 'ed', or 'ing' endings or inflections, **i.e.** jumps, jumped, jumping.

Main verbs can stand alone, or they can be used with a helping verb, **e.g.**

The pilot was heading towards India.

helping verb main verb

Helping verbs are used with main verbs. They tell when an action takes place. They help us make negative sentences and questions. Below are helping verbs both primary and modal auxiliary:

Forms of Primary Auxiliary Verbs

be: is, am, are, being, been, was, were

do: do, does, did

have: have, has, had

Forms of Modal Auxiliary Verbs

can, could, may, might, must

shall, will, should, would

I. Circle the helping verbs and underline the main verbs.

1. She is writing a novel.
2. I have bought a villa.
3. They may not resist it.
4. They have gone by bus.
5. He did not read it.
6. I will answer the call.
7. Would you stay at home?
8. They did not make a donation.
9. We were basking in the sun.
10. You are reading my mail.

Remember

Simple Past Tense

The simple past tense is used for actions and events that happened in the past.

Examples: They captured a village.
He opened the door.
Ahmed stepped forward.
The war ended in 1965.

The simple past tense is also used for regular actions in the past.

Example: We lived in Madinah.
They went for a walk every morning.

Formation: For regular verbs add '-ed' to the root form of the verb. For irregular verbs, learn the past form of verbs.

Formation of simple past negative 'did not' + '1st form of the verb'.

Example: He did not rest.

Formation of simple past negative 'was/were + not'

Example: They were not ready.

II. Read and underline the verb that expresses the past tense.

1. The child crossed the road.
2. She spent a week in the valley.
3. He divided his men into three groups.
4. You missed such a bargain.
5. He embraced martyrdom on 7th August, 1958.
6. Rashid Minhas graduated from the academy as a pilot.

7. His instructor seized control of the aircraft.
8. He created a history of loyalty.
9. They fought bravely.

III. Change the following sentences from positive to negative.

1. He won a medal.
2. I made notes.
3. They worked in fields.
4. We accepted the invitation.
5. They put an embargo on the arms sales.
6. He spoke to his mother about it.
7. The teacher made a speech.
8. You ate cereal for breakfast.

IV. Fill in each blank with the simple past tense of the verb in the brackets.

Example: I _____ (meet) them the day before yesterday.
I met them the day before yesterday.

1. Many years ago, it _____ (be) very difficult to live without electricity.
2. They _____ (finish) their homework in time yesterday.
3. The troops _____ (come) under heavy fire.
4. When I _____ (be) ten, I wanted to be a pilot.
5. My sister _____ (write) lots of postcards during her holidays.
6. We _____ (go) fishing last Saturday.
7. At the age of 17, he _____ (join) Pakistan Air Force Academy in Risalpur.
8. My uncle _____ (phone) from Saudi Arabia yesterday evening.
9. The ancient Greeks _____ (believe) in many different gods.
10. I _____ (get) up late last Sunday.

V. Circle the correct spelling

horrible / horrrable	(causing horror)
sensable / sensible	(that makes sense)
probable / probible	(likely to happen)
possable / possible	(able but not certain to happen)

forgivable / forgivable
respectable / respectable
reversible / reversible
legible / legible

(that can be forgiven)
(deserving respect)
(that can be reversed)
(clear enough to read)

D

Writing Skills

Remember

Process of Writing a Paragraph

Writing is a process. It has the following steps:

1. Pre-writing
2. Research (if needed)
3. Drafting
4. Revising
5. Editing and proofreading (for publishing)

I. Write a few paragraphs on "Nishan-e-Haider and its significance".

- Follow the process of the writing approach. Start with analysing the question to generate and organise ideas. You can make a mind map or an outline for this purpose.
- Make sure to edit and proofread before finalizing it for submission.
