



Chapter

3

(Confronting Critical Situations!)

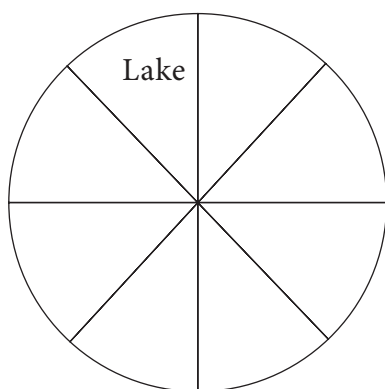
Dare the Waves!



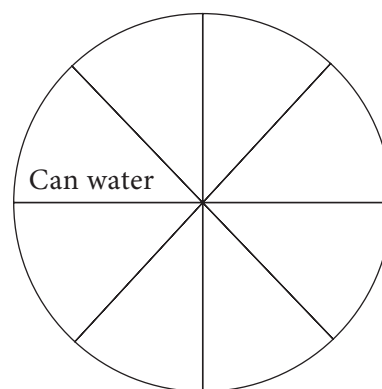
Warm-Up

a. In the two wheels given below, write the names of the different types of water sources found in the past and in the present times.

PAST



PRESENT



- ✦ How many glasses of water do you drink a day?
- ✦ Where do you get your drinking water from?
- ✦ What are the water sources you have seen or heard about?
- ✦ Have you ever got drenched in the rain?
- ✦ What is rainwater harvesting?

The dwindling water resources and vanishing water bodies have created a critical situation or serious problems for life on Earth. These issues are urgent and threatening and we need to think of solutions immediately. **Brainstorm with your partner and list three each of short term and long-term solutions.**

b. Work in pairs. Choose the correct word or phrase to complete the blanks.

- i. Short on time _____ (urgent / important)
- ii. Not ever known by anyone _____ (uncomfortable/ unfamiliar)
- iii. Greatly affect one's life _____ (huge impact / high pressure)
- iv. Not sure of the future _____ (uncertain/ threatening)
- v. When things don't go well _____ (high on risk / high on potential)
- vi. Unexpected occurrence requiring immediate action _____ (emergency / danger)



- vii. A dramatic circumstantial upheaval in a person's life _____ (affairs/crisis)
- viii. Involving an extremely important decision or result _____ (circumstantial /crucial)



Reading

You know that India is a peninsula surrounded by water on three sides. The poem given below portrays the critical situation faced by people living near the coastline.



a. Read the following poem on “Tsunami” by Lily Usher and answer the questions that follow.

*You washed away everything I knew
you destroyed all of my original,
antique walls.
you smashed through my humble home,
and left me sitting,
ankles deep,
on the deserted beach.
watching the waves of your destruction
kiss my sandy memories;
I was furious
until I realized how beautiful the view was.*

- Whom is the poet addressing?
- What is the tone of the poem?
- Why is the beach deserted?
- Why was the poet furious?
- What was beautiful?



A tsunami or tidal wave, also known as a seismic sea wave, is a series of waves in a water body caused by the displacement of large volume of water, generally in an ocean or a large lake.

b. The following is an interesting anecdote of a small boy who dares the giant waves with the help of a tribal boy in the Andaman Islands.

DARE THE WAVES

1. First came the earthquake, then the sea retreated, almost to the horizon it seemed. But now it was coming back. The wave was high and square with a snowdrift of white foam at its head. It was the biggest wave that I had ever seen, but not so big that I would run away. I had turned thirteen and was not easily scared. The wave would break on the shore, maybe even strand a few Bluefin in the sharp grass. I could return home with dinner. Mama would wrap the fish in palm leaves, bake it and serve it with rice cooked in coconut oil. I rubbed my stomach and smiled. But then I remembered. Mama would not cook. She had returned to the village with a headache. The earthquake had given her a migraine. Tonight, Papa would cook. The wave rumbled closer. It made a noise like all the creatures of the world rolled up in a ball. The lion's roar, the bull's bellow, even the snake's hiss. How fabulous!

What is a Bluefin?

2. There were more people on the beach. Further down. A group of teenagers were dancing around a radio. One had a foot hooked over the side of his canoe, but it was unlikely that he would actually venture into the sea. The Nicobaric people respect the ocean and its power. Something thumped on the sand behind me. Too loud to be a coconut, too soft for a wild pig. I turned reluctantly, not wishing to miss one second in the life of the fabulous wave.



There was a boy on the beach. A Shompen boy. One of the ancient tribes that lived in the darkest forest. They were barely more than cave-people. They were ignorant in the ways of modern life. The Shompen still sacrificed animals, they stole from rubbish tips and they shot arrows at helicopters.

Give evidences to show what kind of people Shompens were.

3. The boy had a swipe of ebony hair hanging over one eye. The other was brown, wide and staring over my shoulder. 'Mountain wave,' he said in a



Shompens are primarily hunter-gatherers and also practise a little bit of horticulture and pig rearing.

gruff voice. 'Are you speaking to me?' I asked. Shompens were not known for their social skills. Generally, they stayed as far away from civilization as the island of Great Nicobar will allow, although in recent years ancient barriers were being worn down and there was even some trading between the Shompens and Nicobaric. But this was the first time in my life that a Shompen had addressed me. I tapped my chest. 'Me? Are you talking to me?' The boy pointed out to sea. 'First the earth shakes, then the mountain wave comes. We must go.' The boy spoke Car with a heavy accent. The Shompen have their own ancient language, but no one outside their tribe can speak it. No one can be bothered to

try. 'Go,' he repeated, gesturing towards the forest. 'Now.'

Why was the narrator surprised when the Shompen boy spoke to him?

4. My mother had always told me never to follow a Shompen anywhere, especially into the forest. And I did not intend to disobey her. Anyway, I wanted to watch the wave. It was really something when a big wave broke on the shore, cutting long furrows into the sand. I turned my back on the boy. Our conversation was over. The giant wave made me catch my breath. Suddenly it was close and huge. I hadn't realised how big it must be. Higher than the trees surely. And fast too. It seemed as though the entire ocean was coming this way, not just the surface. 'What?' I said, in surprise, but my own words were smothered by the gigantic rumbling. I felt dwarfed. I felt a hand in my pocket, and it was not my own hand. A brown arm had snaked in around my waist. The Shompen boy was picking my pocket. 'Hey!' I objected, grabbing at the stick-thin arm. But it was gone, and so was my money pouch, packed with my birthday rupees.

"The giant wave made me catch my breath." Why did he say so?

5. The small Shompen boy darted between the palms on the edge of the beach. He would disappear now, I knew it, and I would never catch him. The Shompen were like ghosts in the jungle. But for some reason, the boy stopped. He turned and waved my pouch at me. A taunt that no thirteen-year-old boy could resist. That little thief may have been Shompen, but my legs were fast. I forgot the wave and ran. It was quite a chase. I could run, but the Shompen boy could read the jungle



like an open book. Every dip in the sandy clay, and every root that snaked from the earth to trip us, seemed to be a part of his plan. A quiver of arrows clattered on his belt as he ran, and I noticed a short bow across his belt. He wouldn't shoot me. Surely not. I almost called off the chase, but the boy seemed to sense my reluctance and waved my pouch over his head like a trophy. My brow burned, and I sucked a deep breath, sending the oxygen to my muscles. Faster, I told myself. You are the taller boy. You will snap his arrows across his own legs.

Why did the Shompen boy wave the pouch at the narrator?

6. So, for five seconds I ran faster, then the world changed forever. My ears were filled with the sound



of my blood boiling, or so I thought. But the sound grew loud, filling the air, drowning out the insects. It was the wave, howling towards the shore. I ran on, because I was already running. And maybe because something deep inside me knew already that this wave was not just slightly out of the ordinary. The fist slammed into the dancing teenagers, burying them instantly. There was no struggle or cry. Just alive, and then dead. I cried out, still running. Tears flooded my eyes, but I kept running. The Shompen boy sprinted ahead, barefoot, treading the ground. I followed. Spray from the wave splattered my neck. Stones too. It was sending out messages. I am coming for you, little boy. Your little legs are not strong enough to

outrun me.

'I am coming for you, little boy.' Who said this?

7. There was a hill ahead. Small and rough, dotted with neem trees like arrows in a pig's back. The money thief ran towards the summit. So, did I. There was foam at my ankles. Noise buffeting me like a giant wind. Water now. Up to my knees. Fresh and salty. Not clear though. The Shompen scaled a giant tree, right at the summit. He went up like an animal, fast and sure-footed. I tried to follow, tried to copy, but I am no Shompen. Our tribe have forgotten how to live in the trees. My feet slipped on the rough bark, my fingernails tore and bled. Crying, I turned to face the water and was amazed at the ruin behind me. The wave had all but eaten the coastline and was flowing on towards the village. It was trying to scale the hill too, rolling its way towards me...

8. The wave would make it, I thought. It would flick up a finger and dislodge me from my perch. Then on to my village. Maybe the entire island. What was happening to the Earth? Then, to my relief I saw that the wave was dipping. My feet were clear of the water. For several seconds, I sobbed in selfish relief, before I realised that my family were probably not so lucky. This brought on a second round of sobs. I ran to the water's edge and peered towards our village. But there was nothing but water, its surface almost solid with smashed dwellings. Oh my God.



DO YOU KNOW? Pandanus whose fruits resemble the woody pineapple is the staple food of the Shompens.



There was a second wave behind the first. Crouched on its back. Six feet higher, high enough to snatch me off my little hill. I scrabbled at the tree trunk again, but it was slick and gave me no purchase. I turned to face my doom. I saw people in the water. And houses. The Shompen boy had me by the shoulders, hauling me into the neem tree. Then I was in the branches. Cowering behind a sheet of leaves, as if they could shield me from anything. What did it matter? The wave would surely uproot the tree. We would both be dead in a few seconds.

Why did the narrator sob in selfish relief?

9. The Shompen boy squatted beside me, apparently calm. His eyes were wide, but his body was relaxed and casual. He knew that there was nothing more to do. Whatever happened was beyond our control. What happened was that we survived. The wave flowed inland for what seemed like an eternity, but it never managed to uproot our ancient tree. The hill became a little island on the back of our sunken island, and the Shompen boy and I were the only two inhabitants. Things flowed beneath us that nobody should ever see. The sea had claimed its bounty, and now it was revealing it to me. Shacks, bicycles, livestock, and of course people. My heart was torn from my chest as I saw a girl I knew float past, her beautiful dark hair trailing behind her. I think she was a distant cousin. She was encased in driftwood and rubbish, like something lost and worthless. I will never forget that image. I have thought about her so much since that day that I feel she is known to me now, much more than in life.

10. A sharp pain in my arm cut through the dull pain of despair. I looked down. The Shompen boy was twisting a corkscrew thorn from my forearm. I jerked away, then pulled at the thorn myself, but the boy gripped my hand firmly. 'Not pull,' he said, in his thick accent. 'Turn. Pull makes a big hole.' He gripped the thorn again, twisting it gently so that it followed its own path out. The tip was covered with half an inch of my blood. I almost felt sorry for myself, but then I remembered that I was alive to feel pain. My distant cousin was not. And what of my family? Mama and Papa. My God, what of them? I wanted to jump down from our tree and run to the village. But all I could see were treetops and water. The wave still covered the ground and it was moving in fast muscular currents. If my parents were alive, they would not want me to kill myself. So, I was stuck here for the time being, at the mercy of a pickpocket Shompen savage. A savage who had saved my life, and fixed my arm.

Why did he decide to stay on the tree and not go in search of his parents?

(Abridged from Fire Stones -EOIN COLFER)

This is an excerpt from: <http://www.thehindu.com/mag/2005/12/25/stories>



Glossary

bluefin (n): a type of tuna fish

retreat (v): move back from a position, withdraw

horizon (n): the point at which the earth and the sky seem to meet

snow-drift (n) : bank of deep snow

rumble (v) : make a low continuous noise

ebony (n) : deep black

furrow (n) : trench, ditch

smother (v) : suffocate, cover thickly

dart (v) : sudden quick movement

taunt (v) : tease

buffet (v) : knock against

spattered (v) : splashed

cowering (v) : cringing in fear

Car (n):

Car is the most widely spoken tribal language in the Nicobar Islands of India.

snaked (v):

moving in a winding course like a snake

rubbish tips (n):

a landfill site also known as a dumping ground

c. The boy happened to go to the relief camp where all Tsunami victims were accommodated. He was surprised to see his parents and relatives there. Form groups and dramatize the scene as a skit. You may play the roles of the characters given in the narration.

A skit is a short informal performance intended to educate or inform. In other words, it is a play or performance or quick, short scenes.

Plan and rehearse the skit with the help of your teacher and perform it.

Language Study

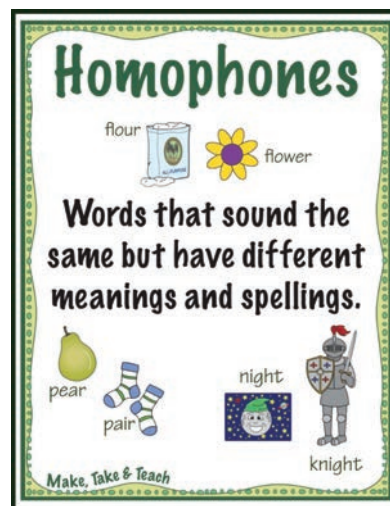
a. The word “bright” has different meanings in the sentences given below. Bring out the meaning of the word ‘Bright’ in each of the following sentences. (Refer to a Dictionary.)

- Children like bright colours.
- Adhira gave me a bright smile.
- Adhul is a bright student.
- Sumaya has bright ideas.
- This young player has a bright future.



Some words can mean different things in different contexts. The verb “get” is a good example of a word with multiple meanings - it can mean “procure,” “become,” or “understand.” The association of one word with multiple meanings is known as polysemy.

b. Homophones



Read the following examples:

i) bare, bear

bare: uncovered or not decorated. You should not touch the electric circuits with bare hands.



bear: A large wild animal (mammal)

- ✦ A **bear** was killed in the wildfire.

ii) dew, due

dew: water that has condensed on a cool surface overnight from water vapour in the air

- ✦ The **dew**drops shine like pearls in the morning.

due: as a result

- ✦ The building was damaged **due** to an earthquake.

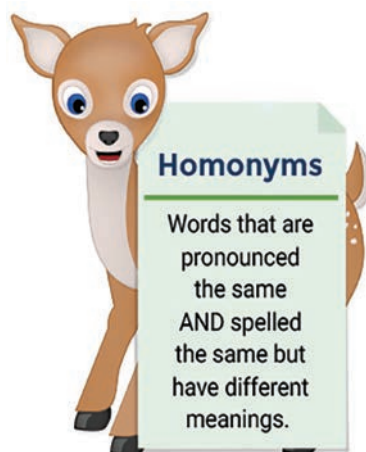
iii) whale, wail

whale : a large sea creature; mammal

wail : A cry of sorrow and grief

The **whale** let out a sorrowful **wail** across the sea.

c. Homonyms:



Homonyms are words which have similar sound (pronunciation), same spelling but different meaning.

Example:

i) park: a public area close to nature

park: action of moving a vehicle to a place (usually a car park)

- ✦ The **park** which was destroyed during the floods has been restored.
- ✦ Don't **park** your vehicles in the no parking area.

ii) crane: a bird

crane: a machine used at construction sites

- ✦ The **crane** flew against the wind and escaped from the hunter.
- ✦ The fire fighter brought a **crane** to rescue the people stranded in the tenth floor.

iii) block.

block: A large solid piece of hard material with flat surface on each side

block: A large single building subdivided into separate flats or offices

block: An obstacle to the smooth or normal progress or functioning of something

- ✦ The children are building a house with wooden **blocks**.
- ✦ The Dentist lives in the next **block**.
- ✦ Don't **block** the view!

Choose any FIVE words from the box and write two sentences each to bring out the different meanings of the word. One has been done for you.

Homonyms				
Word Mat	bow	sole	band	
	bat	fair	digest	
fit	match	bank	pen	row
	club	may	safe	change
watch	bore	bank	ball	content
	ground	tip	toast	fire
different meaning ▲ same pronunciation ▲ same spelling				

Example

- i. He bought a pen from the nearby shop.
- ii. Raj loves to pen poems for the school magazine.

d. Homographs.


Homographs are words which have similar spelling, but different pronunciation and meaning.

Read the following examples.


- i) **object (noun)**: article, physical object
 - ii) **object (verb)**: to express an objection or protest
- ✦ A strange **object** was washed ashore in the Marina beach by the Tsunami waves.
 - ✦ The soldiers do not **object** to working in harsh conditions.

Homograph Example

The wind (a) is blowing hard.
(a) moving air (rhymes with pinned)



I have to wind (b) my clock.
(b) turn the stem (rhymes with find)



e. Antigrams

Antigrams are a pair of anagrams with opposite meanings. (An anagram is a word or phrase spelled by rearranging the letters of another word or phrase).

Read the following example.

united (adj): joined into a single entity

untied (adj): not tied, unfastened

- ✦ Hurricane Katrina devastated the United States of America.
- ✦ He untied the bundle of books.

Task: Read the passage and fill the blanks with correct homophones.

The _____ (weather/whether) was horrible outside. The wind was blowing stronger and faster. The wind _____ (howled/hailed) with a terrible noise. Vicky _____ (new/knew) that he had to find his dog Sam. He could _____ (barley/barely) walk in the wind but he did not give up. Suddenly, he _____ (heard/herd) the dog _____ (wine / whine). He whirled around and found it inside a drain. He quickly snatched him and went into the house.

Contranymy An auto-antonym or autonym, also called a contronym or contranym, is a word with multiple meanings (senses) of which one is the reverse of another.

Eg. Dust: When you dust are you applying dust or removing it? It depends on whether you're dusting the crops or furniture.

Seed: If you seed the lawn you add seeds, but if you seed a tomato you remove them.

Task: Underline and understand the appropriate homographs in the sentences below.

1. The bandage was wound around the wound.
2. Johnny was content with the content.
3. The students project their project using a smart board.

Some careers in disaster management are

- ✦ Emergency Management Director
- ✦ Emergency Management Specialist
- ✦ Floodplain Management Specialist
- ✦ Technological Hazards Program Specialist
- ✦ Fire Inspector and Investigator



Grammar

Active and Passive Forms

Let us understand

In a sentence the action of a subject in relation to the object can be expressed in two ways.

The fireman saved Senthil.

Senthil was saved by the fireman.

In the first sentence, the subject (the fireman) is the doer of the action.

In the second sentence, the subject (Senthil) is acted upon.

The meaning in both sentences is the same but the focus on the subject changes and the doer of the action takes a secondary role in the passive sentence.

- ✦ In the active form, the subject completes the action of the sentence.
- ✦ It starts with a subject, followed by a verb and objects.

E.g. Alexander cut the Gordian knot.
(Subject) (verb) (object)

In the Passive Form, the object in the active form becomes the subject.

The Gordian knot was cut by Alexander.
(Subject) (Verb) (Doer)



The **Gordian Knot** is a legend of Phrygian **Gordium** associated with Alexander the Great. It is often used as a metaphor for an intractable problem (disentangling an “impossible” **knot**) solved easily by “thinking outside the box” (“cutting the **Gordian knot**”).

Note that the form of the verb changes when we express a sentence in the passive voice.

In other words, the passive form is used when the action is the focus, not the subject.(e.g.) The bridge is broken. (It is not known who broke the bridge, or it is not important to know who broke the bridge.)

The verb is changed to a 'be' verb+past participle. The subject of the active sentence follows 'by' or is omitted.

Active	Passive
The Chief Minister wrote a letter to The Prime Minister for immediate release of funds.	A letter was written to the Prime Minister by the Chief Minister for immediate release of funds.
The Corporation built a new bridge.	A new bridge was built by the Corporation.

In the following report, note the use of active and passive forms.

Daylight Robbery

Another incident of daylight robbery came to light when six robbers ransacked a house in broad daylight. The robbers acted as credit card dealers and gained entry into the house easily. The family of five was overpowered and the inmates couldn't raise an alarm. The robbers fled

away with jewellery worth 2 lakhs and sixteen thousand rupees in cash. The Police was contacted and finger prints were collected.

A passive construction is used.

- ★ When the doer is obvious. e.g. The family of five **was overpowered**.
- ★ When the action is more important than the doer. (e.g.) Fingerprints **were collected**.

The use of the passive

Headlines

- Artist Awarded Padmashri
- 11 Fishermen rescued

Notices

- Mobile phones prohibited.
- Recharge done here.

Process-writing

- The pipette was taken.
- The parts were labelled.

a. Rewrite the following sentences in the passive form.

- i) The Shompen sacrificed animals.
- ii) They shot arrows at helicopters.
- iii) The Shompen boy was picking my pocket.
- iv) He reads the jungle like an open book.



April 23rd is observed as UN English Language Day every year, to celebrate multilingualism and cultural diversity. Incidentally, it's William Shakespeare's Birthday.

Your friends visited you and you made coffee for them. Below is the description of how you prepared coffee.

Firstly, enough milk was poured in a pan. Then an equal amount of water was added. The pan was placed on a stove and the milk was boiled. Next four spoons of sugar and four spoons of instant coffee powder were added to it and mixed thoroughly. Finally, it was poured into cups and served hot..

Task: Here are the instructions for cleaning a bicycle. Describe the process using the passive form.

1. Set the centre stand of the cycle.
2. Take a piece of wet cloth.
3. Start from the handlebars.
4. Wipe the seat and carrier.
5. Clean the spokes of the wheel and the cycle chain.

Begin with,

First of all, the centre stand of the bicycle is set. Then...



Listening and Speaking

a. Read the following questions. Then listen to the news bulletin read by the teacher or played on an audio device and answer the following questions.

1. What was the havoc caused by the cyclone?
2. When did the cyclone become severe?
3. Who rescued the fishermen?
4. What was the weather forecast regarding the cyclonic storm?



5. Which island is expected to be hit on Saturday?



Hudhud cyclone is named after a bird Hoopoe. It is an exotic creature widespread in Asia and North Africa.

b. Read the following report on the precautionary steps taken during Cyclone Hudhud.



1. Disasters are inevitable but happen unexpectedly. While all disasters may not be the necessary results of unfortunate natural events, more often they occur when these events intersect with a vulnerable human environment. Particularly, inappropriate location of settlements, inadequate infrastructural development and lack of capacity building of communities to deal with natural events or dangers lead to disasters. Since the ability of the human environment to withstand the impacts of danger plays a direct role in the number of casualties and monetary costs of disasters, it is important to reduce the vulnerabilities within the environment and enhance its capacity for disaster mitigation and reconstruction if we are to be resilient in the face of disasters.

Why do disasters end up hazardous at times?

2. India with a coastline of 7516 km is vulnerable to cyclones of varying intensities. HUDHUD a Very Severe Cyclonic Storm (VSCS), hit the east coast at Vishakhapatnam on 12th Oct, 2014. Although it was not the most severe cyclone to hit the Indian coast, it has been the most devastating one in recent times to make landfall in an urban area. Its 'eye', lay exactly over the city, causing tremendous loss to life, property and natural resources. Although human casualties were relatively low, there was a tremendous loss of livelihood in the affected areas. About 1,12,850 houses were partially or fully damaged in the coastal areas of Vishakhapatnam district alone. The fact that loss of human life was low can be attributed to the sustained preparedness and mitigation measures undertaken in the past, and effective and timely response initiated by the Central and State Government(s), right from the early warning stage.

- ★ When and where did Hudhud hit severely?
- ★ "Human casualties were restricted to the minimum." How?

3. The steps for effective preparedness measures which need to be taken by the State Governments and District Administrations in order to mitigate the effects of cyclone are:

a) Appropriate advisory should be issued for removal of signboards, hoardings etc. which are prone to fall when strong winds strike and cause damage to life and property.



b) Proper record of dead and missing persons must be maintained. Immediate assistance should be rendered to affected families after confirmation of Aadhar Records.

c) Emergency Operation Centre (EOC) at State and district level with satellite, radio, internet and mobile technologies, each supporting the other, needs to be operationalised at the earliest. These need to be linked with control rooms set up by departments.

d) A list of equipments available in government / private establishments including excavators, cranes, fire tenders, satellite phones etc. should be available within an hour of receipt of the first warning and should be circulated as well.

e) Sufficient Power saws may be kept ready for removing fallen trees and pruning the branches of the fallen trees for clearance of roads for movement of traffic.

f) Storage of electric transformers and poles at strategic locations for their quick replacement after cyclone will help in early restoration of power.



In the Atlantic Ocean, I am a Hurricane; in the Indian Ocean, I am a Cyclone and in Southeast Asia, I am a Typhoon.

g) Wireless sets, power saws and power restoration materials with transport facilities may be provided to each team prepositioned for restoration of power at various locations.

h) Pruning of tree branches which may damage electrical lines, may be initiated within an hour of receiving early warning.

i) Cranes for speedy assembly of poles should be placed at various strategic locations.

j) Items like bleaching powder, lime, phenol, oil etc. should be procured and prepositioned in strategic locations and used subsequently to prevent communicable diseases.

4. Damaged street lights should be repaired and replaced.

a) Fallen Trees from roads and building and electrical wires should be removed by engaging machinery like tippers and power saws.

How can the spread of communicable diseases be prevented?

b) Earth moving machines to clear the roads, pumps to take out water from low-lying areas should be kept ready and used at various strategic locations.

c) Exclusive bore wells/open wells may be kept ready for supply of water through tankers.

d) On and off control system may be developed in pump houses at Head Water Works in case of staggered infiltration wells.

e) Sand bags may be kept ready for formation of cross bunds and for arresting of breaches on roads.

f) Standby pump sets and generators may be kept ready to attend repairs to old



pump sets and generators. Small precast readymade drains may be kept ready for drainage of water.

g) Maintenance of all equipment of pump houses needs to be attended just after receiving the early warning.

h) Battery operated / solar lamps may be kept ready for use later on at various strategic locations of affected areas.

i) Additional equipment may be kept ready for removal of fallen trees and garbage at various strategic locations.

j) Bleaching powder / all other sanitary materials should be kept ready in advance for disinfection.

k) Emergency medicines may be kept ready at all the dispensaries in the affected areas.

l) Global Position System (GPS) based inventory mapping of vehicles should be done. All public transport vehicles should be linked with GPS system at the time of registration so that they could be tracked, located and called at the earliest for deployment during disasters.

m) Advisory may be issued to fish and prawn farmers for early harvesting on receipt of first early warning.

5. In addition, people must have emergency disaster kits ready at their homes.

6. The emergency plan must have details including the emergency disaster kit, map of evacuation routes, a place where all the family members would meet after the cyclone, etc.

How can vehicles be tracked during disasters?



Glossary

inevitable (adj) : unavoidable

hazards (n) : dangers, risks

vulnerable (adj) : exposed to the possibility of being harmed.

devastating (adj) : destructive

tremendous (adj) : great in intensity

casualties (n) : victims, dead or injured

mitigate (v) : reduce

hoarding (n) : a large board used for advertising

excavator (n) : construction equipment

restoration (n) : return something to a former condition

pruning (v) : trimming

strategic (adj) : designed to achieve an aim

breach (n) : gap or break

evacuation (n) : send away from a place

c) You are Karnan, one of the survivors of Cyclone Hudhud. Your house was partially damaged by the cyclone. You happen to meet your friend Ramesh in a function. Describe the scene when Hudhud hit your place and how you could overcome it.



d) You are Ayesha. You have visited Vishakhapatnam with a team to help the victims of Cyclone Hudhud with a team. *Share your experience with your friends about the difficulties faced by the people after the cyclone.*

e. You have heard about the weather forecast which warns people of the cyclone in a day or two. You are Mrs. Arasi, the Secretary of the Residents' Welfare Association. Write ten instructions to the residents to prepare their emergency kits to equip themselves for the approaching calamity.

f) You are Dr. Kamala. You visited Vishakhapatnam after the cyclone with a team of volunteers. In an interview to the local news channel, relate the activities carried out by your team.



The Madras Observatory, as it was known then, was established by Sir Charles Oakley, the then Governor of Madras under the East India Company, in 1792 "for promoting the knowledge of Astronomy, Geography and Navigation in India", marking the beginning of the history of Regional Meteorological Centre, Chennai.

g) You are the director of a talk show for a TV programme. Host a talk show with some of the survivors of disasters (given below) and bring out the management measures set out by the authorities and the public.

i) farmer : famine management, flood, pesticide, inflation

ii) fisherman: sealevel, tsunami, cyclone, crossborder issues

iii) survivors of cholera: disease break-out, medical aid and recovery

What is a Talkshow?

It is a chat show especially one in which listeners, viewers, or the studio audience are invited to participate in a healthy discussion.

How to host a talkshow.

- Know the theme of the talk show/discussion.
- Know your audience.
- Understand the basic rules of the talkshow.
- Focus on your guests' views and listen.
- Invite experts suited to the field of discussion.
- Be cautious of what you speak in the show.
- You will not be given a prepared script.



Writing

Article Writing

An article, a piece of writing for publication in a newspaper or a magazine, is complete in itself. It can be on any subject. The article must be written in such a manner that it sustains the reader's interest and it should also be informative.

The article should have a suitable title, followed by the name of the writer.



Tips to write an article

- Should be brief.
- About a subject of interest.
- Interesting and enlightening.
- Language must be simple and correct.
- Choice of words should be appropriate.
- Should be coherent i.e. the ideas put together must be interlinked logically.

Different types of articles

- Narrative
- Reflective
- Descriptive
- Argumentative

a. Given below is an example.

Pollution And Its Effect

In recent years, environmental pollution has increased so much that it has become a global problem. Almost all cities in Asian countries face this problem. The

causes of environmental pollution are quite obvious. Vehicles burn petrol and emit toxic smoke. Various chemical factories pollute the air as well as water. Water is so contaminated because of effluents that both marine and organic life is destroyed. The Ozone layer has developed a big hole due to this pollution and lets in harmful rays. Forests have disappeared.

This environment pollution has begun to affect human health. School children are easy victims to this pollution because they come in direct contact with fumes from the exhaust pipes of the vehicles. Crops have failed in many places. Flora and fauna have been deeply affected. The sea water level has begun to rise and the coastal cities may sink due to this.

We need to pay attention to this as human survival is in grave danger. More and more trees should be planted in every available inch of land. A public awareness programme must be launched to fight this manmade menace.

Task: Study the following diagram and write an article in about 200 words for a magazine on 'Conservation of water'.



Project: Use the pictures given below and decide where these structures should be placed and what safety measures should be built into the city infrastructure.



Water supply



Factory



Govt. Office



Hospital



Park



Power House

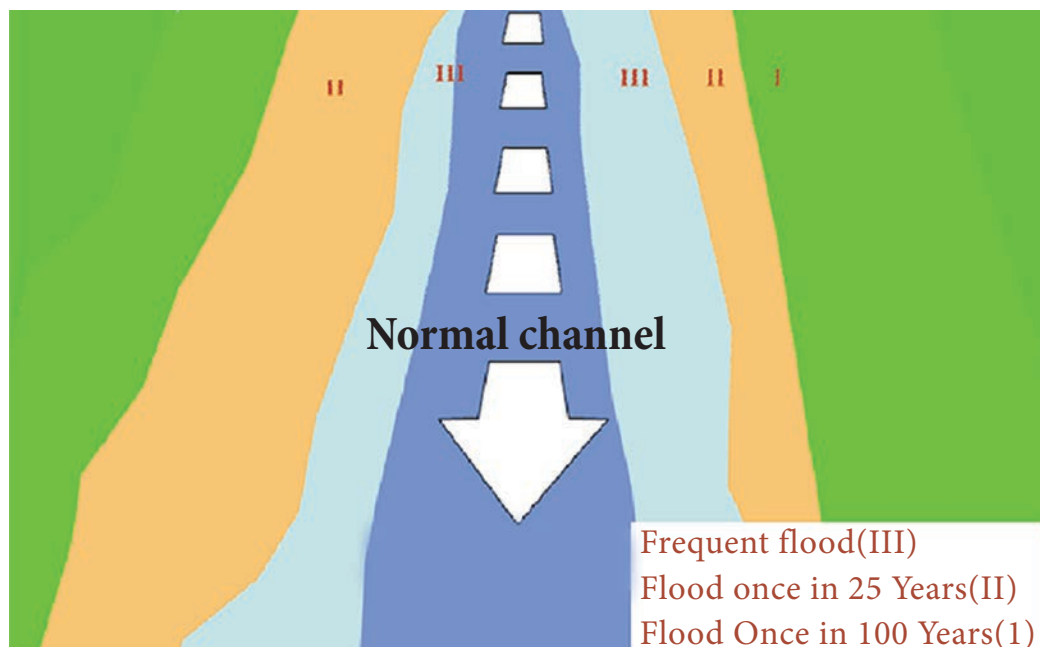


University

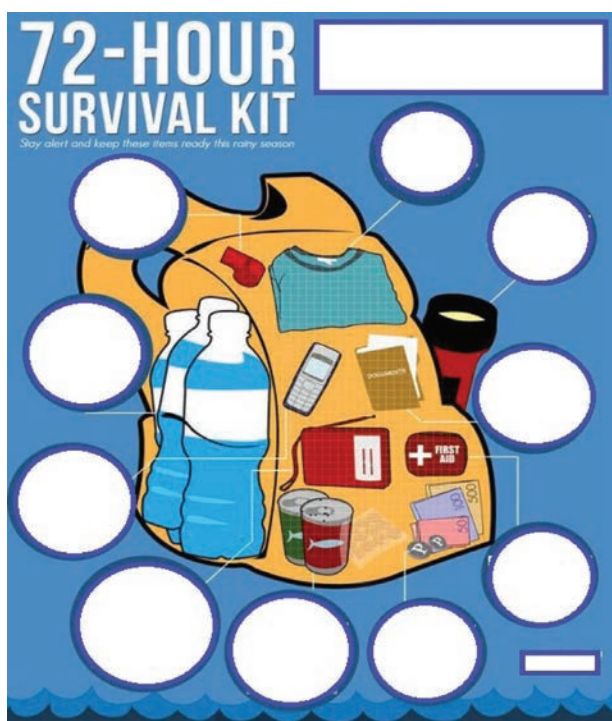


Residential area

Flood Plain zone



b. Here's a 72 Hour Kit. Look at the items in the picture given below and identify the objects.



Extensive reading

The HAM Radio



Amateur Radio (ham radio) is a popular hobby and service that brings people, electronics and communication together. People use ham radio to talk across towns, around the world, or even into space, all without the Internet or cell phones. It's fun, social, educational, and can be a lifeline during times of need.

You can set up a ham radio station anywhere! Although Amateur Radio

operators get involved for many reasons, they all have in common a basic knowledge of radio technology and operating principles.

Following India's independence in 1947, the first amateur radio organization, the Amateur Radio Club of India was inaugurated on 15 May 1948 at the School of Signals at Mhow, in Madhya Pradesh. The club headquarters was later moved to New Delhi, where it was renamed the Amateur Radio Society of India (ARSI). As India's oldest amateur radio organization, ARSI became its representative at the International Amateur Radio Union. By 1980, the number of amateur radio operators had risen to 1,500. The number of operators rose steadily, and by 2000 there were 10,000 licensed ham operators. As of 2007, there are more than 17,000 licensed users in India.

Amateur radio operators have played a significant part in disaster management and emergencies. In 1991, during the Gulf War, a lone Indian ham operator in Kuwait, provided the only means of communication between stranded Indian nationals in that country and their relatives in India. Amateur radio operators have also played a major part in disaster management. Shortly after the 2001 Gujarat earthquakes, the central government rushed teams of ham radio operators to the epicentre to provide vital communication links. In December 2004, a group of amateur radio operators on an Expedition in the Andaman Islands witnessed the 2004 Indian Ocean Tsunami. With communication lines between the islands severed, the group provided the

only way of relaying live updates and messages to stations across the world.

In 2005, India became one of few countries to launch an amateur radio satellite, the HAMSAT. The Indian Space Research Organisation (ISRO) launched the microsatellite as an auxiliary payload on the PSLV-6.

Reference:

- ★ <http://www.thehindu.com/mag/2005/12/25/stories>
- ★ ndma.gov.in/images/pdf/Hudhud-lessons.pdf

Further Reading

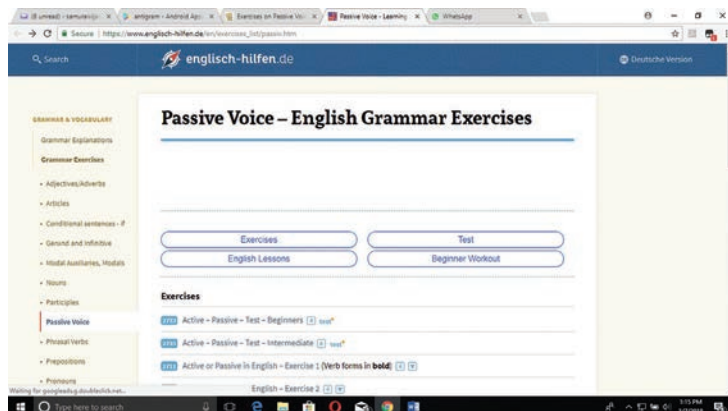
▲ Vulnerable India	-	Anu Kapur
▲ The Next Catastrophe	-	Charles Perrow
▲ World At Risk	-	Ulrich Beck
▲ Rising Tide	-	John M. Barry
▲ Sudden Sea	-	R.A. Scotti
▲ Natural Disaster	-	Patrick L. Abbott
▲ In The Heart Of The Sea	-	Nathaniel Philbrick



ICT CORNER

GRAMMAR – ACTIVE & PASSIVE VOICE

This activity will enable the students to evaluate their knowledge in active & passive voices.



STEPS:

1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see various exercises related to Active – Passive voices.
3. Click the exercise link to view the questions. Customize the test with number of questions and parts.
4. Click “**Start Test**” and start answering the questions.
5. Try to attempt all the exercises to strengthen the knowledge in Voices.

Passive sentences in the Simple Past – Exercise

Task No. 2719
Rewrite the given sentences in Passive voice.
Show example

1. She bought four apples.
2. We won the match.
3. The man stole the blue cat.

Task No. 2742
Form sentences in Passive voice. Click on the given words/phrases. Mind the tenses.
Show example

1. all rights / been / have / cancelled
2. designed / was / by Joseph Strauss / The Golden Gate Bridge
3. were / more than 500 people / in Georgia / by a tornado / injured
4. be / could / nothing / seen / it was so dark that
5. almost completely / was / by the earthquake / destroyed

Rewrite the sentences in Passive voice.

1. Our dog did not bite the cat.
2. Levi Strauss invented the blue jeans.
3. They understand Spanish.
4. Frank takes photos.
5. The electricians test the fire alarm.

Make correct passive phrases. Mind the tenses in brackets.

1. songs / to sing (Simple Past)

WEBSITE LINK:

Click the following link or scan the QR code to access the website.
https://www.english-hilfen.de/en/exercises_list/passiv.htm

ADDITIONAL WEBSITE LINK:

<https://www.ego4u.com/en/cram-up/grammar/passive>

** Images are Indicatives only

