



Notes

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INTRODUCTION

In this lesson, you will learn about the team spirit of the NDRF personnel, who are best known for their valour, courage and highly skilled rescue operations of human lives that entitle them to be called ‘Angels in Disaster’. They work in tandem with many agencies like local civic agencies, National Disaster Management Agency (NDMA), hospitals, State Disaster Response Force (SDRF) etc.

Look at the pictures below, you will find some common features.



So we can say that NDRF personnel connect, communicate, interact with and seek help from many agencies who help in rescue operations. They also work with the civic/ local authorities, hospitals, fire department etc. NDMA (National Disaster Management Authority), ISRO (Indian Space Research Organization) and IMD (India Meteorological Department) along with other authorities also help with providing correct data of the situation.

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**LEARNING OUTCOMES***Notes*

After completing this lesson, the learner-

- asks for and acknowledges help extended help by a colleague or another department;
- effectively converses with others for help or for describing an accident;
- writes a formal letter to the local authorities seeking equipment and thanks them;
- appropriately uses adjectives, adverbs, adjective and adverb clauses;
- uses the present perfect tense for descriptions;
- demonstrates use of prepositional phrases and connectors.

8.1 LET'S READ**I. WARM UP**

The following extract discusses the team work of people in a village in Maharashtra. Read it aloud along with your friend.

‘Mendha, which is a beautiful village in the district of Gadchiroli, Maharashtra, India is the only Indian village that refuses to accept any of the facilities from the government.

The entire architecture of the village is a beautiful example of the self- governed team work of the villagers, who built houses, water treatment plants, roads, a lake by utilizing purely natural materials , taken from the nearby environment.

These independent engineers are masters in music, medicine, and social activities as well. They have created a democratic environment with equal opportunities for everyone.’

After reading it, discuss the following questions in pairs and give reasons for your answers.

1. Why do you think the villagers take no help from the government?
2. Say yes or no for each statement given below-
 - a. The villagers build their own houses. Yes/No
 - b. They use water by the government water treatment plants. Yes/ No
 - c. They build their own roads. Yes /No

- d. They have built lakes with material from natural surroundings. Yes / No
- e. Villagers in power get more opportunities to work. Yes/ No
3. In your opinion if each villager had not contributed to the work, would they have succeeded? What is your conclusion?

No one can whistle a symphony
It takes a whole orchestra to play it.

- II. Now read aloud the given extract- a news item and see at what scale the NDRF team had worked in the rescue operation during the flood situation in Jammu and Kashmir in 2014:

In September 2014, the Jammu and Kashmir region suffered disastrous floods across many of its districts caused by torrential rainfall. This was the first-ever experience for NDRF to handle urban flooding on such a massive scale. At the time that the NDRF teams arrived in Srinagar in response to the sudden floods, there was huge expanse of water, clusters of half-submerged houses, broken bridges, roads which were washed away and lakhs of people stranded on rooftops. Adding to the woes were nonfunctional communication and disrupted electricity supply. NDRF, with an initial strength of 10 teams and 50 inflatable rubberized boats, was engaged relentlessly in evacuating stranded people and saving lives. Subsequently, the strength of teams was raised to 23 with more than 150 boats, which rescued more than 50,000 people and distributed nearly 80 tons of relief material.

After reading the passage, discuss with your buddy and answer the questions:

1. What was the cause of floods in regions of Jammu and Kashmir?
2. When the NDRF team arrived in the region what did they see?
3. What problems worsened the situation there?
4. How did the NDRF teams manage the situation in the beginning?
5. Considering the massive scale of floods, what steps were taken by the NDRF personnel who were managing at the spot?
6. How many people were saved and how were they given help?

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8.2 GRAMMAR



I. Look at the following expressions and underline all the NOUNs (name of a person, place, object, or a thing). One is done for you--

Disastrous floods, torrential rainfall, massive scale, huge expanse of water, half-submerged houses, broken bridges, nonfunctional communication, inflatable rubberized boats, stranded people, relief material

Now work with your partner and discuss and write the word/ words/ phrases that have been used in the sample below to describe the words in column B. Write the meaning in column C. You can use your dictionary.

Notes

A	B	C
disastrous	Floods	Destructive, terrible
	Rainfall	
	Scale	
	Water	
	Houses	
	Bridges	
	Communication	
	Boats	
	People	
	Material	

Do you know what you would call the word/ words or phrases in column A?

They are ADJECTIVES which qualify NOUNS or describe or add more meaning to Nouns.

II. Read the words related to environmental disasters in Column A and try to match with their meanings in Column B.

Column A	Column B
a. Earthquakes	i. Too much rain
b. Hurricane, Tornado and Typhoons	ii. No food
c. Volcanoes	iii. Diseases affecting large number of people
d. Explosions	iv. No rains
e. Major accidents	v. Violent winds or storms
f. Floods	vi. The earth moves or trembles
g. Drought	vii. Hot rock and gases pour from a mountain
h. Famine	viii. Train accidents or air crash
i. Cyclone	ix. Bomb

j. Epidemics	x. A violent wind which moves in a circle causing a storm
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III. You are already familiar with verbs. Fill in the blanks with the verbs given in the box below.

Starving, erupted, shook, suffering, injured, damaged, spread, crashed, caused, swept, exploded



Notes

1. A volcano has _____ in an Island of South Tokyo.
2. The Covid epidemic _____ rapidly throughout the country.
3. Millions of children have been _____ in Sudan because of a famine.
4. A very intense earthquake _____ Delhi on the night of New Year this January.
5. Some regions in Rajasthan have been _____ from their worst drought for many years now.
6. A cyclone _____ through the Veraval beach in Gujarat in 1984.
7. Several people were _____ and dozens of buildings were _____ in the hurricane.
8. An aircraft carrying 68 passengers _____ in the Pokharan district of Nepal in a major accident.
9. The Indian High Commission in Afghanistan was slightly damaged when a bomb _____ in a near by mosque.
10. The infamous Jammu and Kashmir floods had _____ a havoc in the region.

8.3 TENSES

Read aloud the following extracts 1,2 and 3 from a recent news clip about Joshimath, Uttarakhand subsidence (sinking of the ground because of underground disturbance).

Business News January 14, 2023

1. Two more hotels were dangerously leaning towards each other while wider cracks have appeared near ropeway and in other areas of land subsidence-hit Joshimath on Sunday.

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**Notes**

2. Also, the flow of water increased from a suspected underground channel that has burst in JP Colony in the Marwari area of the town after a temporary decline a couple of days back. Muddy water has been percolating down from it constantly since January 2, but experts are not sure about its origins.
3. Disaster Management Secretary Ranjit Kumar Sinha said a constant vigil is being maintained on the pace of water percolation in the area which has been fluctuating.

Notice the tense of the words and group of words: What is the tense used here?

We use the present perfect tense for describing the present situation.

For example

- while wider cracks have appeared near Auli ropeway
- The flow of water increased from a suspected underground channel that has burst-
- Muddy water has been percolating down now since January 2

In the present perfect tense, we use have/has+ past participle. The past participle often ends in 'ed' (finished, appeared, etc.), but many important verbs are irregular (lost/done/been /written etc.).

We also use the present perfect tense to

- give new information or
- to announce a recent incident or happening.
- Sometimes the sentence can be written in passive voice also.

For example,

'a constant vigil is being maintained on the pace of water percolation by (it could be people or authorities or anyone)

**INTEXT QUESTION 8.1**

Fill in the blanks with the present perfect tense of the verbs given in brackets-

1. Two more hotels - Snow Crest and Comet _____ (tilt) dangerously towards each other and guests were _____ (vacate) as a precautionary measure.

2. "The gap between the two hotels was around four feet earlier but now it _____ (narrow) to just a few inches with their roofs nearly touching each other," said the owner.
3. A crack around four inches wide and 20 feet long _____ (appear) near the walls in the ropeway premises.
4. A hotel owner in Singdhar ward said the cracks in the area _____ (wide) on Saturday night.

8.4 LISTENING

We bring you an interesting video on the Bengal train accident. You can watch it using the link given below.

<https://www.youtube.com/watch?v=ZTEyd9y6s1U>

Listen carefully to the pronunciation and intonation of the news reader/s as they bring the news report on how different organizations pitched in to rescue people from the site of the accident from the mangled remains of a train coach.



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While you watch the video and listen, keep filling in the sentences given in the exercise below:



Notes

1.	Name of the trains	_____
2.	What was the location of the place where the accident took place?	_____
3.	How many train bogies got derailed?	_____
4.	What is the number of persons who were injured?	_____
5.	What was the speed of the train when it got derailed?	_____
6.	Which agency was informed by the railway officials?	_____
7.	When did the relief measures start?	_____
8.	Who were the people who rescued the injured initially?	_____
9.	What did the eyewitnesses say about the accident?	_____

8.5 LET US LEARN GRAMMAR- PREPOSITIONAL PHRASES

Prepositions are used to show relation between two things. For example:

- There is a book on the table. This sentence shows the relation between the 'book' and the 'table'.
- I am fond of cold coffee. This sentence shows the relation between the attribute expressed by the adjective 'fond' and 'cold coffee'.
- The monkey jumped off the tree. In this sentence, the word 'off' shows the relation between the action expressed by the Verb 'jumped' and 'monkey'.

The words on, of and off are used here as Prepositions.

Therefore, we can say that a Preposition is a word placed before a noun or to show in what relation the person or thing denoted by it stands in regard to something else. In

simple words, preposition means that which is placed before a noun or pronoun.

Prepositions may be arranged in the following classes-

1. **Simple prepositions** - at, by, for, from, in, off, of, through, till, etc.
2. **Compound prepositions** - about, above, amidst, before, behind, outside, underneath, within, without, etc.
3. Compound prepositions are generally formed by prefixing a preposition usually a=on or be=by to a noun, adjective or an adverb.
4. **Phrase prepositions**- These are groups of words used with the force of a single preposition. For example-according to, in order to, because of, by means of, by way of, in front of, on account of, in spite of, in favour of, on behalf of, etc.



INTEXT QUESTION 8.2

Read the following sentences and select the correct prepositional phrase to fill in the blanks given below.

1. He would rather visit the site _____ monitoring from the head office.
 - a. Instead from
 - b. Instead of
 - c. Instead to
2. _____ the rains the search operation continued.
 - a. Despite of
 - b. In spite of
 - c. In spite of
3. _____ of fire, break glass to escape.
 - a. In case of
 - b. In case with
 - c. In case at

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Notes

4. I went to fetch the groceries _____ my colleague who had injured his leg.
- in behalf of
 - On behalf of
 - on behalf with
5. NDRF team solved the problem _____ a new device developed recently by the research cell.
- by means with
 - by means to
 - by means of
6. _____ only debris is to be cleared, rest is all taken care of.
- On the whole
 - In the whole
 - By the whole
7. The team did not lose heart _____ they began to work twice as hard as ever.
- In the contrary
 - On the contrary
 - By the contrary
8. Can we help the team _____
- in any way
 - of any way
 - at any way
9. _____ we are satisfied with the support the State department has rendered us.
- On general
 - By general
 - In general

10. They are returning from the site now _____ tomorrow morning.
- rather than
 - rather on
 - in rather

8.6 SPEAKING

I. Speaking dialogues

Speaking always generates from listening, reading or writing. The objectives of speaking are-

- To communicate clearly and effectively after listening to some conversation;
- To respond in appropriate manner to conversation by using intelligible pronunciation which is understood by others using appropriate stress and intonation;
- To respond in appropriate language to express appreciation and offer help.

Let us now look at how the communication among the Unit Commander and the team members has become effective through the use of the prepositional phrases.

As the Deputy Commandant of the rescue team, you are being briefed by your team. Form a group of three and read out your dialogues with clarity and meaning. You may need to read the dialogue more than once to get fluency.

Unit commander (UC): So, team, what is the status of rescue operation?
 First member of team: May I Sir?
 The state department has sent 25 commercial vehicles in order to transport residents with their belongings to safer sites.
 UC: Alright then, how many families have been identified by now?
 Second member: Sir, till now 39 families are there.

UC: For the sake of giving reassurance to the people, these families should be transported to safety immediately.
 Third member: These vehicles are being loaded and they would move to their destination by 2 o'clock in the afternoon. In case there is any problem, we will inform you.
 UC to first member: Did you receive any information on the weather forecast for the next two days from IMD in time?

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Notes

First member: Yes Sir, the weather will remain cloudy, but no rain is forecast for the next 48 hours.

UC: Oh! That's a respite. For your information, we have deployed eight units in the town to assess the extent of damage. And the DM (district magistrate) has appointed sector officials in all eight wards. On the whole, the situation is under control.

Second member: Oh! that will really help us, Thank you.

UC: In spite of bad weather, they are making sure that survey, demarcation, shifting of affected families to alternative shelter houses is done on a priority.

They are making all required arrangements and other rescue and relief work.

All team members together: thank you, sir!

UC: For your information, now I will be sending an email to DG office apprising them of the safety measures our team has taken.

All team members: Thank you Sir!

ACTIVITY 8.1

After you have finished reading, write your dialogues for a similar situation where you are communicating information to the CRPF and BSF rescue teams who have reached the site after 48 hours.

II. ROLE PLAY

Read the following news item: -

“Two women have died, while rescue operations are still on, two days after a multi-storey building collapsed in Lucknow. Among the 14 survivors is a six year old boy.

The boy is under treatment at the Civil Hospital. The doctors have said he is out of danger.

Speaking to the Times of India, six-year-old Mustafa said he took shelter under the bed as the five-storey Apartments he lives in, shook. He said that he learnt the skill from a popular cartoon series.

Mustafa said he recalled the do's and don'ts at the time of an earthquake, as soon as he felt the building was shaking. The boy said he thought it was an earthquake.

“I was terrified but I recalled an episode of the cartoon show ‘Doraemon’ in which Nobita (the central character of the series) was taught about protecting himself during an earthquake. He was taught to take shelter in corners or under the bed. Without wasting a second, I took shelter under the bed,” said Mustafa.

In no time, the entire building collapsed, and everything turned dark, Mustafa said. He added that he felt suffocated.

He could not recall anything that happened after, but saw some strangers taking him somewhere.”

After reading the news item, assume the role of the correspondent from Times of India. You are speaking with the six year old boy who has survived the building collapse. He is under treatment in a city hospital in Lucknow. Your partner can play the role of Mustafa.

Using the cues given in the box below, have a conversation with Mustafa.

1. Where was Mustafa in the evening?
2. What do you think, he was doing at that time?
3. Was he scared?
4. Where did he hide and why?
5. Was he injured?
6. Who rescued him?

III. Group Discussions

So far, you have learnt to read passages/ stories, etc, after listening to them, followed by conducting a dialogue using given prompts or cues, as above.

When a discussion is conducted, you must express your views regarding a certain topic or issue. Thus, you have to work on two levels- to bring structure to your thoughts and simultaneously to speak about them. Also, when speaking in a group, you have to give a fair chance to everyone to speak and listen to others when they express their views.

Let us take a common topic- “the advantages and disadvantages of watching TV entertainment programmes”.

You can work in groups of four and have a lively discussion on this topic. You will realise that a group discussion helps everyone in developing their language speaking skills, in decreasing inhibition while speaking to the public/ Officers and generates confidence in all. It also fosters the ability to work together as a team.

You can choose other topics to have a group discussion every week.

This common feature of team work is “the ability to work together towards a common vision.....”

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8.7 WRITING**A. Emails**

In the current times of technological advancement, a faster way of communication has evolved in the form of WhatsApp messages and email writing. Emails may look informal in nature, but they are now an accepted mode of official communication.

Here are some points which you should keep in mind when you write an email:

1. The most important thing in writing an email is its subject line; the email writer should be specific, and concise. Try to be positive in writing the email subject line. Some officers who get many emails daily, prefer very important information in the subject line itself.

For example, if you are sending an email about the Joshimath rescue, what subject line would you use?

“Safety steps taken in Joshimath (during last 12 hours)”

Or, “Residents protest for relocation”

Or, “Cloudy weather a hindrance in rescue operation”

Of course, the first subject line seems the most appropriate!

2. The subject matter—

The subject matter should be very brief but should cover all important points. It is preferred that your email occupies only one screen of your laptop or PC and you do not need to attach a document, unless really required!

Based on the safety measures taken by the Rescue team at Joshimath, the Deputy Commandant writes an email to DG, NDRF. Let us see the following sample email.



Notes

The screenshot shows an email composition interface. At the top, there are fields for 'To:', 'CC:', and 'BCC:'. The 'Subject:' field contains 'Product XYZ Case Study Proposal' and is highlighted with a grey box labeled '1. Subject Line'. Below this is an 'Add Attachment' button and a section for attachments, currently showing 'No Attachments'. A toolbar with options like 'Rich Text', 'Plain Text', and 'Greeting Card' is visible. The main text area contains 'Hello, Mr.' (highlighted with a blue box and labeled '2. Salutation'), followed by two paragraphs of placeholder text (highlighted with a grey box labeled '3. Message'). The text ends with 'Sincerely,' (highlighted with a blue box and labeled '4. Closing'). Below this is a signature block (highlighted with a grey box labeled '5. Signature Block') containing the name 'Jane Doe's Generic Company', phone number '555-555-5555', email 'jane.doe@janedoegenericcompany.com', website 'janedoegenericcompany.com', and a 'LinkedIn' link.



Notes

You will notice that the components highlighted above are similar to the formal letter you have learnt to write earlier.

ACTIVITY 8.2

I. Based on the above safety measures that have been taken to protect the people of Joshimath, write an email to your head office /control room in Rishikesh describing briefly the measures that have been taken to avert the disaster.

Do not forget to use Present perfect with participles in the correct form—have been, has been and the appropriate verbs such as deployed, loaded, assigned, etc.

II. Using the guidelines in the SOP(Standard Operating Procedure) for building collapse, write a letter to the District Magistrate of the area, requesting him to provide to your Rescue team the following machines-

- JCB machines- 2 numbers
- Iron cutters
- Dump trucks

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Notes

- One crane
- Rope 1/2 inch strength-9000 lbs
- cutting torches etc.

Do not forget to mention the location where these machines are required. Also mention the time of the day when you require them.

B. Report Writing

During the course of your work, you will often be required to write and submit detailed reports on incidents where you/ your team has carried out search and rescue operations. Let us learn how a good report is to be written.

Points to keep in mind while writing a report-

- It should be brief and based on facts
- Remember to include all relevant details
- Use passive voice while reporting
- One or two important and trusted sources are quoted verbatim. Do not forget to use the inverted commas for the dialogues
- You can collect information on forecasting and regularly monitor the forecasts and weather reports from the organizations such as IMD, GSI, RMC, NGRI, CES, NRSA and control rooms, or use the information available in your concerned department
- And finally, remember to never add your own opinion

Now, write a report from Joshimath about the cracks that have developed in the houses where people are living. Keep the report brief- about 75 words.



ANSWER TO INTEXT QUESTIONS

I. WARM UP

1. They work in teams.
2. Yes or No
 - a. Yes
 - b. No

- c. Yes
- d. Yes
- e. No

3. Have a class discussion leading to importance of team work.

II. Comprehension Passage

The objective is to make the candidates read individually and understand simple language in familiar contexts. The candidates can locate the answers in the passage and write in their own words, but if they lift the answers verbatim they may be advised to use their own language.

The purpose is to make them understand the passage.

1. Heavy or torrential rainfall—they saw floods in massive scale in urban areas.
2. A huge expanse of water, clusters of half- submerged houses, broken bridges, washed away roads, people stranded on roads.
3. No means of communication, no electricity.
4. 10 teams with 50 inflatable rubberized boats.
5. Augmented by 23 teams more and 150 boats.
6. Saved more than 50,000 people.

8.2 GRAMMAR

I.

A	B	C
disastrous	floods	destructive, terrible
torrential	rainfall	extremely heavy rainfall
massive	scale	large scale
huge expanse of	water	lots of spread-out water
half-submerged	houses	half sunk houses
broken	bridges	shattered/ smashed bridges
non	communication	no communication, absence of communication
rubberized	boats	boats made of rubber
stranded	people	grounded or helpless people
relief	material	material which would aid people

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II.

Vocabulary related to disasters

- | | | | |
|--------|---------|--------|--------|
| a. vi, | b. v, | c. vii | |
| d. ix | e. viii | f. i | |
| g. iv | h. ii | i. x | j. iii |

III.

Fill in the blanks with Verbs given in the box.

1. erupted.
2. spread.
3. starving
4. shook
5. suffering
6. swept
7. injured, damaged
8. crashed
9. exploded
10. caused

INTEXT QUESTION 8.1

1. tilted vacated
2. has narrowed
3. appeared
4. had widened.

8.4 Listening

1. Bikaner and Guwahati
2. Mainaguri- Jalpaiguri.
3. 4-5 bogies.
4. Many injured.
5. Not known but supposed to be fast.
6. Indian Railways
7. when the law agency informed the railways authorities.

8. Local people
9. It was in the early hours of morning.

INTEXT QUESTION 8.2

Read the following sentences and select the correct prepositional phrase to fill in the blanks given below.

Answers:

1. a) Instead of
2. a) In spite of
3. a) In case of
4. b) On behalf of
5. c) by means of
6. a) On the whole
7. a) On the contrary
8. c) in any way
9. c) in general
10. a) rather than

8.6 SPEAKING

II. Word Play

1. He was in his apartment building.
2. May be playing or watching TV
3. No, he was not scared
4. Under the bed, to keep himself safe.
5. Just the trauma may be!
6. Some strangers

III. Group Discussions

Discussion on the advantages and disadvantages of watching TV entertainment programmes.

Set up groups of four, two persons may speak on advantages and two may speak about disadvantages.

a. Advantages

- Source of entertainment

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- Very informative
- A learning tool
- Global exposure, etc

b. **Disadvantages-**

- Wastage of time if no time is fixed by parents for watching TV
- Students get to watch some age inappropriate programs if not supervised
- TV becomes addictive
- Less physical activity

Parts of the body or VERBS?

You can **head** a company, but if things go wrong, you'll have to **shoulder** the blame, or **face** your investors.

A good leader will **back** his employees, but if you don't **toe** the line the management can **skin** you.

Did you **muscle** your way into that job?

You might **eye** someone suspiciously, or wait for the police to **finger** a suspect. But avoid putting your **nose** in someone's business.

But if you need to get out of town, you can **thumb** a ride or you can ride with me if you can **stomach** the thought.

Use strong **arm** tactic if you want to **elbow** out someone.