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CYCLONES - IN THE EYE OF THE STORM

Listen to this poem by Nimal Dunuhinga.



For the first time in my life
I experienced a cyclonic wind.
It's very horrible
and brought the odour of death.
How mighty things blown as feathers
and the Giants shivered.
I was surprised and could not believe
the nature is so powerful.

You will notice the following in the poem- the poem talks about the power of Nature, the destruction and horrors of a storm. In the poem, the storm has been called a cyclone. Notice the use of the simile (comparison)- 'mighty things blown as feathers'. The poem also talks about fear and death.

Language is a means to convey what we wish to say and share with others.

As we develop skill in using language, we learn to use phrases, idioms, similies, comparisons, etc. In this lesson, you will learn about some of these things.



LEARNING OUTCOMES

After completing this lesson, the learner-

- uses vocabulary associated with cyclones and storms;
- makes sentences using intensifiers and phrasal form of verbs;

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- appropriately uses some interesting idioms;
- pronounces words with the different 'c' and 'g' sounds and the different 'ough' sounds;
- interprets data given in tables;
- makes a presentation of an awareness programme.

6.1 GETTING TO KNOW CYCLONES

Read the passage given below to learn some interesting facts about cyclones.

The word cyclone is derived from the Greek word 'Cyclos' meaning coils of a snake.

Cyclones are called spinning storms, because they are rotating around a low-pressure-centre or the eye. A cyclone is formed when the warm moist air rises upward over the ocean. As this air moves up, there is a formation of a low- pressure area below. Now the low-pressure area is filled with the high-pressure air from the surroundings. Again, the next batch of cool air gets warm and moist over the ocean, moving upward. This continuous cycle creates clouds in the air, which keep on forming as the water from the ocean keeps evaporating, thus leading to a storm system.

Depending on the strength of the winds, cyclones can be divided into different classes. They are given different names in different parts of the world. Indian Ocean gets tropical Cyclones, it being a tropical sea. In the U.S they are called tornadoes. In the Caribbean Sea they are called hurricanes, and in the China Sea region they are called typhoons.

Cyclones bring torrential rain and strong sustained winds at 119km/hr or more. Every year tropical cyclones impact various regions of the globe including the Gulf Coast of North America, Australia, India and Bangladesh.

As climate change becomes more apparent, the occurrence of tropical cyclones worldwide, is increasing, and worsening the heavy rainfall situations. Rise in sea-levels, and coastal development are adding to the problem, leading to more severe coastal flooding and damage due to fierce winds.

Read the passage more than once, if needed, to understand it completely. You will then be able to answer the simple questions that follow-

1. Where does the word 'cyclone' come from?
2. Can you name the 3 different names of cyclones?
3. Give at least one reason why cyclones are becoming destructive.

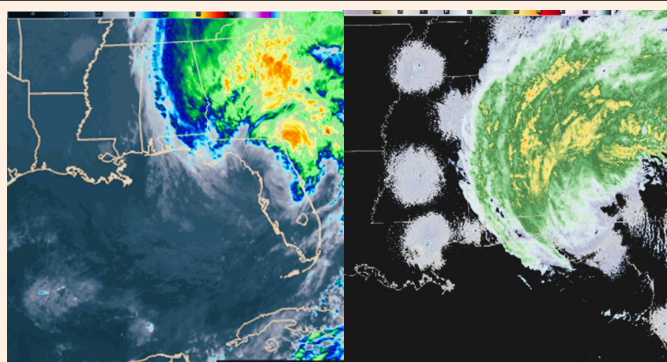
Let us now read another short passage on Hurricane Irma. Do you remember where hurricanes occur? Yes, you are right. Hurricanes occur in the Caribbean Sea!

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Hurricane Irma was a longlived storm - it formed just west of the Cape Verde islands, tracked across the Atlantic with the eye sliding just north of Puerto Rico. It caused catastrophic damage to the northeastward Leeward Islands before moving along the Cuban coast. It finally made a northerly turn toward Florida on Sunday, September 10. Hurricane Irma had maximum sustained winds of 185 mph at its peak in the Atlantic Ocean. By maintaining this speed for over 35 hours, it became one of the strongest storms on record in the Atlantic basin as well as the longest lived storm of that intensity anywhere in the satellite era.



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Satellite IR Imagery of Irma Radar Imagery from Irma

Irma’s extensive size and slow movement resulted in several hours of tropical storm force winds. This led to widespread tree and power line damage across the area. Trees fell on roofs and cars, damaging property, and sadly taking a life in southwest Georgia. There were over 6.5 million customers without power in Florida, over 930,000 customers without power in Georgia, and over 45,000 customers without power in Alabama.

Read this passage with a group of your friends and discuss the following points-

1. Areas damaged by Irma
2. Damage caused by Irma
3. What do you think happens when power is disrupted?

6.2 LEARNING TO READ DATA

Look at the table given below. It has a lot of information about the most violent cyclones to hit India since 2019. Notice that the information about each cyclone is carefully presented under certain headings so that you can compare the data and draw

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conclusions. The Table has information about each cyclone such as the name, date and time of occurrence, region, wind speed on land, diameter, air pressure, classification and the regions affected.

In your line of work, you will also need to prepare reports and present data cohesively for your senior Officers or for other purposes. At times, you may need to interpret data available in a tabular form. Let us now learn how this can be effectively done.

Table 6.1 Major Cyclones in India

Source: https://www.worlddata.info/asia/india/cyclones.php NAME/ YEAR	RE- GION	WIND SPEED ON LAND	DIAM- ETER	AIR PRES- SURE	SAFFIR SIMP- SON SCALE	AFFECTED REGIONS
Mandoug: December 8-9, 2022	Bay of Bengal	max. 100 km/h	max. 185 km	below 989 mbar	tropical storm	The cyclone did not make direct landfall. On December 9th, 2022 at 11:30 pm it had the shortest distance at about 55 km southwest of Injambakkam in Southern region.
2.Sitrang: October 23-24, 2022	Bay of Bengal	Max. 83 km/h max. 65 km/h	max. 241 km	below 994 mbar	tropical storm	North Eastern
3. Gulab and Shaheen September 24 to Octo- ber 4, 2021	Arabian Sea	max. 130 km/h max. 63 km/h	max. 296 km	below 974 mbar	category 1	Southern Eastern Central Western
4.Tauktae: May 14-19, 2021	Arabian Sea	max. 220 km/h max. 202 km/h	max. 167 km max. 74 km	below 935 mbar	category 4	Western Northern

5. Krovanh: December 17-25, 2020	Bay of Bengal	max. 65 km/h	max. 667 km	below 1000 mbar	tropical storm	The cyclone did not make direct landfall. On December 25th, 2020 at 5:30 pm it had the shortest distance at about 465 km west of Port Blair in Andaman and Nicobar Islands.
6. Nivar: November 22- 27, 2020	Bay of Bengal	below 996 mbar	max. 167 km	below 982 mbar	category 1	Southern
7. Amphan: May 15-21, 2020	Bay Of Bengal	max. 241 km/h max. 157 km/h	max. 222 km max. 56 km	below 920 mbar	category 4	Eastern North Eastern
8. Matmo: Bulbul October 28 to November 11, 2019	Bay Of Bengal	max. 139 km/h	max. 704 km	below 976 mbar	category 1	Eastern North Eastern
9. Kyaar: October 22 to November 3, 2019	Arabian Sea	max. 241 km/h max. 93 km	max. 370 km max. 93 km	below 922 mbar	category 4	The cyclone did not make direct landfall. On October 25th, 2019 at 11:30 am it had the shortest distance at about 178 km east of Malvan in Western.

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10. Hikka: September 20-26, 2019	Arabian Sea	max. 139 km/h	max. 111 km	below 978 mbar-max. 148 km/h	category 1	The cyclone did not make direct landfall. On September 20th, 2019 at 11:30 pm it had the shortest distance at about 155 km east of Shirgaon in Western.
11. Fani: April 25 to May 4, 2019	Bay Of Bengal	max. 213 km/h max. 185 km/h	max. 185 km max. 56 km	below 932 mbar	category 4	Eastern



INTEXT QUESTIONS 6.1

With the help of the data given in the table, answer the following questions. Read aloud both, the questions and then the answers.

1. The three category 4 cyclones which struck India are
 - a.
 - b.
 - c.
2. The two sea areas where cyclones originate are
 - a.
 - b.
3. The cyclone which affected the maximum areas of India was.....
4. The year which saw the highest occurrence of cyclones is
5. The four cyclones which did not make a direct landfall are
 - a.
 - b.
 - c.
 - d.

6.3 LET'S LEARN NEW WORDS

Read the passage given below silently as you listen to the recording. Pay attention to the words in bold.



Cyclone Sitrang

Cyclone Sitrang continued to **disrupt** flight operations in the North East with at least 7 flights cancelled on Tuesday due to adverse weather conditions. The airports in Shillong and Aizawl have been worst affected. The situation in Assam remained **grim** as nearly 1100 people have been affected. Several houses have been **damaged** because of the heavy rainfall and storm. Telecommunication networks have been affected and standing crops have been damaged.

In Nagaland the state home department has directed all disaster management authorities (DDMAs), including NDRF, to be **vigilant** and prepared for any **eventualities**.

Now, use your dictionary to find the meaning and opposites of the words in bold in the passage above. You can write them here-

	Meaning	Opposites
1. disrupt	_____	_____
2. grim	_____	_____
3. damaged	_____	_____
4. vigilant	_____	_____
5. eventualities	_____	_____

ACTIVITY 6.1

Pair up with your partner or friend. You both are in charge of a team going to be deployed in the area that is likely to be hit by a severe cyclone. Make a simple pamphlet to make the people of the area aware of safety measures to be taken.

You may use the following words in the pamphlet-

Outcomes, serious, disturbed, destroyed, alert, unfavorable

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INTEXT QUESTIONS 6.2

Given below are sentences pairs (a) and (b). Fill in the blanks in the first sentence (a) with words given in the box below. In the second sentence (b), fill in the blank with the opposite of the word used in (a). Remember to use the correct form and tense.

constrict	major	consent	cherish	blanch
dilate	colour	minor	dissent	neglect

1. a) It was strange how he his family and lived only for himself.
b) Since he never his family, he died alone.
2. a) At first her eyes..... in disbelief,
b) and then they..... with curiosity and anxiety.
3. a) The girl was a and could not be given a driving license.
b) She had to wait till she became a (adult)
4. a) There was among most of the villagers regarding the relief measures being provided by the government.
b) All those people who were had to be reasoned with and brought on board.
5. a) His face after hearing about the loss of his family members.
b) It took some time for the to come back.

6.4 LET'S LEARN LANGUAGE

I. INTENSIFIERS

An intensifier is an adverb that is used to describe the intensity of the word or phrase that is being modified.

Sometimes when situations demand some expressions which can show emphasis, or heighten the meaning of the phrase or the sentences, we use certain words known as intensifiers. Some examples are-absolutely, highly, totally, very, extremely, etc.

Let's look at the sentences given below:

The storm flattened the trees completely

The winds were extremely harsh and strong

In these sentences the words: extremely and completely are being used to show the intensity and the effect of the storm and winds.

Let us now practice using some intensifiers ourselves.

Choose the appropriate word from the box below to fill in the blanks. Read the completed sentences aloud.

Dangerously, greatly, bitterly, completely, critically, highly, furiously

Example: Being able to help people in distress is a(very) satisfying work.

1. The waves in the sea were rising high.
2. The coastal areas are becoming prone to cyclonic disasters.
3. It became cold after 5 days of continuous rain.
4. The sand bar near the beach was washed away in the hurricane.
5. The trees were swinging in the tornado.
6. Some fishermen got injured when their boat got tossed in the rough sea.
7. The NDRF personnel were successful in the rescue operations

II. IDIOMS

Every language has some expressions that are a combination of two or more words which mean something else individually, but when they are combined together, they start meaning something totally different. They are called idioms.

Here are some interesting idioms related to boats and wind.

Boats

1. Rock the boat- do or say something that may cause problems
2. Be in the same boat-be in the same (usually difficult) situation.
3. Miss the boat-be too late to get something you want

Now find out the meaning of these idioms and write them here-

1. Burn your boats
2. Fresh off the boat
3. On a slow boat to China
4. Sailing in two boats

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Wind

1. It's a breeze- A breeze is air that blows lightly and gently so, something that's easy to do
2. To bend with the wind- to adapt and survive amidst hardships
3. Blowing in the wind- already known or being talked about (heard that famous song- The answer, my friends, is blowing in the wind)
4. To be in the eye of the storm- a temporary quiet or calm after trouble, before the situation turns for worse (just like a hurricane or a cyclone)

Now find out the meaning of these idioms and write them here-

1. It's an ill wind
2. Go like the wind
3. Bag of wind
4. Cast stones against the wind
5. Left to twist in the wind

Let's learn some more interesting idioms which are all connected with hands, fingers and thumb. Let us look at the conversation given below.

Work in pairs- you, as the first speaker, will say the sentence with the idiom, which is indicated in bold. Your buddy will guess the meaning of the idiom and speak the sentence replacing the idiom with its meaning. Some helping words are given in the box below.

Useful, help, hope, out of control, allowed

1. Speaker 1: The government has given a free hand for the NDRF to work on the ground.
Speaker 2: The government has.....the NDRF to take whatever actions they want to.
2. Speaker 1; It is our job to not let situation get out of hand.
Speaker 2: It is our job to not let things go.....
3. Speaker 1: We should give each other a hand wherever we can.
Speaker 2: we should.....each other whenever we can.
4. Speaker 1: As a rule of thumb, we always follow the SOPs.
Speaker 2: It is to follow the SOPs.

5. Speaker 1: We always do our best efforts and keep our fingers crossed that there are no casualties.

Speaker 2: We do our best efforts and always..... that there are no casualties.

Did you enjoy this activity?

Tick one



There are many more such interesting idioms related to the different parts of our body. Find out at least two idioms related to the following body parts and use them in a sentence.

1. Eyes
2. Head/brain
3. Tongue
4. Neck
5. Hand

III. PHRASAL VERBS

Look at the sentences below and try to understand the difference in the meaning:

She is going to the market.

She is going out with him these days.

The lights will go off at 10.

You have already learnt in the previous lessons that verbs are action words, meaning they show action of some kind.

When we use the verb 'goes', it simply means an action of going/ moving(somewhere), but when we add a preposition like 'out', or 'off', the meaning completely changes. For example-

'She is going out with him these days' means 'going on a date';

'The lights will go off at 10' means 'switched off'. These are called phrasal verbs.

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A phrasal verb is like a mini phrase, which means that it has its own identity and should be used as a unit. It is fun learning about phrasal verbs.



INTEXT QUESTIONS 6.3

I. Given below are some sentences with blanks. Use the idioms given in the box to fill in the blanks with the most suitable option.

Go out on a limb, by the skin of the teeth, keep your chin up, take life into your own hands, all ears

1. It was a miracle that the whole village population was evacuated (at the last minute).....
2. When evacuation messages were being announced people were
3. It is not easy to.....in the face of disaster.
4. You should listen to the advice of the rescuers and not
5. NDRF personnel..... to help the disaster stricken people.

II. Choose the correct option and fill in the blanks in the sentences given below.

Watch out, ran out of, turn on, put up, give up,
check on him, breakdown , bringing up, called off, fell apart

1. She went to to see if he was fine.
2. They the meeting because of the lockdown.
3. There is no point in the matter again and again.
4. There was a sudden at the substation because of falling trees on the transformer.
5. Many kutcha houses in the heavy rains.
6. We don't easily in the face of hardships. Do we?
7. To with so much pain, is not easy.
8. They supplies when the war continued for longer than expected.

9. the lights on your left, it's dark.
10.for fallen trees on the road.

6.5 LET'S LEARN SOME SOUNDS- PRONUNCIATION

There are some letters in English alphabet which have more than one sound e.g.

'C' can make two sounds: /k/ or /s/. There is a hard 'c' sound-/k/ as in 'cat'; and a soft c sound-/s/ as in 'city'. The hard c sound is more common than the soft c sound.

Similarly, 'G' can make two sounds: There is a hard /g/ as in 'gum' and a soft /g /j/ as in 'giant'. The hard g sound is more common than the soft g sound.

G and C sounds can be tricky. If one doesn't know the difference between their hard and soft sounds, "Let's face it!" can easily become "Let's fake it!"

Here is a list of words for hard and soft 'g' and 'c'. Listen to the words and then repeat them.



Hard 'c'	Soft 'c'	Hard 'g'	Soft 'g'
cup	center	goal	gem
coat	circus	goat	giraffe
carrot	cereal	gas	gist
cow	circle	gutter	gym
can	cyclone	go	germ
curl	cellar	game	gigantic

Is g hard or soft?	
hard	soft
g <u>a</u>	g <u>e</u>
g <u>o</u>	g <u>i</u>
g <u>u</u>	g <u>y</u>
g <u>l</u>	
g <u>r</u>	

The hard and soft c can be learnt similarly. The sound of the letter c changes depending upon what letter comes after it. Look at the letters that make the c the hard sound, like



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in “cap” (o, a, u, r, l) and the letters that make the c the soft sound, like in “face” (e, i, y).

It’s a pity that English is not phonetic! In some languages, you can look at a word and know immediately how to pronounce it. But in English you need to be a little more careful.

Let’s take the letters “ough”, for example. They occur in many words, but they do not always sound the same.

1. though (like o in go)	2. through (like oo in too)	3. cough (like off in offer)	4. rough (like uff in suffer)	5. ought (like aw in saw)	6. plough (like ow in flower)	7. plough (like ow in flower)

Fill in the table finding at least 5 more words for each category. Have fun listening to the different sounds, pronouncing them and using them.

6.5 PREPARING A TALK

Situation I-Creating awareness among the public

Listen to the following announcements being made about the do’s and don’ts regarding the safety measures in the event of a cyclone. Listen to them carefully, listen twice, if need be.

<https://www.ndma.gov.in/Natural-Hazards/Cyclone/Do’s-Don’ts>

Now read aloud the following news bulletin for the deployment of NDRF team for the impending cyclone Jawad.

NDRF TEAMS DEPLOYED FOR CYCLONE JAWAD

Date : 04/12/2021 Time: 1500 Hrs

“Total 64 teams of National Disaster Response Force (NDRF) have been earmarked for West Bengal, Odisha, Andhra Pradesh, Tamil Nadu & Andaman and Nicobar Island out of which 52 teams are deployed on the ground while 12 self-contained teams are on alert within the states to tackle the situation as Cyclone ‘JAWAD’ is approaching the eastern coast of the country.

Since the issuance of early warning from IMD, NDRF personnel are conducting awareness drives about do's and don'ts during cyclone and persuading people living on the coast line to shift to safer place/cyclone shelters.

HQ NDRF is closely monitoring developments and all efforts are being made to ensure zero casualty and minimum damage to life and property.”

Issued by: PR Cell, NDRF HQ

On the basis of the do's and don'ts of the four phases of cyclone threat that you know of, prepare a talk to be given to the people going to be affected.

Instructions-

1. Write what you want to speak.
2. Record your talk on any device- you can use your phone for this.
3. Play back what you have recorded and listen to any mistakes you might have made.
4. Record the same talk once again and listen to the improvement in your talk!
5. You may limit your talk to 2 minutes.

Tip: The talk can be in 2 parts: before the cyclone and after the cyclone

You can use words like- you should be, you should not be, take care not to, be careful about, you are supposed to, etc.

Situation II- Helping people

You and a friend have been invited to present a talk on the local community radio station. You are in an area that is facing repeated disasters and post disasters, their crops are badly affected. There is water scarcity, extreme temperatures, poor soil quality, etc.

Instructions-

1. You can take turns to speak
2. Restrict the talk to five minutes
3. Your talk may include pointers for the people such as reasons for climate change; organic farming as a solution; keeping cattle, valuables insured; water conservation to recharge ground water; Involvement of young people in finding solutions, etc.

This activity will help you to plan a talk, organize your ideas systematically before presenting and to make changes while presenting, if needed.

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Situation III- Reporting from the ground

Carefully read the situation given below and then follow the instructions.

A super cyclone “Amphan” developed in the Bay of Bengal in mid May, 2020.

- There was massive destruction in eastern India especially West Bengal and Odisha.
- Several NDRF teams were deployed in the coastal areas of Odisha.
- Uprooted trees and electric poles were removed.
- Thousands of Km of road were cleared.
- State administration assisted in mass evacuation of people to safer places.
- 7650 livestock evacuated to safer places. Teams removed 7392 uprooted trees, 1150 electric poles and cleared 3152.5 kms of road. Teams also assisted State administration in mass evacuation of more than 8.13 lakh people to safer places.

Instructions-

1. As a member of one of the teams deployed in Odisha prepare a report of what your team did as a part of rescue and relief work.
2. Use hints given in the news item above.
3. Remember to use past tense such as- We were a team of; we helped to clear.....; electric poles were removed.....; uprooted trees were cleared....., etc
4. The report may be kept to 100 words.

**WHAT YOU HAVE LEARNT**

- What cyclones are all about, and the extensive damage they cause
- How to use phrasal verbs, intensifiers and idioms
- Soft and hard ‘c’ and ‘g’ sounds and recognize the different ‘ough’ sounds
- How to interpret the data regarding cyclones and accordingly inform the public about the precautions and the aftermath in the form of talks, presentations and WhatsApp messages.
- How to write reports and formal letter to authorities



ANSWERS TO INTEXT QUESTIONS/ACTIVITIES

6.1 GETTING TO KNOW CYCLONES

1. The word cyclone is derived from the Greek word Cyclos, meaning coils of a snake.
2. In the U.S they are called tornadoes. In the Caribbean sea they are called hurricanes, and in the China Sea region they are called typhoons.
3. Climate change, rise in sea-levels, and coastal development are leading to more severe coastal flooding and damage due to fierce winds.

Intext Questions 6.1

1. The three category 4 cyclones in India
 - a. Tauktae
 - b. Amphan
 - c. Fani
2.
 - a. Arabian Sea
 - b. Bay of Bengal
3. Gulab and Shaheen
4. 2019- 4 cyclones
5. The four cyclones which did not make a direct landfall are -
 - a. Mandoug.
 - b. Krovanh
 - c. Kyaar
 - d. Hikaa

Intext Questions 6.2

- | | |
|-----------------|----------------|
| 1. a. Neglected | b. cherished |
| 2. a. Dilated | b. constricted |
| 3. a. Minor | b. major |
| 4. a. Consent | b. dissenting |
| 5. a. Blanched | b. color |

6.4 LET'S LEARN LANGUAGE

I. INTENSIFIERS

1. dangerously

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2. highly
3. bitterly
4. completely
5. furiously
6. critically
7. greatly

II. Idioms

Answers for fill in the blanks (conversation):

1. allowed
2. out of control
3. help
4. useful
5. hope

Intext Questions 6.3**I.**

1. by the skin of the teeth
2. all ears
3. keep your chin up
4. take life into your own hands
5. go out on a limb

II.

1. check on him
2. called off
3. bringing up
4. breakdown
5. fell apart
6. give up
7. put up
8. ran out of
9. turn on
10. watch out