



Reading A : A Havoc of Flood

Reading B : Grabbing Everything on the Land (Poem)

Reading C : The Ham Radio

Disasters

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Look at the picture and answer the questions that follow.



1. What made the people stand on the roof-tops?
2. What are the people in the helicopter trying to do?
3. Have you ever seen a situation like this in your life? If yes, when and where did you see it?

**Oral Activity:** Talk on - “Natural calamities and their effect on human life.”

## A Havoc of Flood

Kurnool, a district with rock soil in Andhra Pradesh in the Krishna river basin, is known as the land of rocky temples in Rayalaseema region. The headquarters of the district with the namesake is a city with a population of 5 lakhs. Thousands of tourists from various parts of the State travel through the city on their way to tourist spots. The people of the city welcome the tourists in a warm mood. This is a part of their daily routine. Every morning is colourful for them.

But on 28th of September 2009 no tourist visited the city from any part of the state. No bus entered the city from any distant village or town. Something terrible happened, which stopped the visitors.

On 27 September 2009 the city had a heavy rainfall. As the people had to spend a damp, cold and cloudy day, they finished their business in the evening and reached their dwelling places at early hours hoping a bright morning the next day. They had scarcely arrived at their destinations when the rain poured down. Its pouring continued throughout the night.

As a result, on 28 September 2009 the people of Kurnool had to welcome river waters in gloomy colours to their streets instead of the buses full of tourists. They got up from their sleep by roaring floods inundating their houses as well as shattering their hopes of getting a bright and colourful morning.



At 10.00 a.m. the Central Water Commission forecast that the inflows to the Srisailem Dam would go up to an enormous level of 20 lakh cusecs of water, the highest in its history, posing a threat to the villages on the banks of the Krishna river. By the noon of the day people bore the brunt of the flood fury as the flood water reached the first storey of several buildings. The Srisailem right bank power house submerged. There were heart-rending scenes of people frantically seeking assistance to rescue them. The people had never experienced before, such a trauma and loss of property.

But the government did not have sufficient number of boats and men to help them. The authorities estimated that about 40,000 people had taken shelter on the roof-tops.

The floods inundated about 60 villages all over the district. Many of them completely submerged. Much of the misery was caused by the Tungabhadra and the Handri Niva rivers, tributaries of the Krishna. Several places, including Mantralayam, the seat of Sri Raghavendra Swamy Mutt, were under a sheet of ten feet of water for four days.

The government was forced to seek the help of the army and the navy. One of the IAF (Indian Air Force) helicopters, requisitioned by the government, rescued 15 farmers trapped in a swollen stream in a daring operation. The Sunkesula barrage across the Tungabhadra breached at two places as it could not discharge the massive flood.

Thirty relief camps were opened in Kurnool to provide food and shelter to at least 25,000 people rendered homeless. Many people lost everything they had. Apart from seeking the help of the army and the navy, the government requisitioned the personnel of the Disaster



Management Response Force from Aarkonam in Tamil Nadu, a transport aircraft, 30 inflatable boats and an equal number of fiberglass boats.

Although water rose to the roof level, people were reluctant to leave their houses and were still seen groping for their valuables.

The pathetic plight was that the people of the villages hurried to the safer places for their lives leaving everything they had – houses, properties, lands and cattle. Heart-rending sights welcomed them when they were back home after the flood catastrophe. Poor cattle -- cows and calves, buffalos and bullocks



and other domestic animals, unaware of what was to come, had to die as they were fastened in their sheds. The grief-struck people stood aghast at their paddy fields, which were about to be reaped, engulfed by the massive floods.

The government officials and voluntary organizations that arrived at the spot witnessed the badly damaged roads, railways and collapsed bridges.

The government sent relief teams as early as possible to distribute the emergency relief supplies like food, drinking water and clothing among the flood survivors. The relief teams reached some of the worst-hit areas and found that the people had lost their whole lives, their memories, homes and loved ones. Thousands of people were misplaced from their homes. All of them were in need of food and drinking water. They were looking on with wide open eyes for some help to meet their needs. No sooner had the relief teams arrived there than their joy knew no bounds. A sigh of relief rejuvenated their faces. The people were given food, bed sheets, lungis (wraparound skirts worn by men or women) and towels. Some of them were half-naked. No sooner had they received the clothes than they expressed their gratitude with the pulled down faces of two sleepless nights.

One of the sufferers of the flood was a widow of well past 40. She had four children. No sooner had the relief team visited this family than they bitterly cried and held on to the members of the team sharing their problems with tears rolling down the cheeks. She said

that when the surging waters rushed into her tiny mud shack, the flimsy structure collapsed. She and her four children had to flee for shelter to a roadside situated above water level. For two days she stayed there with her four children without food to eat and water to drink. She said that she had to watch her young children suffer, not knowing what to do.



The relief team brought her and her four children to a flood relief distribution camp which was being organized by the government in Kurnool. There she received rice, blankets and other supplies her family needed. She felt that the help came as a great relief in her utter despair. Many private donors were moved on seeing her children. They provided the mother with some rice, corn, some pots and pans for cooking. They also constructed a temporary shed for her family. She expressed her gratitude with a beaming face saying that she would remain ever thankful for the help she received.

“Help always pays gratitude.”



## Glossary

basin ( <i>n</i> )	:	an area of land along a river with streams running down into it
namesake ( <i>n</i> )	:	same name / a person named after another
dwelling ( <i>adj</i> )	:	living / residing
gloomy ( <i>adj</i> )	:	sad

inundate (v)	:	cover with water / submerge
enormous (adj)	:	extremely large / very big in size or amount
bear the brunt (idm)	:	to receive the worst effect of a bad situation
heart-rending (adj)	:	causing grief
frantically (adv)	:	in uncontrolled emotion due to fear or worry
rescue (v)	:	save from danger
tributaries (n)	:	rivers or streams that flow into a larger river
breach (v)	:	to make a hole or an opening
groping (v)	:	searching
pathetic plight	:	a pitiful, difficult and sad situation
catastrophe (n)	:	a sudden disaster that causes many people to suffer
aghast (adj)	:	filled with horror and surprise
engulf (v)	:	flow over / cover completely / immerse
rejuvenate (v)	:	look more lively again
shack (n)	:	hut
flimsy (adj)	:	weak / feeble
donor (n)	:	a person or an organisation who gives something, especially money or things in charity
beaming (adj)	:	cheerful and bright / pleased

### Answer the following questions.

1. What mood is highlighted throughout the description? Pick out the words that suggest the mood.
2. Which of the scenes in the text have moved you the most? Why?
3. Who played the key role in the rescue operation of the floods? What steps were taken up by the government?
4. “The flood victims were looking on with wide open eyes for some help to meet their needs.” Can you guess their needs?
5. “Help always pays gratitude.” In what way is this statement true in the light of the context?
6. How did the roaring floods disturb the lives of the people of Kurnool?
7. What relief measures would you suggest for the flood victims?
8. What inspiration can you draw from the last two paragraphs of the lesson?



## Vocabulary

**Read the following sentence and notice the meaning of the underlined word.**

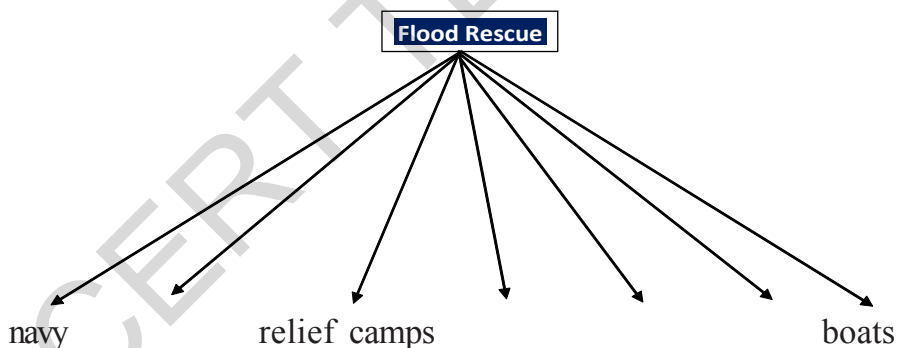
They reached their dwelling places hoping a bright morning the next day.

*In this sentence 'bright' means 'full of light' or 'shining strongly' or 'happy.'*

**I. Identify the meaning of 'bright' in each of the following sentences and write your own sentences using 'bright' in different meanings.**

1. I like bright colours.
2. Tejaswini gave me a bright smile.
3. Sindu is a bright student.
4. Yamuna has bright ideas.
5. This young player has a bright future.
6. We took rest in a bright room.

**II. Several people and things are involved in rescue operations. There is a description of a flood rescue operation. Complete the concept map given below with the suitable information from the text:**



## Grammar

**Read the following sentences from the text and notice the underlined words / expressions.**

1. No sooner had the relief team arrived there than their joy knew no bounds.
2. They had scarcely arrived at their destinations when the rain poured down.

*In the above sentences the expressions "No sooner . . . than" and "scarcely . . ."*

*when” are used to suggest that one thing happened very soon after another. The expression ‘hardly . . . when’ is also used to express the same.*

**Combine the following sentences using the expressions “No sooner... than, scarcely... when, hardly... when.”**

**One has been done for you.**

**1. I put the phone down. It rang again.**

A: No sooner had I put the phone down than it rang again.

or

B: I had scarcely put the phone down when it rang again.

or

C: I had hardly put the phone down when it rang again.

**2. I arrived at the station. Then the bus came in.**

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

**3. I closed the door. Somebody knocked again.**

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

**4. She finished the meal. She started feeling hungry again.**

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

**5. Madhavi opened the door. The dog entered the room.**

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

## **Editing**

**Read the following passage. Every numbered sentence has an error. Identify and edit it.**

(1)“Prevention is better than cure” is the principle we followed today. (2)But on ancient times people bothered about their health only when they fell ill. (3)But now the

physicians has discovered the factors responsible for patients’ diseases. (4)A physician should have a thorough professional knowledge, patience but sympathy towards patients to cure diseases. (5)Nearly twenty centuries ago a great man named Charaka make certain remarks related to human health and diseases, in his famous Ayurvedic treatise *Charakasamhita*.



## Writing

**I In the reading passage, one of the victims of the flood, a woman shared her sufferings with the flood relief team. On the basis of this, develop an interview by a news reporter.**

News Reporter : Could you tell me what had happened?

Woman : \_\_\_\_\_  
N.R. : \_\_\_\_\_  
Woman : \_\_\_\_\_  
N.R. : \_\_\_\_\_  
Woman : \_\_\_\_\_  
N.R. : \_\_\_\_\_  
Woman : \_\_\_\_\_  
N.R. : \_\_\_\_\_

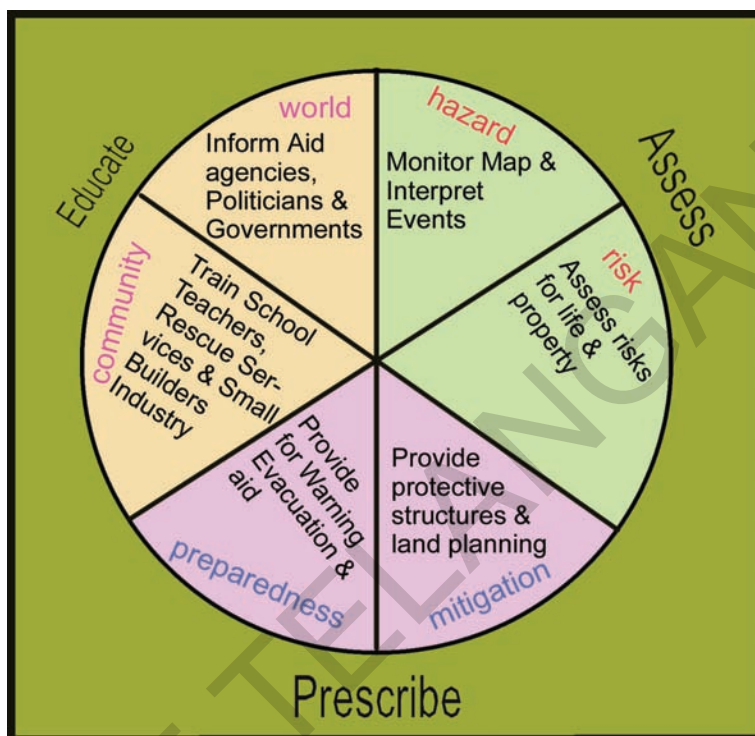
**II. Assume that you happened to read some of the articles / news reports on the flood rescues. You were deeply moved by the sorrows of the victims of the floods. You decided to raise funds for the cause. You wanted to share this idea with your classmates and seek their assistance in this matter.**

**Prepare a speech / a talk that you would like to make to convince the donors about the need for raising funds for the cause.**

**You may use the ideas given below.**

- Floods in Kurnool
- Human suffering and deaths
- Death of animals
- Shortage of basic needs like food, clothing and shelter.
- Importance of relief operations
- Moral responsibility
- Damage occurred
- Loss of property
- Loss of crops

- III Assume that you were one of the victims of the flood and received some help from a donor. Write a letter thanking him and expressing your gratitude.
- IV On the basis of the diagram given below write a paragraph stating the sequential series of actions/methods (preparation before, during and after) that can be taken for disaster management.



## Study Skills

### Note - Making

We take notes when we read a book in order to record information for future reference. Such notes help us to revise lessons easily before examinations.

**Let's know the process of note-making.**

- Read the passage once quickly
- Underline the key terms during the second reading
- Note only the most important information
- Condense the information
- Omit examples and illustrations
- Organize the condensed information in a suitable format
- Keep a suitable title

### Some strategies for condensing information.

- **Use numbers instead of words**  
e.g. sixty eight written as 68
- **Use short substitutes for long words**  
e.g. maths for mathematics
- **Use reduced verb forms**  
e.g. Killed instead of was killed
- **Use the 'to-infinitive' to indicate future time**  
e.g. relief teams to help the people
- **Use abbreviations and acronyms**  
e.g. IAF, AIR
- **Use condensed spelling of words**  
e.g. Dept. for Department, Dr. for Doctor

**Here is a model answer for paragraphs 2 – 5 from your Reading Passage- A**

### **Heading: Floods in Kurnool**

#### **I. 28-9-2009**

- a) No tourists
- b) No buses

#### **II. 27-9-2009**

- a) heavy rainfall
- b) damp, cold and cloudy climate
- c) pouring rain

#### **III. 28-9-2009**

- a) river waters entered the streets
- b) flood inundating houses
- c) 20 lakh cusecs inflow to the Srisailem Dam
- d) threat of flood on the banks of the Krishna
- e) heart-rending scenes
- f) people seeking help to rescue them

**Now make notes from the following passage and then summarise it.**

The word “disaster” is derived from Middle French “desastre” and from old Latin “disastro”. A disaster can be defined as any tragic event that can cause damage to life, property and destroy the economic, social and cultural life.

The natural disaster is a consequence when a natural hazard affects humans or built environment. Human vulnerability and lack of appropriate emergency management lead to financial, environmental and human loss. The resulting loss depends on the capacity of the population to support or resist the disaster. Disasters occur when hazards meet vulnerability. A natural hazard will never result in a natural disaster in areas without vulnerability.

Various phenomena like earthquakes, landslides, volcanic eruptions, floods and cyclones are all natural hazards that kill thousands of people and destroy a lot of money and property each year.

Natural hazards can strike in unpopulated areas and never develop into disasters. The rapid growth of the world’s population and its increased concentration often in hazardous environments has escalated both the frequency and severity of natural disasters. Tropical climate, unstable land forms, deforestation and non-engineered constructions make the disaster-prone areas more vulnerable. Developing countries suffer more or less chronically by natural disasters.



## Listening

**Listen to the “News Bulletin” read by your teacher and answer the following questions.**

1. What was the havoc caused by the flood?
2. What relief measures were taken by the Government of A.P.?
3. What are the other highlights of the news bulletin?



## Oral Activity

**Read the lesson “A Havoc of Flood” once again. On the basis of the ideas in it, prepare a mock interview for a TV / newspaper.**

Work in groups and collect the information about the havoc caused, relief operations etc from the following.

1. Victims
2. Officials
3. Doctors
4. N.G.Os. (Non-Governmental Organisations / Voluntary Organisations)

In each group one member will be the reporter and the others will play the other roles. Afterwards each group will make the presentation.

## Grabbing Everything on the Land

There came a wave like a great hand,  
Grabbing everything on the land,  
Its fingers of foam, circling round,  
Uprooting trees, smashing homes to the ground.

It aimed its fist at everything in sight,  
Nothing could survive this dreadful might,  
People ran in and out in time with the tide,  
Nowhere to go and nowhere to hide.

The hand was born in the belly of the ocean,  
Fed by plates creating the potion,  
It grew in fury, it grew in power,  
The anger to be unleashed within the hour.

No one knew what was on the way,  
People were working, children at play,  
A shriek of surprise as somebody saw,  
A huge wall of white horses galloping ashore,  
The beasts dissolved under the heat,  
Sweeping hundreds of thousands off their feet.

There was crashing and crunching and tearing apart,  
Seeping its way into everyone's heart,  
Lives were lost, bodies found,  
Brutally killed by a hungry hound,  
When the punch came with the force of an army,  
The few that survived understood the meaning of 'Tsunami'



*- Lily Usher*



## Glossary

grabbing (v)	:	taking with a hand suddenly or roughly
uprooting (v)	:	pulling out of the ground
survive (v)	:	continue to live despite a dangerous event
dreadful might ( <i>n.phr</i> )	:	terrible power
fed by plates	:	pushed by the movements of rock in the earth
potion ( <i>n</i> )	:	water with a great force or strength
unleashed (v)	:	let loose
shriek ( <i>n</i> )	:	a loud shout
white horses ( <i>n</i> )	:	waves in the sea or ocean with white tops on them
galloping ( <i>adj</i> )	:	increasing or spreading rapidly
beasts ( <i>n</i> )	:	big animals
dissolved (v)	:	mixed in water and disappeared
heat ( <i>n</i> )	:	(here) pressure
crashing (v)	:	hitting hard making a noise
crunching (v)	:	crushing noisily
tearing apart	:	destroying something completely
seeping (v)	:	flowing slowly
punch ( <i>n</i> )	:	a hard hit made with the fist
army ( <i>n</i> )	:	(here) a group of hounds compared to the waves of Tsunami

### Answer the following questions.

1. What is the central theme of the poem?
2. What does the 'hand' refer to? Where was the hand born?
3. Identify the most striking line in the poem.
4. Describe the damage caused to mankind due to 'Tsunami'. Locate the words or expressions which tell the fury of 'Tsunami'.
5. Why do you think only a few could understand the meaning of 'Tsunami'?

## The Ham Radio

The world is not a very safe place to live in these days as disaster and terrorism can strike at any moment. Communication is the only relief in times of disaster and hence the need for an efficient disaster management system becomes imperative in public places and even in business establishments and important commercial joints where people move around in large numbers. Disaster might strike in the form of natural calamities, terrorist attacks and accidents. Thus an efficient disaster management system which will work in adverse conditions is needed.

Disaster management crew must be well trained and equipped with the best appliances which might help them to communicate the condition they are in and the status of the calamity in the region they work for. In times of natural calamity like floods, storms or fire the usual mode of communication like phone, mobile etc might not work or might become inoperative in the calamity. Underground communication lines get disabled due to flooding, cell towers are blown over or simply choke due to high utilization, backup generators run out of fuel, or are filled up with water. This is where Ham Radio (Amateur Radio) comes into picture. Using HF (High Frequency) radio sets, messages can be conveyed or relayed to long distance. Accurate picture of situation on the ground, requirements and key information could be sent to disaster response team.

With Amateur Radio Operators, you have a ready workforce that is efficient with regard to communicating with each other ‘efficiently’ and ‘effectively’. They are known for innovation and are adept at adapting to situations. Unlike commercial systems, Amateur radio is not dependent on terrestrial facilities that can fail. It is dispersed throughout a community without “choke points” such as cellular telephone sites that can be overloaded.

Amateur Radio Operators are experienced in improvising antennas and power sources and most equipment available today can be powered by an automobile battery. Annual “Field Days” are held in many countries to practise these emergency improvisational skills. Amateur Radio Operators volunteer to help, as and when needed; however, there is no national database on active operators who can be called upon during any disaster, and also if they have right setup (which means – ready to go on air gear) at short notice. Amateur Radio Operators can use hundreds of frequencies and can quickly establish networks tying disparate agencies together to enhance interoperability.

In the Gujarat (India) earthquake on the 26th January 2001, Amateur Radio Operators of Gujarat commenced disaster relief communications within hours of the tragedy. With the help of Hams from various parts of the country, an emergency traffic network was established to exchange information to various parts of the country.



Recent examples include the September 11 attacks on the World Trade Centre in Manhattan in 2001, the 2003 North America blackout and Hurricane Katrina in September 2005, where Amateur radio was used to coordinate disaster relief activities when other systems failed.

On September 2, 2004, Ham radio was used to inform weather forecasters with information on Hurricane Frances live from the Bahamas. On December 26, 2004, an earthquake and resulting Tsunami across the Indian Ocean wiped out all communications with the Andaman Islands, except for an expedition that provided a means to coordinate relief efforts. Recently, Amateur Radio Operators in the People's Republic of China provided emergency communications after the 2008 Sichuan earthquake and U.S. hams did similar work following Hurricane Ike.

But cyclones, earthquakes or floods are not everyday events. What we see every day is that someone in the remote place is struggling for life, awaiting the arrival of an essential drug from another town or someone has lost a dear one because medical attention could not reach him on time. All this happens because most often communication is slow or impossible. Hams have special section to handle medical and other emergency traffic on their daily nets.

## How to Become a Radio Amateur?

Amateur Radio Operators have to qualify in an examination conducted by Ministry of Communications, Government of India and obtain license for operating / possessing a Radio Station. Any individual above the age of 12 is permitted to appear for Amateur Station Operator License Examination and no educational qualification is prescribed. It takes just two months (say two hours a day training) to become eligible for the examination. One should qualify a simple test conducted in three subjects namely:

- i. Morse Code (Transmission & Reception)
- ii. Communication Procedure
- iii. Basic Electronics.

The Officer-In-Charge, Wireless Monitoring Station, Dept. of Telecommunications under Ministry of Communication, Govt. of India is the authority for conducting these tests in their own town provided there are sufficient number of applicants. The licenses are issued by Wireless Planning & Co-ordination Wing of DOT, Govt. of India after passing the test. You can know more details from the website: [www.hamradio.in/amateur\\_radio/](http://www.hamradio.in/amateur_radio/)



## Glossary

disaster ( <i>n</i> )	:	an event resulting great loss and misfortune (calamity)
establishments ( <i>n</i> )	:	a structure with buildings and equipment for business
appliances ( <i>n</i> )	:	instruments or devices for a specific purpose
choke ( <i>v</i> )	:	to block
innovation ( <i>n</i> )	:	a creation resulting from study and experimentation
adept ( <i>adj</i> )	:	skilful
terrestrial ( <i>adj</i> )	:	relating to the land
disparate ( <i>adj</i> )	:	different in quality or kind
interoperability ( <i>n</i> )	:	the ability to exchange or use information
blackout ( <i>n</i> )	:	loss of lighting (power off)
wiped out ( <i>phr. v</i> )	:	destroyed largely
expedition ( <i>n</i> )	:	a journey organized for a particular purpose
remote ( <i>adj</i> )	:	isolated / out-of-the-way / distant

### Answer the following questions.

1. What are the places in which disaster management becomes imperative?
2. How can we empower the disaster management crew?
3. In what way does Amateur Radio (Ham Radio) become inevitable in times of natural calamities?
4. Cite the disasters in which Amateur Radio Operators commenced disaster relief when other systems failed.
5. Explore other incidents in which Ham Radio Operators can take up rescue operations.
6. What is the central theme of the essay?
7. List the criteria to qualify for becoming a Radio Amateur.



## Project Work

**Get into groups and collect information relating to various disasters from newspapers, magazines, books, etc.**

**Each group should work on one disaster.**

**Fill in the boxes in the table given below with necessary information. One is done for you. Present your version before the class.**

Sl. No.	Name of the Disaster	Nature of the Disaster		Problems Faced	Rescue Operations
		Natural	Man-made		
1.	Cyclone/ Tsunami	natural disaster		<ul style="list-style-type: none"> <li>• power cut</li> <li>• breakdown in communications</li> <li>• blocking of roadways</li> <li>• lack of food and clothing</li> <li>• loss of property</li> <li>• spread of diseases</li> </ul>	<ul style="list-style-type: none"> <li>• evacuation to safer places</li> <li>• supply of food and clothing</li> <li>• health camps</li> <li>• sanitation</li> <li>• clearing roadways</li> <li>• restoration of power and communication</li> <li>• distribution of compensation</li> </ul>
2.	Floods				
3.	Earthquakes				
4.	Fires				
5.	Accidents				

## Self Assessment

### How well have I understood this unit?



Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. A Havoc of Flood			
B. Grabbing Everything on the Land			
C. The Ham Radio			
I was able to identify the meaning of the word 'bright' with different shades of meaning given under 'Vocabulary'.			
I was able to complete the concept map on flood rescue given under 'Vocabulary'.			
I was able to combine the sentences using 'no sooner ... than', 'scarcely .....when' and 'hardly .....when' given under 'Grammar'.			
I was able to develop an interview by the press with the woman given under 'Writing'.			
I was able to prepare a speech for raising funds for the rescue of the flood victims given under 'Writing'.			
I was able to write a letter to a donor expressing gratitude given under 'Writing'.			
I was able to write a paragraph based on the information given in the diagram given under 'Writing'.			
I listened to and understood the news bulletin and answered the questions given under 'Listening'.			
I was able to prepare an interview for a T.V. / Newspaper given under 'Oral Acticity'.			
I was able to understand the features and the process of making notes under 'Study Skills'.			
I was able to complete the 'Project work' by working in groups.			