



## EMERGENCIES

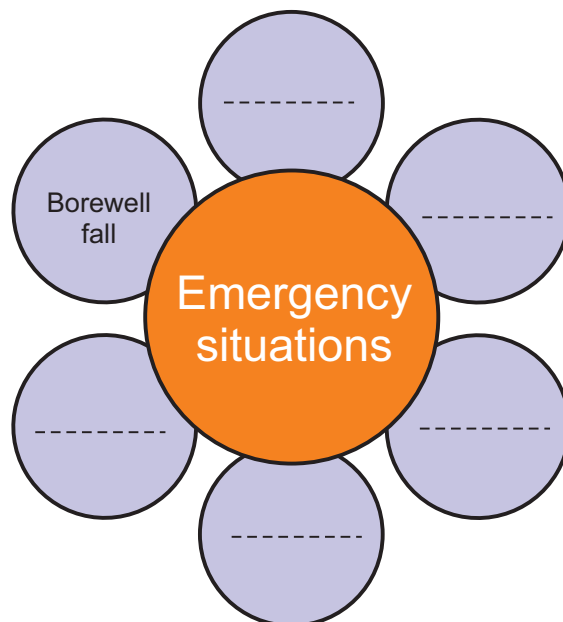


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### INTRODUCTION

You know that an emergency is urgent, unexpected and usually dangerous. It is a situation that poses risk to health, life, property, or environment. It requires immediate action. In some situations, prior safety steps may not be possible. Some emergencies are self-evident (such as natural disasters that threaten many lives). But smaller incidents may require that an observer (or affected party) decide whether the situation qualifies as an emergency.

Our Angels in Disasters – the NDRF personnel are equipped with skills to save lives during emergencies. Using your experience, complete the word web given below with the words/ terms that are called emergency situations. Like earthquakes, floods, borewell falls, building collapse, cloud bursts, cyclones and nuclear disasters. One has been done for you-





**LEARNING OUTCOMES**

After completing this lesson, the learner-

- effectively uses articles, determiners and connections;
- uses appropriate adjectives and adverbs in a given context;
- frames ‘wh’ questions and Yes/No questions;
- demonstrates use of articles blends/clusters-fl, br, bl, cl, tr, st, str;
- uses punctuations appropriately;
- demonstrates effective use of vocabulary pertaining to emergency situations;
- reads short texts with understanding.



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**3.1 LET'S READ**

**Warm up**

Read the situations given in **column A** and define the situation using appropriate terms in **column B** from those given in the box

Select from the given options below-

a nuclear disaster	floods	a building collapse
an earthquake	a cloud burst	a cyclone      bore well-fall

Sl. No.	A	B
1.	On 28th June 2022 at around 0010 hrs, a G+ 3 storey building fell down in Ganesh Nagar near Kurla East Depo, Mumbai (MH).	
2.	On 10 June 2020, a 10-year-old boy fell down into a Bore-well and was stuck at the depth of 70-80 feet at Vill- Pihrid, Distt- Jangir Champa, Chattisgarh.	
3.	Japanese Team of NDRF was deployed from 27 March 2011 to 07 April 2011. The team managed to extricate 07 bodies from the rubble more than two weeks after the disaster struck the area.	
4.	On 25th April 2015, Nepal was rocked by a devastating incident of magnitude 7.8, resulting in a massive loss of lives and infrastructure and raised the fear of a humanitarian disaster across the Himalayan nation.	

5.	In the second week of November 2019 cyclonic storm “Bulbul” made landfall in West Bengal Sunderbans Dhanchi forest brought extremely heavy rain in West Bengal and in few districts of Odisha.	
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Read the short passages given below and answer the questions that follow:



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- I. **Guwahati:** 'The flood situation in the north east remained grim on Friday as continuous rainfall continued in parts of the region for the fourth consecutive day, leaving major rivers flooded', officials said. The water entered the ground floor of houses and people sought safety in upper storeys or higher grounds. The vegetation all around was under knee deep water.

According to The Assam State Disaster Management Authority (ASDMA), “many people, approximately 11 lakh, had been affected badly due to rain and floods in 25 districts of the state.” The authorities estimated that there would be a loss of property and displacement of people. The road transport and electricity supply would also be disrupted.

**After reading aloud the above report, work in pairs and ask your partner the following questions. Take turns to ask each other.**

1. What do you think is the emergency situation?
2. What is the reason for this situation?
3. Why did the rivers overflow with water?

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## Notes

II.



Late in the evening of 5 September, Ruchi Mittal and her husband, Manish, realized that there was trouble brewing. Ms Mittal and her husband could see that their housing complex in Whitefield, a posh society, was getting flooded due to heavy rains.

Some flooding was not uncommon in their neighbourhood but by midnight, the ground floor and the basement parking of their complex were flooded. The cars parked outside the houses started getting submerged. People were confined to their top floor or roofs of their houses.

**Submerged, deluged, overflowing, flooding/floods, restricted to**

**Take the help of words given in the box above to answer the questions given below:**

1. What do you think is the emergency situation?
2. What happened to ground floor and the parking in the basement?
3. 'People were confined to..' means

### **CYCLONE BULBUL - 2019**

In the second week of November, 2019 cyclonic storm "Bulbul" made landfall in West Bengal. It brought extremely heavy rain in West Bengal and in a few districts of Odisha. The NDRF as part of proactive measures deployed 17 teams in the coastal parts of West Bengal and Odisha. The brave hearts of the NDRF commenced non-stop rescue and evacuation work in the affected areas and **left no stone unturned** to bring normalcy.

III.

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**Answer the following questions**

1. What happens when a cyclone makes a landfall?
2. Which area of the land does it hit?
3. What do you think the phrase ‘**left no stone unturned**’ means?

### 3.2 LET'S LEARN NEW WORDS

Choose the correct words / phrases from the box below and replace with the underlined ones-

**Amputate, trouble brewing, incessant, proactive measures**

- i. The legs of the boy could not be saved, so the doctors decided to sever his legs from the body.
- ii. The bridge collapsed due to non-stop heavy rains.
- iii. While it was raining, the rumbling sounds from the bridge indicated that there was some serious problem.
- iv. Local authorities and the people living nearby requested the police to take some prior steps to prevent and control the situation in case of an accident.

### 3.3 LET'S LEARN GRAMMAR

#### I. INDEFINITE AND DEFINITE ARTICLES AND DETERMINERS

We use the indefinite article, a/an, with singular nouns when the reader does not know exactly which one we are referring to.

Example



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- NDRF are searching for 'a' 14-year-old girl.
- Police have been looking for 'a' 14-year-old girl who has been missing since Friday.
- 'Anyone' who has information should contact the local police.



We use 'a' before a **consonant sound**: 'a' cable

and 'an' before a **vowel sound**: 'an' electric cable

We use the **definite article** 'the' in front of a noun when the reader knows exactly what we are referring to:

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- a. because there is only one:  
Who is the president of India?
- b. with a superlative adjective:  
It is the oldest building in the town.
- c. only one in that context:  
Look at the boy over there.
- d. to refer to a system or service:  
You should tell the police.
- e. We do not normally use the definite article with names.  
India is a diverse country.
- f. We use the definite article with:
  - i. countries whose names include words like kingdom, states or republic  
The Kingdom of Bhutan.
  - ii. countries which have plural names  
The Netherlands
  - iii. geographical features, such as mountains, rivers, seas  
The Himalayas, the Pacific Ocean, the Yamuna
  - iv. News papers  
The Times of India
  - v. Well known building  
The Taj Mahal



**INTEXT QUESTIONS 3.1**

**1. Complete the sentence with a/an/the/ or no word.**

- i. Do you play \_\_\_\_\_ football?
- ii. Are you in \_\_\_\_\_ NDRF?
- iii. She's \_\_\_\_\_ interpreter.
- iv. He sat in \_\_\_\_\_ airplane for the first time.
- v. This is \_\_\_\_\_ international rescue mission.
- vi. She is \_\_\_\_\_ member of \_\_\_\_\_ international organization.
- vii. When \_\_\_\_\_ flood water entered \_\_\_\_\_ house she called \_\_\_\_\_ NDRF.
- viii. They went out of their house to see \_\_\_\_\_ collapse.

**2. Write sentences using a/ an/ the.**

- i. a – \_\_\_\_\_.
- ii. a – \_\_\_\_\_.
- iii. an – \_\_\_\_\_.
- iv. an – \_\_\_\_\_.
- v. the – \_\_\_\_\_.
- vi. the – \_\_\_\_\_.

**II. ADJECTIVES**

An adjective talks about a person, place or thing. Look at the pictures below-



happy woman



happy man

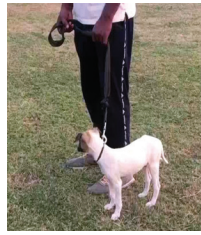


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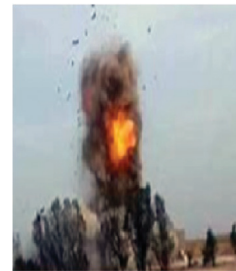
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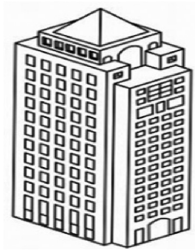
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white puppy



loud explosion



big building






big display

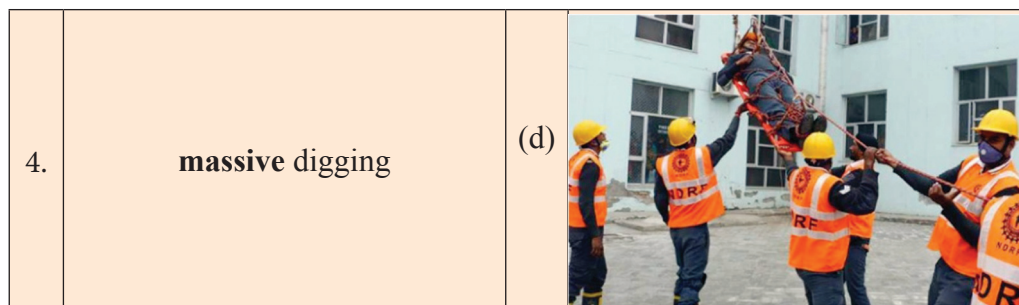


**INTEXT QUESTIONS 3.2**

I. Match the picture with the correct adjective.

	A		B
1.	<b>effective</b> debriefing	(a)	
2.	<b>great</b> teamwork	(b)	
3.	<b>immediate</b> first aid	(c)	





tragic	small	severed	big	more	seven
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II. Use the adjectives from the box to complete the sentences given below-

1. The \_\_\_\_\_ boulder was lifted.
2. It took \_\_\_\_\_ people and five hours of struggle.
3. I can see a \_\_\_\_\_ boy.
4. There is a man with a \_\_\_\_\_ arm.
5. There are \_\_\_\_\_ dead bodies over here.
6. The \_\_\_\_\_ incident left every-one in shock.

III. Underline the adjectives

1. The large tree was cut down.
2. The incident took place inside a deep borewell.
3. I can hear the loud cries of people under the rubble.
4. There are four people trapped inside.
5. I am in good health.

### III. ADVERBS

Read the sentences given below. When you ask the underlined Verb the question “when or where or how”, the answer that you get is an adverb. Adverbs are words that usually modify, that is, they limit or restrict the meaning of verbs. They may also modify adjectives, other adverbs, phrases, or even entire sentences.

Therefore, an adverb answers the question when?, where?, how?, how much?, how long?, or how often?



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Examples-

- The elections are coming **soon**- when are the elections coming? **soon**
- They travelled **locally**- where did they travel? **locally**
- They are **happily** serving the force- how are they serving the force? **happily**
- The roads are **very** steep- how steep were the roads? **very**
- He stopped by **briefly** to give the news- how long did he stop? **briefly**
- My son calls me **regularly**- how often does he call? **regularly**

Most adverbs are formed by adding 'ly' to an adjective. If the adjective already ends in 'y', the 'y' usually changes to 'i'

Examples

bold/ **boldly**

sad/ **sadly**

happy/ **happily**

heavy/ **heavily**

**ACTIVITY 3.2**

**Change the adjective to adverbs**

Adjective	Adverb
1. bad	
2. correct	
3. terrible	
4. careful	
5. deep	
6. interesting	
7. solid	

When an adverb modifies a whole sentence or clause, it is called a sentence adverb. Words such as **fortunately**, **frankly**, **hopefully**, and **luckily** are generally used as sentence adverbs and usually express the speaker's feelings about the content of the sentence. Such adverbs normally come at the beginning of a sentence, but may also come in the middle or at the end.

**Examples**

**Unfortunately**, Sunday will be cloudy.

Sunday, **unfortunately**, will be cloudy.

Sunday will be cloudy, unfortunately.

Here are simple rules to form adverbs from adjectives-

Adverbs such as definitely, probably, absolutely, likely, reasonably and hopefully often cause confusion when you struggle with spelling.

Here are simple rules to follow-

1. We just add -ly to an adjective to change it to an adverb.

Adjectives	Adverbs
quick	quickly

2. When an adjective ends in -e, we simply add ly at the end.

Adjectives	Adverbs
polite	politely
definite	definitely

3. When an adjective ends in -le, we remove the e and add y to form the adverb.

Adjectives	Adverbs
probable	probably
possible	possibly
terrible	Terribly
Taste	Tastily

4. Adjectives that end in -l. Just add -ly

Adjectives	Adverbs
hopeful	hopefully
Beautiful	beautifully
careful	carefully



**INTEXT QUESTIONS 3.3**

- I. Rewrite the following sentences correctly.

1. The boy was hurt bad. \_\_\_\_\_
2. The call was made unnecessary. \_\_\_\_\_
3. The injured breathed heavy. \_\_\_\_\_
4. They cried loud. \_\_\_\_\_



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5. The NDRF person fought brave. \_\_\_\_\_
6. We will reach by 6 p.m. hopeful. \_\_\_\_\_
7. Thankful, I was passing by the site. \_\_\_\_\_

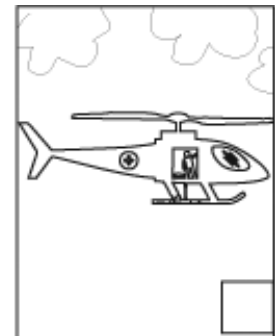
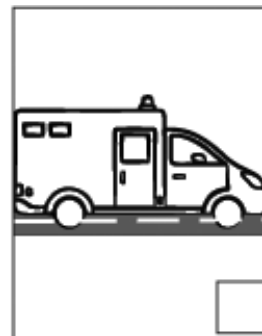
II. Fill in the blanks with the adverbs formed from the adjectives given in brackets.

1. We lifted the boulder \_\_\_\_\_(careful)
2. He was rushed to the hospital \_\_\_\_\_( immediate)
3. I heard the old man screaming \_\_\_\_\_(loud)
4. I called the NDRF \_\_\_\_\_(quick)

**3.4 LET'S LISTEN:**

**Task I**

Listen to the text and number the pictures in the sequence presented in the audio.



**TASK II**

Listen to the audio and number the response mechanism carried out in an emergency.

Activation/ mobilization		Receiving of the information	
Establishment of ICP(Incident Command Post)		Arrival at the incident site and briefing	
Demobilization		Conduct of SAR	

**Task III**

Listen and tick the correct option to complete the sentence.

1. The high tide phenomenon is expected to hit for \_\_\_\_\_ days from Sunday.
  - a. Four
  - b. Three
  - c. Two
  - d. Three
  
2. The high tide phenomenon this time is on a \_\_\_\_\_ scale.
  - a. bigger
  - b. smaller
  - c. enormous
  
3. Things can get worse if there are \_\_\_\_\_.
  - a. coastal floods
  - b. incidents of overflow
  - c. strong winds, tidal waves and heavy rain happening simultaneously.
  
4. If the weather conditions worsen, people are advised to \_\_\_\_\_.
  - a. be extra cautious when conducting recreational activities.
  - b. be prepared to move to a safe place
  - c. stay home indoors



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**3.5 PRONUNCIATION**

**Consonant blends/ clusters**



I. Let us listen to and say sounds with /l/ - bl, cl, fl, gl, pl

**b + l = bl**

blue                      blow                      black                      blood

**c + l = cl**

clue                      clown                      climb                      clothes



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**f + l = fl**

fly                      flood                      flow                      flag

**Task I:** Listen to these words carefully and tick the words in the box. Remember, the words are not in sequence.

blown	flag	glow	torch	cloud	burst
glacier	flash floods	dead	blood	plague	petrified

**Task II:** Say and write a few words that begin with the following:

1. /bl/.....
2. /cl/.....
3. /fl/.....
4. /gl/.....
5. /pl/.....
6. /sl/.....

II. Let us now listen and say the sounds with /r/ - br, cr, dr, tr, fr, gr, pr



**b + r = br**

Brother                      Brow                      brown                      bread

**c + r = cr**

Crow                      Crown                      cry                      Crab

**d + r = dr**

Dress                      Drum                      draw                      Drawing

**f + r = fr**

Frog                      Frock                      friend                      Fruit

**g + r = gr**

Green                      Grey                      grass                      Grape

**p + r = pr**

Pray                      Pram                      printer                      Prince

**t + r = tr**

Tree                      Train                      truck                      Triangle

Task I: Listen carefully and tick the words you hear.

train	tack	trick	tick	brick	black	jack	crow
frog	grain	grease	grey	prince	prime		

Task II: Write one word that starts with the consonant clusters given below. Say them aloud.

1. /gr/ \_\_\_\_\_
2. /dr/ \_\_\_\_\_
3. /fr/ \_\_\_\_\_
4. /br/ \_\_\_\_\_

III. Let us listen and say /s/ - st, str



**s + t = st**

stick                      Stair                      stuck                      Step

**s + tr = str**

strike                      Streak                      strap                      Strain

Task I: Listen to the audio sentences and tick the word with /s/ cluster word that you hear.

1. The string/ spring snapped from the top.
2. The strap/strip is tied tightly to his waist.
3. They stick/stuck the hook on the belt.
4. He watched his step/ steep while the stride kept going.
5. The stranger/stronger walked towards us.
6. They tried/struggled to pull him up.
7. It was difficult for him to breathe the stale/ polluted air.



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Task II: Write a few words that start with the following consonant clusters. Say them aloud.

1. /st/ \_\_\_\_\_
2. /str/ \_\_\_\_\_

**Let's have some fun!**

Here are some Tongue Twisters - try to say these phrases/sentences as clearly and quickly as you can.

1. She sells sea shells on the sea shore.
2. Cleaned clams crammed in clean cans.
3. Two tried and true tridents.
4. Crush grapes, grapes crush, crush grapes.
5. Green glass globes glow greenly.
6. Fresh French-fried fly fritters

**3.5 PRONUNCIATION**

Words ending in tion, -sion, -ing, -ment

Words ending in -tion are the most common and are all nouns. Some examples are- action, condition, completion, relation, accommodation, addition, attention, communication, competition, condition, invitation, etc.

Note that many nouns have **-sion** endings.

They are often formed from verbs which end with -d, -de, -se, -t.

collide — collision, comprehend — comprehension, infuse — infusion,  
persuade — persuasion, explode — explosion, televise — television.

**-ing forms**

We can use the -ing form of a verb:

- as a noun (gerund) - Swimming is good for health.
- as an adjective – He saw the woman lying on the floor.

We can use the – ing form as adjectives

- In front of a noun – This is an interesting story or

- After a noun – The boy talking to Gagan is my brother or
- After verbs (see, watch, hear, smell etc.) - I can smell something burning.

**-ment**

These are used to form nouns that refer to an action or process, or its result - A great achievement, successful management



**INTEXT QUESTIONS 3.4**

I. Read the sentence carefully and underline the correct word.

1. The decision for his **promotion/ promosion** rests on the **condision/ condition** he has **good communication/communicasion** skills.
2. Luckily, I got an **invitation/ invitasion** to a party at the famous dancer's **mantion /mansion**. You see, **admission /admission** to the party is by **invitation/ inviation** only.

II. Check the spelling carefully and tick the correct spelling.

1.	attention		attension	
2.	television		televition	
3.	discusion		discussion	
4.	occupation		occupasion	
5.	electrician		electrision	
6.	suggestion		suggesion	
7.	revition		revision	

III. Fill in the blank with the correct form.

1. He is good at \_\_\_\_\_ (manage)
2. He will be \_\_\_\_\_ (go) tomorrow.
3. I will \_\_\_\_\_ (perform) at the national event.
4. They are \_\_\_\_\_ (run) the campaign.
5. She is \_\_\_\_\_ (revise) the whole plan.

**3.6 LET'S SPEAK**

**FRAMING QUESTIONS**



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Notes

I. **QUESTION WORDS (WH)**

**Concept:**

<b>Who</b> Ask about a person. Who is that person?	<b>Where</b> Ask about place or position. Where are you?	<b>When</b> Ask about time, moment, and occasion. When will you come?
<b>Why</b> Asking for reason or explanation. Why are you late?	<b>Why</b> Ask for specific object/ thing. What is the time?	<b>How</b> Ask for way, manner, form. How does it work? How are you?
<b>Which</b> Ask about choice. Which is worse, fire accident or flood?		

**ACTIVITY 3.3**

Work with your partner, take turns to ask and answer the questions that follow-

What is your name?

What is the time?

Where do you live?

Where are you going?

Where is your hometown?

How many children do you have?

How long have you been posted to this station?

How old were you when you joined the NDRF?

How many years have you been in service?

When are you due for your next posting?

When did you join NDRF?

When will you leave for Delhi?



**II. FORMING QUESTIONS**

In your line of work, you are frequently required to ask questions in order to help people in distress. You must learn to ask the questions politely and in a soft voice.

Now, read the statement/ answer and form questions for it. The first one is done for you as an example.

1. She is badly injured.  
Is she badly injured?

2. She is unconscious.

\_\_\_\_\_

3. There is a police officer.

\_\_\_\_\_

4. There are other people.

\_\_\_\_\_

5. She was crying.

\_\_\_\_\_

**III. YES/NO QUESTIONS**

Asking and answering questions for confirmation, such as- Is../Are.../Do.../Does.../Did.../Were...

Examples – Practice speaking them with your buddy.

1. Is Rahul a soldier?  
Yes, he is.

2. Is the injured a girl?  
No, he is a young boy.

3. Are there three people injured?

\_\_\_\_\_

**IV. INVERSIONS**

Normal sentence order – Subject (S) + Verb (V) + Object (O)

Normal - I have never seen such an accident.

Inversion - Never have I seen such an accident.



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Normal - I hardly ever smoke.

Inversion - Hardly ever do I smoke.

Adverb + auxillary verb + subject

Normal - I had never met someone so interesting.

Inversion - Never had I met someone so interesting.

Normal - I rarely go outside

Inversion - Rarely do I go outside. (Add an auxillary verb)

Normal -She seldom worked very hard.

Inversion - Seldom did she work very hard.

Inversion after adverb clause

Normal - I didn't know what to do until I saw what happened

Inversion - Not until I saw what happened, did I know what to do.

**3.7 LET US WRITE**

Let us read the paragraph.

Ahead of cyclone 'Sitrang', National Disaster Response Force teams were deployed at various places in West Bengal's South 24 Pargana district. The administration had deployed NDRF teams at Gangasagar, Diamond Harbour, Kakdwip, Gosaba, reported news agency ANI. "Our team is on alert mode to carry out rescue operations," it said.

<b>Quotation marks (" ")</b> Use quotation marks at the beginning and at the end of the exact words a person says.	<b>comma (,)</b> Use a comma to separate words in series
--	--

The southern districts of West Bengal, including Kolkata, experienced light rain and an overcast sky on Monday as cyclone 'Sitrang' moved towards north Bay of Bengal, raising the likelihood of a downpour during the day and threatening to dampen Diwali festivities.

The system is expected to make a landfall between Tinkona island and Sandwip in Bangladesh early on October 25, 2015 the Met department said, reported news agency PTI.

Sitrang, which is likely to intensify further into a severe cyclonic storm, will bring in its wake heavy to very heavy rain and wind reaching speed of 90 to 100 kmph, gusting to 110 kmph, in the coastal districts of South 24 Parganas, North 24 Parganas and East Midnapore on Monday, the weather office said.

Some punctuation marks:

### End marks

- (.) **period/ full stop:** A sentence ends with a period.
- (?) **question mark:** A question ends with a question mark
- (!) **exclamation mark:** An exclamation is a sentence that shows strong feeling.

### Let's read

#### Periods (.)

Use a period to show an end of the abbreviation.

Example: Dr. Ms

Use periods with initials.

Example: A.K. Singh, Maj. Gen. R.K. Mehta



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### ACTIVITY 3.4

Let us practice putting periods at the right places.

- Five out of six children were rescued by NDRF
- Lt Col Rao took an immediate action
- Dr Singh rushed to the site
- Ms Mathew spoke to the media

### Let us read

#### Commas (,)

A comma is a punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list.

1. Use a comma between the names of the cities and states.  
Example: New Delhi, India, Nangal, Punjab
2. Use a comma between dates and year.  
Example: December 25, 2001
3. Use a comma after the greeting and closing in a letter.  
Example: Dear Sir, Thank you,
4. Use a comma to separate words in series.  
Example: He plays hockey, badminton.

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5. Use a comma after the words yes or no or the name of a person being spoken to.

Example: Yes, there are four dead bodies.

S.K, did you call the ambulance?



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**ACTIVITY 3.5**

Let us practice adding commas, periods and question marks.

- On August 18 the children were rescued
- The team on Friday August 19 rescued five boys
- In Nangal Punjab two boys fell in a borewell
- He was born on July 4 1979
- Amit do you like to travel
- No I don't have any travel plans this year
- Yes I have oranges apples and banana
- Aditiya did you inform the police

Let us read

Quotation marks (“ ”)

Use quotation marks at the beginning and at the end of the exact words a person says.

Example

“Did you inform the family?” asked Rao.

S.K replied, “I am doing it now.”

**ACTIVITY 3.6**

Let us practice putting quotation marks.

- Did you receive the message? asked Maj Singh
- Yes I have received the message. said Lal Singh
- Who is the in-charge here asked Sheila
- Come help me with the firewood my dad said okay I replied



**INTEXT QUESTIONS 3.7**

I. Re-write this email with correct the punctuation marks.

- hi saurabh

\_\_\_\_\_

- hope you are doing well

\_\_\_\_\_

- the good news is rao is getting promoted on december 28 2022

\_\_\_\_\_

- Maj Singh said well done Rao you have demonstrated commendable duty in times of crises

\_\_\_\_\_

- See you soon

\_\_\_\_\_

II. Read and punctuate the paragraph-

**Source: TOI - Raipur**

A. I started calling out Rahul’s name With children, you need to develop trust and confidence The little child was crying I slowly roped down a banana and a packet of juice He devoured it the NDRF personnel recounted. It’s not known how much the differently abled boy heard but he would respond to indicate he was alive.

There were many heart –stopping moments Anil said On Sunday evening I suddenly saw a creature slithering around My blood froze It was a snake I started praying for his safety and kept trying to identify the snake When I could make out it was non-poisonous I almost wept with relief but then the child wouldn’t know it Imagine his terror But he stayed calm he said.

Another nerve-wrecker was when water started rising in the borewell. At one point Rahul was neck deep in water. It was a very tense time he said Rescuers and villagers Rescuers and villagers worked frantically to pump out water in the area so that it didn’t rise in the borewell The oddly-shaped tube had a bend after about 60-feet and this is where Rahul sat with a snake and a frog for company.

B. I wouldn’t let him sleep for more than one and half hours at a time, and would wake him up some how I was afraid that he would fall unconscious in the water There came a time when he signaled he was hungry but refused to eat anything



*Notes*



## Emergencies



## Notes

One night we ran out of fruit juice, and the collector got it from his home Anil said. Rahul was getting weaker. On Tuesday after he had juice at 4am he refused to eat or drink anything though he would signal for food He was unable to move his body only his hands He was trying to get up but couldn't Anil recalled adding: The next few hours were the most difficult

**WHAT YOU HAVE LEARNT**

**Vocabulary** on types of Emergencies - fire, building collapse, falling into a borewell, types of disasters – natural calamities -floods, earthquakes, cloudburst, chemical disasters etc.

**Learned to use**

- indefinite and definite articles and determiners
- adjectives and adverbs
- words ending in –tion, sion, ing, -ment
- questions beginning with Wh for seeking information
- use Is../Are../Do../Does../Did../Were...in inverted questions to seek confirmation and clarification
- choosing suitable action in a situation.
- the relevance of punctuation marks in a written text- period, question mark, inverted commas, exclamations
- to punctuate a paragraph with direct speech in it.
- pronounce words beginning with consonant blends/ clusters fl, br, bl, cl, tr, st, str

**3.12 SUGGESTED READING**

(Books, websites, magazines or journals)

1. Podcasts | LearnEnglish (britishcouncil.org)

**ANSWERS TO INTEXT QUESTIONS****3.1 LET'S READ**

1. Building collapse

2. Borewell fall
3. Nuclear disaster
4. Earthquake
5. Cyclone

**3.2 LET'S LEARN NEW WORDS:**

1. Amputate
2. Incessant
3. trouble brewing
4. Proactive measures

**INTEXT QUESTIONS 3.1**

- i no word
- ii no word
- iii an
- iv an
- v an
- vi a, an
- vii the, the, the
- viii the

**INTEXT QUESTIONS 3.2**

I.

1. c
2. d
3. a
4. b

II.

1. big
2. seven



*Notes*

## Emergencies



## Notes

3. small
4. severed
6. more
7. tragic

## III.

1. large
2. deep
3. loud
4. four
5. good

## INTEXT QUESTIONS 3.3

1. The boy was hurt badly
2. The call was made unnecessarily
3. The injured breathed heavily
4. They cried Hopefully, we will reach by 6 p.m
5. The NDRF person fought- bravely
7. Thankfully, I was passing by the site

## ACTIVITY 3.2

## I.

- 1, badly
2. correctly
3. terrebly
4. carefully
5. deeply
6. interestingly
7. Socialy

## II.

1. carefully
2. immediately
3. loudly
4. quickly

### 3.4 LET'S LISTEN

#### Listening text – Task 1

Ravi received a call from a passerby about an accident.

He informed me about the Jeep that fell into the water when the bridge collapsed. There were three people in the Jeep. The helicopter reached the site with a team of rescuers and a medical unit.

#### Listening Text Task II

The NDRF team received a call about flooding in the Mandi district as the barrage broke an hour ago. They relayed the information to the concerned team. They initiated the orders for activation and mobilization of the rescue teams. At the site, the leader carried out the briefing on the present situation and the decided action plan. The teams established an ICP (Incident Command Post). The other team conducted SAR (Search and rescue). Lastly, the team initiated demobilization.

#### Listening Text – Task III

Source: The Star

GEORGE TOWN: Residents living in coastal areas, especially on the west coast of Peninsular Malaysia, are advised to be on alert for the high tide phenomenon that is expected to hit for four days from Sunday (Jan 2).

The areas that are expected to be hit by this phenomenon are Kuala Muda in Kedah; Bagan Datoh in Perak; Klang, Kuala Langat, Sabak Bernam, and Kuala Selangor in Selangor; and Batu Pahat and Pontian in Johor.

"Although the high tide phenomenon this time is on a smaller scale compared to November last year, things can get worse if strong winds, tidal waves and heavy rain happen simultaneously which can cause flash floods, overflow of seawater and coastal flooding,"

Members of the public, especially beachgoers, are advised to be extra cautious when conducting water, leisure and recreational activities in the areas mentioned.



*Notes*

## Emergencies



## Notes

The public is also advised to be prepared to move to a safe place and comply with the instructions from the authorities if the weather conditions worsen.

### 3.5 PRONUNCIATION: Consonant blends/ clusters

Task I: Let's listen and tick the words.

#### Listening text

The car got blown away in the tornado.

A cloudburst in Mandi district, 21 injured reported.

The flash floods have devastated the northern part of Assam.

If the northern glacier continues to melt at this rate there is a high possibility of flooding of lower regions.

A plague like epidemic is on the rise.

#### Let's listen and say /r/ - br, cr, dr, tr, fr, gr, pr

Task I: Listen and tick the words you hear.

#### Listening text

I see a train coming.

The magician showed us a trick.

The clock went tick tock.

The brick fell off the wall.

The grey printer was given in for repair.

The frog and the Prince is an interesting story.

Possible Answers for Tasks

Task I: Listen to the audio and tick the word you hear.

#### Listening text

1. The string snapped from the top.
2. The strap is tied tightly to his waist.
3. They stuck the hook on the belt.
4. He watched his step while the stride kept going.
5. The stranger walked towards us.



6. They struggled to pull him up.
7. It was difficult for him to breathe the stale air.

**ACTIVITY 3.3**

1. Is she unconscious?
2. Is there a police officer?
3. Are there other people?
4. Was she crying?

**INTEXT QUESTIONS 3.4**

I.

1. promotion, condition, communication
2. invitation, mansion, admission, invitation

II.

1. attention
2. television
3. discussion
4. occupation
5. suggestion
6. revision

III.

1. managing
2. going
3. performing
4. running
5. revising

**INTEXT QUESTIONS 3.5**

- I. Rewrite



*Notes*

## Emergencies



## Notes

1. Hi Saurabh!
2. Hope you are doing well.
3. The good news is Rao is getting promised on December 28, 2022.
4. Maj. Singh said, "well done, Rao, you have demonstrated commendable duty in times of crises."
5. "See you soon."

## II. Let's read and punctuate the paragraph.

I started calling out Rahul's name. With children, you need to develop trust and confidence. The little child was crying. I slowly roped down a banana and a packet of juice. He devoured it, the NDRF personnel recounted. It's not known how much the differently abled boy heard, but he would respond to indicate he was alive.

"There were many heart –stopping moments," Anil said. "On Sunday evening I suddenly saw a creature slithering around. My blood froze. It was a snake. I started praying for his safety and kept trying to identify the snake. When I could make out it was non-poisonous, I almost wept with relief, but then then the child wouldn't know it. Imagine his terror! But he stayed calm," he said.

Another nerve-wrecker was when water started rising in the borewell. "At one point, Rahul was neck deep in water. It was a very tense time," he said. Rescuers and villagers Rescuers and villagers worked frantically to pump out water in the area so that it didn't rise in the borewell. The oddly-shaped tube had a bend after about 60-feet and this is where Rahul sat, with a snake and a frog for company.

"I wouldn't let him sleep for more than one and half hours at a time, and would wake him up somehow. I was afraid that he would fall unconscious in the water. There came a time when he signaled he was hungry but refused to eat anything. One night we ran out of fruit juice, and the collector got it from his home," Anil said. Rahul was getting weaker. "On Tuesday, after he had juice at 4 am, he refused t to eat or drink anything though he would signal for food. He was unable to move his body, only his hands. He was trying to get up but couldn't," Anil recalled, adding: The next few hours were the most difficult".