

674

Communicative English



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National Institute of Open Schooling

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A Word with You

Dear Learner,

Welcome to NIOS!

You have taken your first step towards realising your goal of speaking English fluently. Often the most difficult part is to make a beginning. However, once you begin, you feel good about yourself and would want to keep improving. At NIOS we have a vision of empowering you to enhance not only your academic but also personal and social competencies. NIOS endeavours to equip you with skills to manage challenging situations in logical, positive and sensitive ways without harming self or society.

You will agree that what you most admire in your role models is their leadership, communication skills, creativity, presence of mind, the way they interact with people...all these are abilities that make a person stand out in a crowd. These, and more, are the skills that this course will help you to develop.

The ten lessons that will take you through the course have been creatively designed with numerous activities that are easy and fun to do! Sometimes you will work on your own and at times, you will work with a partner or in a group. Remember, practice is what makes perfect. So, practice speaking in English as often as you can.

We hope you have as much fun in going through this course as we had in preparing it for you!

Warm regards.

Course Coordinator

ABOUT THE COURSE

1. This course has been specially formulated for the Officers of the National Disaster Response Force.
2. Course Objectives are to enable the participants to-
 - hone the essential skills of Listening, Speaking, Reading and Writing to upgrade from being basic users of English to becoming independent users of this language;
 - overcome the hesitation of using English while speaking and writing;
 - understand and describe processes lucidly;
 - negotiate and co-ordinate with state authorities and other stakeholders;
 - provide instructions, announcements, warnings and assurances in lucid language appropriate to the need/ gravity of the situation;
 - communicate with personnel of other states, senior officials or general public in face to face, telephonic or digital medium.
1. Course contents: The course contents have been presented in 10 lessons. The lessons follow a certain format-
 - Introduction- Comes at the beginning of the lesson, introduces the topic to be covered- anecdotes, poems, pictures, etc have been used to enliven it for you.
 - Learning Outcomes- give you a clear picture of the competencies that you will be able to develop at the end of the lesson. The learning sections follow the same sequence and take you through gradually increasing difficulty levels.
 - Learning sections- A variety of approaches have been used to make the learning sections interesting for you. In these sections you will find-
 - Reading passages- you must read these passages silently, understand the content and then answer the simple questions that follow.
 - Audio sections- You must scan the QR code given to listen to the audio clips, read along the passage silently and then read it aloud.
You can download any recording app on your mobile phone to record sections that you speak. Play them back, record once again to improve your speaking skills.
 - Team work- At some places, activities have been given where a team of two or more is to be formed for completing the task.
 - Role play- are situations where you have to enact a role along with your friends/ colleagues and engage in verbal communication.
 - Intext questions- help you to assess how well you have understood the preceding sections. Follow the simple instructions given. The answers to these questions have been given at the end of the lesson to help you.
1. Time- the course has a study time of 80 hours- 6 hrs for each of the 10 lessons to be spent on reading, listening, speaking and writing; and 20 hrs for practice. The mentor (senior Officer in the battalion) shall help and monitor the progress of learners.
2. Assessment at the end of the course shall emphasise on speaking skills (50%).

How to use the Learning Material

Congratulations! You have accepted the challenge to be a self-learner. It means, you have to organize your study, learn regularly, keep up your motivation and achieve your goal. Here it is solely you, who is responsible for your learning. NIOS is with you at every step. A format supporting independent learning has been followed. You can take the best out of this material if you follow the instructions given below.



Title: The title of the lesson will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson and also link it to the previous one.

Objectives: These are statements of outcomes of learning expected from you after studying the lesson. You are expected to achieve them. Do read them and check if you have achieved the same.

Content: Total content has been divided into sections and sub-sections. A section leads you from one content element to another and a sub-section helps you in comprehension of the concepts in the content element. The text in bold, Italics or boxes is important and must be given attention.

Intext Questions: Objective types self-check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn the unit again.

Notes: Each page carries empty space on the outer margins for you to write important points or make notes.

What You Have Learnt: It is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Answers to Intext Questions: These will help you to know how correctly you have answered the Intext questions.

Activity: Activities, if done by you, will help you to understand the concept clearly.

Key Terms: The important terms used in the lesson are highlighted in this section. Do remember these terms.

Do and Learn: In this section certain activities have been suggested for better understanding of the concept.

Role Play: To make your learning interesting an imaginary situation is given based on any concept covered in the lesson. You are required to enact the imaginary situation through realistic behavior. You are free to choose any other concept/topic of your choice to play the role.

QR Code: A quick response (QR) code is given in every lesson which is a type of barcode that stores information and can be read by a digital device, such as a cell phone.

Audio: For understanding difficult or abstract concepts, audio programmes are available on certain content areas. You may listen to these on Mukta Vidya Vani, Community Radio FM-91.2 or on YouTube channel "niosradiovahini".

Video: Video programmes on certain elements related to your subject have been made to clarify certain concepts. You may watch these at NIOS live YouTube channel and also see live programs on PM e-vidya.

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Getting to know NDRF



Notes

- explains the usefulness of a title and subtitles in understanding the content;
- gives details such as home state, work, name of battalion, etc;
- uses contractions while speaking;
- prepares for giving a speech using the given information;
- presents information in an interesting manner;
- expands given notes to write a connected and clear speech keeping the audience in mind.

1.1 LET'S READ

Warm up

Look at the pictures.

With your partner discuss:

- What is happening in each of the pictures?
- What is the role of the people you see there?



Now look at the picture given below. Do you know about this event?

What kind of a disaster is it?

Is it a natural or man-made disaster?



Noida Supertech Twin tower collapse in August 2022

1.1.1 COLLAPSED STRUCTURE SEARCH AND RESCUE (CSSR)



Listen carefully to the recording of the dialogue. Ankit and Bina are talking about NDRF- Ankit knows a lot about NDRF, but Bina has not heard about them.

Note how the speakers pause at commas and full stops.

Ankit: "Did you watch the Noida Supertech Twin towers collapse?"

Bina: "No. But I think I have heard about it! When was it?"

Ankit: "I think sometime in August. Yes, now I remember! It was on August 28, 2022. It happened in Noida. People were really glued to their TV to watch the event. Everyone was expecting a real disaster!"

Bina: "Disaster? I thought disasters are floods, landslides etc. which happen generally during the monsoon!"

Ankit: "Yes those are natural disasters, cyclones, earthquakes and as you said, floods and landslides. But there are also man-made disasters which may be Chemical, Radiological, Biological or Nuclear! The demolition of Supertech Towers could have led to a huge disaster as there are so many residential buildings around. This kind of disaster is called **Collapsed Structure Search and Rescue (CSSR)**

Bina: "Please say that again."



Notes

Getting to know NDRF



Notes

Ankit: It's called **Collapsed Structure Search and Rescue**. So the NDRF was on the alert and there on duty. In fact, they had positioned themselves to jump into action if necessary. By the way, do you know how long the collapse took? I'm sure you'll never be able to guess!"

Bina: Really! Let me try at least! Tell me, how many floors were there in Supertech?

Ankit: "Wait I'll just Google it. Here it is! Supertech had 30 floors. Imagine! And the building was 100 metres tall. So have you guessed how long it took to bring it down, I mean, demolish it?"

Bina: "7 days!!!"

Ankit: "Ha! ha! You are so wrong! I told you! It took just 9 seconds! Can you believe it? And once it had collapsed, the NDRF was right there to facilitate the removal of the huge mountain of rubble! You can imagine when a building of 30 floors collapses how much rubble there would be! So you see, NDRF plays a crucial role in keeping us safe, especially when there is a possibility of a disaster!"

Bina: "Really! This is just amazing! But tell me what is NDRF? What does it stand for? There's so much I want to know!"

Ankit: "Oh, I forgot. I should have told you right at the beginning. It stands for National Disaster Response Force. It's very much in the news with so many disasters happening! People are becoming aware of NDRF and their wonderful contribution in serving humanity".

Bina: "Really, NDRF does so much for us Indians. We must all learn about this wonderful force!"

Now that you have heard the dialogues, read aloud the same dialogues with a friend. In pairs, each one take up one role. Make sure you pause where there is a comma or a full stop. Read with expression.



INTEXT QUESTIONS 1.1

I. Amit and Bina were talking about NDRF. Let us find out where the NDRF teams are located.

Look carefully at the map in Figure 1.1 given below and answer the following questions-

- a. How many battalions does NDRF have?
- b. Which states are they based in?



Notes

c Which city are they stationed at?

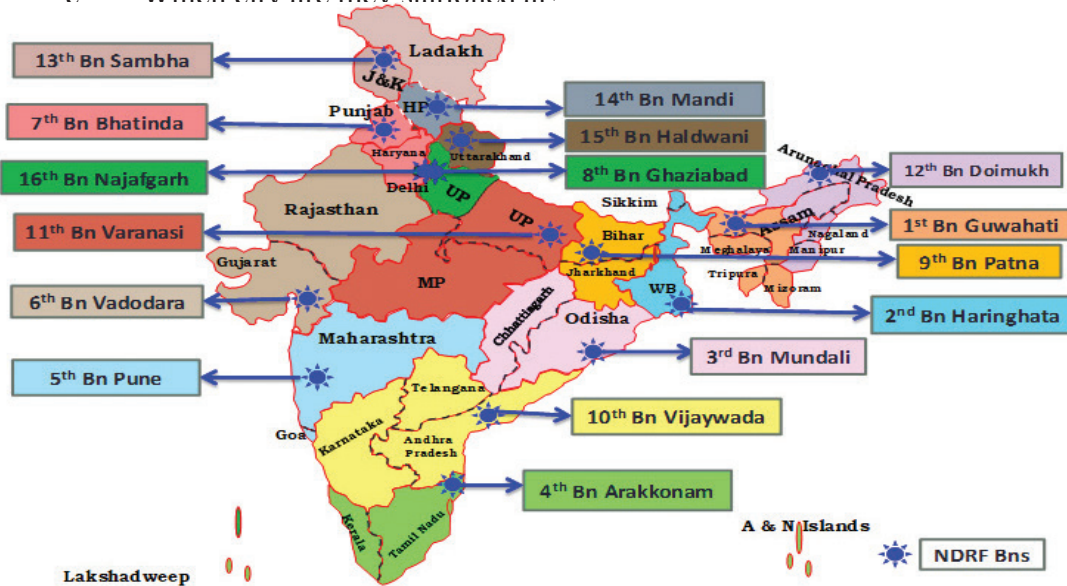


Figure No 1.1: Location of NDRF battalions in India

1.2 CONTRACTIONS

Contractions are common in speech but usually not used in formal writing. Look at the sentences in the two columns below-

- Are they the same?
- What is the difference?
- Do you know the reason why?

Column A	Column B
1. I am _____	1. I'm
2. I am an Indian.	2. I'm an Indian.
3. I have travelled to five states.	3. I've travelled to five states.
4. I will serve in NDRF for 10 years	4. I'll serve in NDRF for 10 years
5. I did not know about NDRF until _____	5. I didn't know about NDRF until _____
6. I cannot _____	6. I can't _____
7. I will not be in NDRF for more than _____ years	7. I won't be in the NDF for more than _____ years.

You can see that contractions or shortened forms of words have been used in Column B. You will learn more about Contractions in the Grammar Section.

Getting to know NDRF



Notes

Tell your partner a few details about yourself. Use the prompts of sentence beginnings in Column A above to speak about yourself.

- Your name
- Your home state
- Battalion number
- Location of battalion

1.3 BECOMING A GOOD READER

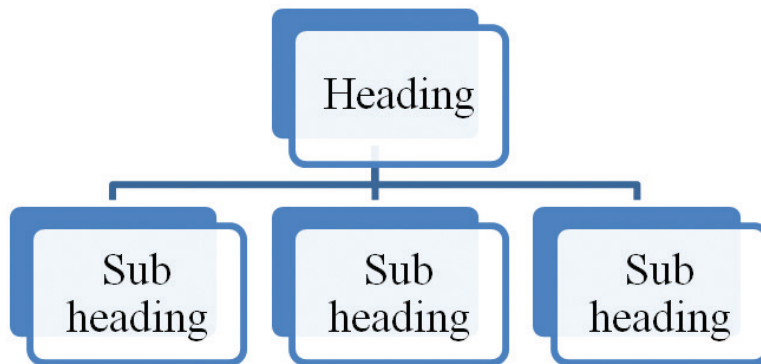
A. How to become a Good Reader



- A Good Reader** does the following:
- quickly reads the heading or title of a text
 - uses the title to guess what the text is about
 - quickly goes through the sub headings
 - knows that sub headings divide the text into sections
 - subheadings make it easier to understand the main ideas of a text



You will notice this general hierarchy-



Listen to the following passage and then read it aloud



Notes

India went through a series of natural disasters such as the Orissa Super Cyclone in 1999, the Gujarat earthquake in 2001 and the Indian Ocean Tsunami in 2004. Such disasters led the Indian authorities to design a Disaster Management plan. The National Disaster Management Authority (NDMA) is the highest body for Disaster Management in India. The Chairman of the NDMA is the Prime Minister. The NDMA passed the Disaster Management Act in 2005. The

NDRF is a specialized force formed to provide a specialist response in a disaster situation. Although it began with only 8 battalions, today it has grown into a much bigger body with 16 battalions. These battalions come on **deputation**⁽¹⁾ from 6 other forces such as: BSF (Border Security Force), CRPF (Central Reserve Police Force), CISF (Central Industrial Security Force); **ITBP** (Indo Tibetan Border Police Force), and SSB (Sashastra Seema Bal) and Assam Rifles. Each battalion has 18 **self-contained**⁽²⁾ specialist search and rescue teams. Each team is made up of engineers, technicians, electricians, dog squads and medical and **paramedics**⁽³⁾. The total strength of each battalion is 1,149. All the 16 battalions are fully **equipped**⁽⁴⁾ and trained to respond to natural as well as man-made disasters.

The disasters fall under 4 main categories:

- i. chemical⁽⁵⁾
- ii. biological⁽⁶⁾
- iii. radiological⁽⁷⁾, and
- iv. nuclear⁽⁸⁾

Getting to know NDRF



Notes

In short, they are also known as CBRN (Chemical, Biological, Radiological and Nuclear).

The two main objectives of NDRF are:

1. to fight all natural disasters including radiological, biological, chemical and nuclear disasters
2. to conduct search and rescue operations in the event of any natural calamity

The NDRF also

- provides disaster management training before any disaster so that the local police, administration, local bodies are prepared
- organizes community awareness and preparedness programmes in schools and colleges
- provides hi-tech specialist response during search and rescue operations
- provides immediate relief with available men and material in the affected areas
- assists states in recovery and maintenance of normalcy in the areas of disaster

One of the most important reasons for the success of NDRF's mission is that they have an outstanding team which is committed to serve. This team continues to win the hearts of millions of Indians. They are rightly called Angels in Disaster. Their teams have shown that they go beyond the call of duty. It means that they risk their lives in saving victims who are trapped or suffering from any disaster. Indeed, **compassion** is the most important quality of the NDRF Personnel.

In addition to having a great team NDRF also has two main strategies. A strategy is a definite plan of action to reach a particular goal. The first strategy of NDRF is to be proactive. Being proactive means to control a situation by making things happen rather than waiting for them to happen.

The second strategy is called pre-positioning. The NDRF units are spread all over India especially in regions which are **vulnerable**⁽⁹⁾ or at risk of disaster. This is called pre-positioning. You can check this out by looking closely at the key locations of NDRF battalions all over India.

Glossary

1. group of people sent to speak or act for others
2. having everything that is needed itself
3. a person who has had special training in treating people who are hurt or ill, but who is not a doctor or nurse
4. having the necessary tools, clothes, equipment,
5. any basic substance that is used in or produced by a reaction involving changes to atoms or molecules:
6. connected with the natural processes of living things
7. a medical specialty using radiation for diagnosis and treatment
8. being or using the power produced when the nucleus of an atom is divided or joined to another nucleus
9. Feel deeply for someone who is suffering and to do something to lessen it

Getting to know NDRF



Notes

B. Using title and sub-titles

Remember that a good title is short and interesting. It is also related to the whole text. But a sub title relates to a part or section of a text.

ACTIVITY 1.1

Look carefully at the two texts given below. Text A has no title or subtitles whereas Text B has a title and subtitles. After reading the passage fill in the blanks with the suitable heading and sub headings.

If you were to give one text to Bina so that she can quickly learn some more about NDRF which one would you choose? Give reasons for your choice.

Hint: Look once again at How to become a Good Reader. You will find the reasons there!

Getting to know NDRF



Notes

Text A :without title &Sub titles	Text B: with Title &Sub titles
<p>1.</p> <p>2.</p> <p>India went through a series of natural disasters such as the Orissa Super Cyclone in 1999, the Gujarat Earthquake in 2001 and the Indian Ocean Tsunami in 2004. Such disasters led the Indian authorities to design a Disaster Management plan. The National Disaster Management Authority (NDMA) is the highest body for Disaster Management in India. The Chairman of the NDMA is the Prime Minister. The NDMA passed the Disaster Management Act in 2005. The NDRF is a specialized force formed to provide a specialist response in a disaster situation.</p>	<p>1. (Title) NDRF: Our saviours in Disaster</p> <p>2. Introduction</p> <p>India went through a series of natural disasters such as the Orissa Super Cyclone in 1999, the Gujarat Earthquake in 2001 and the Indian Ocean Tsunami in 2004. Such disasters led the Indian authorities to design a Disaster Management plan. The National Disaster Management Authority (NDMA) is the highest body for Disaster Management in India. The Chairman of the NDMA is the Prime Minister. The NDMA passed the Disaster Management Act in 2005. The NDRF is a specialized force formed to provide a specialist response in a disaster situation</p>
<p>3.</p> <p>NDRF began with only eight battalions. But today it has grown into a much bigger body with 16 battalions. These battalions come on deputation from other forces such as : BSF, CRPF, CISF, ITBP and SSB. Each battalion has 18 self-contained specialist search and rescue teams .Each team is made up of engineers, technicians, electricians, dog squads and medical and paramedics. The total strength of each battalion is 1,149. All the 16 battalions are fully equipped and trained to respond to natural as well as man-made disasters. The disasters fall under 4 main categories: chemical, biological, radiological and nuclear also known in short as CBRN.</p>	<p>3. Composition and Structure</p> <p>Although NDRF began with only eight battalions today it has grown into a much bigger body with 16 battalions. These battalions come on deputation from other forces such as : BSF, CRPF, CISF, ITBP and SSB. Each battalion has 18 self-contained specialist search and rescue teams .Each team is made up of engineers, technicians, electricians, dog squads and medical and paramedics. The total strength of each battalion is 1,149. All the 16 battalions are fully equipped and trained to respond to natural as well as man-made disasters. The disasters fall under 4 main categories: chemical, biological, radiological and nuclear also known in short as CBRN.</p>



Notes

<p>4.</p> <p>The two main objectives of NDRF are:</p> <ul style="list-style-type: none"> • to fight all natural disasters including radiological, biological, chemical and nuclear disasters. • to conduct search and rescue operations in the event of any natural calamity. <p>NDRF is committed to work in all three stages: pre, during and post.</p>	<p>4. Objectives of NDRF</p> <p>The two main objectives of NDRF are</p> <ul style="list-style-type: none"> • to fight all natural disasters including radiological, biological, chemical and nuclear disasters. • to conduct search and rescue operations in the event of any natural calamity. <p>NDRF is committed to work in all three stages:pre,during and post.</p>
<p>5.</p> <ul style="list-style-type: none"> • to provide disaster management training before any disaster so that the local police, administration, local bodies are prepared. • to organize community awareness and preparedness programme in schools and colleges 	<p>5. Pre disaster</p> <ul style="list-style-type: none"> • to provide disaster management training before any disaster so that the local police, administration, local bodies are prepared • to organize community awareness and preparedness programme in schools and colleges.
<p>6.</p> <ul style="list-style-type: none"> • to provide hi-tech specialist response during search and rescue operations • to provide immediate relief with available men and material in the affected areas 	<p>6. During disaster</p> <ul style="list-style-type: none"> • to provide hi-tech specialist response during search and rescue operations • to provide immediate relief with available men and material in the affected areas.
<p>7.</p> <ul style="list-style-type: none"> • to assist states in recovery and maintenance of normalcy in the areas of disaster. 	<p>7. Post -disaster</p> <ul style="list-style-type: none"> • to assist states in recovery and maintenance of normalcy in the areas of disaster.

Getting to know NDRF



Notes

<p>8.</p> <p>One of the most important reasons for the success of NDRF’s mission is their team is committed to serve. They continue to win the hearts of millions of Indians. They are rightly called Angels in Disaster. Their teams have shown that they go beyond the call of duty. It means that they risk their lives in saving victims who are trapped or suffering from any disaster.</p>	<p>8. Key quality of the NDRF team: One of the most important reasons for the success of NDRF’s mission is that their team is committed to serve. They continue to win the hearts of millions of Indians. They are rightly called Angels in Disaster. Their teams have shown that they go beyond the call of duty. It means that they risk their lives in saving victims who are trapped or suffering from any disaster.</p>
<p>9.</p> <p>In addition to having a great team NDRF also has two main strategies. A strategy is a definite plan of action to reach a particular goal. The first strategy of NDRF is to be proactive. Being proactive means to control a situation by making things happen rather than waiting for them to happen. The second strategy is called pre-positioning. The NDRF units are spread all over India especially in regions which are vulnerable or at risk of disaster. This is called pre-positioning. You can check this out by looking closely at the key locations of NDRF battalions all over India.</p>	<p>9. Strategies for Success: In addition to having a great team NDRF also has two main strategies. A strategy is a definite plan of action to reach a particular goal. The first strategy of NDRF is to be proactive. Being proactive means to control a situation by making things happen rather than waiting for them to happen. The second strategy is called pre-positioning. The NDRF units are spread all over India especially in regions which are vulnerable or at risk of disaster. This is called pre-positioning. You can check this out by looking closely at the key locations of NDRF battalions all over India.</p>
<p>10.</p> <p>In conclusion, more and more people today are learning about NDRF’s wonderful contribution in serving humanity. NDRF not only manages disasters but also contributes in building awareness among school students and the community.</p>	<p>10. Conclusion: In conclusion, more and more people today are learning about NDRF’s wonderful contribution in serving humanity. NDRF not only manages disasters but also contributes in building awareness among school students and the community.</p>

Learning new words

Look at the three stages of disaster as given below and learn their meaning:

Pre-disaster- actions taken before a disaster strikes

During the disaster

Post-disaster - actions taken after a disaster has struck

Discuss with your partner and write the correct stage of disaster for each activity.

	Activities	Stages of a disaster
1	to assist states in getting back to normal	
2	train local police, administration, local bodies, schools and students to respond effectively in times of disaster	
3	Immediately send expert teams equipped with technology. Search and rescue of victims and provide relief.	



Notes

1.4 SPEAKING OF EXPERIENCES

Think about your own or your friend’s experience in the NDRF as a team member in handling a disaster situation.

- Discuss any one disaster in which your team or your friend’s team achieved success.
- Tell details of the disaster: name, year and location.
- Discuss what was done in each of the three stages.
- Also inform the reasons for the success of the mission.

Name of Disaster :.....

Year :.....

Place :.....

Stage of disaster	What I/NDRF Team did	Why the mission was successful
Pre		
During		
Post		

Using the following inputs tell your friend about the disaster and your experience. You can record it on any device, play it back, listen and then record it again. You will see the improvement!

Getting to know NDRF



Notes

1. In the year ____ our battalion responded to the disaster which took place in _____.
2. When our battalion reached the incident site, we saw _____ (describe the disaster).
3. We quickly began our Search and Rescue operation by _____.
4. The whole operation took _____ (how long?).
5. At the end, I felt very happy that I was able to _____ (what you did as part of the team).
6. I like being in NDRF because _____ (give reasons).

1.5 WOMEN IN NDRF

At the beginning of the lesson, Bina had asked Ankit whether NDRF had women in their workforce. Here is a newspaper report dated January 6, 2021 when women gained entry into NDRF. Read and find out more about the role of women in NDRF.



Figure No. 1.2: Role of women in NDRF

Till January 6, 2021, more than 100 women personnel had joined the NDRF and the number is expected to go over 200 in the near future.

Till 2021 the NDRF was an all-male force. The move to include women personnel

in the NDRF was being planned for some time. An all-woman team of freshly trained National Disaster Response Force (NDRF) **personnel**⁽¹⁾ was recently **deployed**⁽²⁾ for **contingency**⁽³⁾ duties on the banks of the Ganga River in Uttar Pradesh's GarhMukteshwar town. They are being **deputed**⁽⁴⁾ with its battalions across the country as soon as they finish their **pre-induction**⁽⁵⁾ course and training. The women's team successfully handled the rescue boats and related equipment. The team has proved that the NDRF all women team has all the skills to be called complete rescuers. The female personnel who are joining are in the Sub Inspector, Inspector and other ranks. Today each NDRF battalion of over 1,000 personnel can have 108-woman rescuers. The female workers would contribute to the power and **expertise**⁽⁶⁾ of the force to rescue victims of disasters.

Currently women are being deployed in all sections of the NDRF either in an all-women NDRF team or in a **mixed squad**⁽⁷⁾ of male and female workers. The mixed squad has been found to be especially useful because it makes a great difference **on the ground**⁽⁸⁾ where women, children and elderly people are rescued.



Notes

Glossary

1. workforce
2. placed
3. emergency
4. appoint or instruct (someone) to perform a task for which one is responsible.
5. introducing somebody to a new job, skill, organization,
6. a high level of special knowledge or skill
7. a group of men and women
8. at the scene of action



INTEXT QUESTIONS 1.2

Read aloud all the questions and give oral answers.

1. Answer **True** or **False**.
 - a. By 2021 the number of women who had joined the NDRF were 300. (T/F)

Getting to know NDRF



Notes

- b. The first all women team was sent to U.P. (T/F)
 - c. The female team members of NDRF are all appointed as Inspectors. (T/F)
 - d. Each battalion can have 108 female personnel. (T/F)
 - e. The women NDRF team does not work in mixed squads.(T/F)
2. What is the advantage of having a mixed squad of rescuers?
 3. Think of a suitable title for the paragraph above. Refer to Section 1.3 where you learnt about title and sub titles.
 4. With your partner discuss some more advantages of having women in the NDRF team.

1.6 LET'S LEARN NEW WORDS

Read aloud the following sentences-

- a. Women are **deployed** in all sections of the NDRF either as an all-women NDRF team or in a mixed squad of male and female workers.
- b. More than 100 women personnel have joined the NDRF over the last few months and they are being **deputed**.
- c. The first batch of over 100 women disaster combatants and rescuers has been **inducted** into the country's federal calamity force NDRF
 - What is the difference between employ and deploy? Read the section above and find the meaning.
 - What is the meaning of inducted,deputed? Find the meaning of the words by reading the full sentence.

ACTIVITY 1.2

Match the word in column A with its meaning in column B

S.N	column A	column B
1	employ	To appoint someone to act for you
2	deploy	To officially make someone a member of a group or organization
3	depute	To get the services of someone
4	induct	To organize and send out people or things for a specific job

1.7 LET'S LEARN LANGUAGE: GRAMMAR

Let us learn about contractions

Look at the visuals below.

The first diagram is a flowchart titled 'Contractions'. It branches into 'Positive Contractions' and 'Negative Contractions'. Under 'Positive Contractions', examples are listed: 'He is - He's' and 'They are - They're'. Under 'Negative Contractions', examples are listed: 'They're' (likely a typo for 'They are not - They aren't'), 'He is not - He isn't', and 'They are not - They aren't'.

The second diagram is a tree titled 'Contractions'. The left side of the tree is labeled 'Positive Contractions' with the example 'You're (You+are) Very beautiful'. The right side is labeled 'Negative Contractions' with the example 'You shouldn't (Should + not) go there'.

The third diagram is a circular illustration of two workers in orange uniforms drinking from blue water bottles. Below the illustration, two boxes show the contraction process: 'He is drinking Juice' and 'He's drinking Juice'.

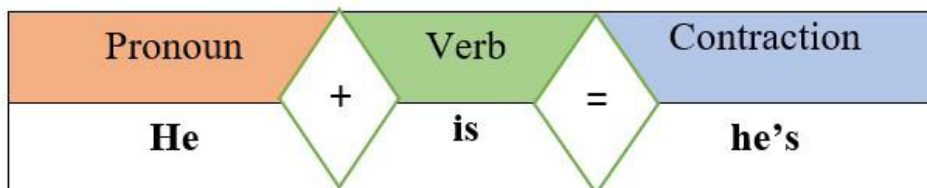


Notes

- We usually use the contracted forms while speaking.
- A contraction includes an apostrophe ('). For example: He's, She's
- When we write we usually avoid using contraction.

Formation of Contraction

Contractions are formed by combining two words; pronouns (we, they) and auxiliary verb (will, are). Auxiliary verbs are also called helping verbs.



There are **two** types of contractions.

1. Positive
2. Negative

A negative contraction consists of a pronoun and a verb or a helping verb and the word 'not'.

A positive contraction expresses positive meaning within a sentence. It doesn't include n't at the end of the word.

Getting to know NDRF



Notes

ACTIVITY 1.3

Here is a list of some more contractions. Read aloud the words given in both columns. Some blanks are there for you to fill. Check if you got it right!

Contracted short form	Original long form
aren't	are not
-----	cannot, can not
couldn't	could not
-----	did not
doesn't	does not
don't	-----
hasn't	-----

1.8 TENSES

1. Simple Present Tense

When we describe an activity that is going on in the present time or is a habitual action or regular event, we use the simple present tense.

Look carefully at the four points given below. They list the four main situations when we use the Simple Present Tense.

i. Examples of Habitual Actions.

Navina eats a banana for breakfast every day.

Arun plays golf every weekend.

My little kitten, Laddu, scratches at my door every morning.

ii. Examples of True General Statements.

When we talk about matters which are universal truths or facts we use the simple present tense.

It **rains** heavily during the monsoons.

The planets **revolve** around the Sun.

The President of India **stays** in the Rashtrapati Bhavan.

Cats **sleep** during the day.

The Sun **rises** in the East.



Notes

iii. **Examples of Repeated Events/Actions**

When we talk about some actions or events which happen repeatedly, we use the simple present tense.

I **meet** my friends in the park on weekends.

Robin comes late to office very often.

Vanita **takes** her copies home for correction every day.

The housing society **meets** every Second Saturday to discuss matters.

iv. **Examples of Directions or Instructions.**

When we talk about directions or instructions, the verb used in the sentences is simple present tense.

Close your books and pack your bags.

You can **enter** from the back door.

Go straight home.

I play (habit);

I live in Dehradun. (unchanging situation);

New Delhi is a large city (general truth):

You **drive** for about one kilometre and then you **turn** left.

ACTIVITY 1.4

Read the following sentences. Underline the verb- they are all in the Present Simple Tense.

Next, write the verb in the given column. The first one has been done for you.

S.N	Sentence Present Simple	Present Simple
1	Every monsoon there are floods in some parts of India.	are
2	Dina reads the newspaper during breakfast.	
3	The President of India stays in the Rashtrpati Bhavan.	
4	Donny goes cycling every day.	
5	Close your books and pack your bags.	close , _____
6	The housing society meets every Second Saturday.	
7	The Earth revolves around the Sun	
8	We jog in the park every evening.	
9	Dina reads the newspaper during breakfast.	
10	Her mother is from Bengal.	Is, _____

Getting to know NDRF



Notes

11	It drizzles every day.	
12	She drinks milk every night.	
13	Water freezes at zero degrees.	
14	They watch television daily.	watch
15	We catch the bus every morning.	
16	They drive to Shimla for their summer holidays.	
17	He drinks coffee at breakfast.	drinks

The simple present tense is simple to form. Just use the base form of the verb: I take, you take, we take, they take...

But do note that with the Third Person Singular i.e. he, she, it we add an -s at the end. (he eats, she eats, it eats).

Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

First Person Singular	With Third Person Singular: He, She, It -add s or es to the verb.
1. I love movies.	1. He loves movies.
2. We love sweets.	2. She loves sweets.
3. They know you're sick.	3. He knows you are sick.
4. You eat a banana every day.	4. Ankit eats a banana every day.
5. I finish work at 5p.m.	5. He finishes work at 5p.m.
6. You wash your hair twice a week.	6. She washes her hair twice a week.

2. Present Continuous Tense

Look at the picture given below.



We use the **Present Continuous Tense** to describe something which is happening at the given moment. **Present Continuous** is formed by using **is/are + first form of the verb+ing**.

Example :

- I am helping a victim.
- He /She is helping a victim
- We are helping a victim.
- They are helping a victim

3. Simple Past Tense

Before you go ahead let us be clear about two things-

a. When to use Simple Past Tense?

We use the simple past tense to refer to actions or states that happened in the past and are finished and completed. For example, the sentence *Raji played badminton* says that Raji started and finished playing badminton sometime in the past. She isn't playing badminton right now.

Remember, the simple past tense only refers to events that completely finished in the past.

b. How to form Simple Past Tense

For most verbs, the method to form the simple past tense is relatively simple.

Take the root form of the verb and add -ed to the end.

For example:

work - work+ed =worked

rest - rest+ed =rested

ACTIVITY 1.6

i. Add 'ed' to a verb to make it into Simple Past tense

Simple Present	Simple Past	Simple Present	Simple Past
want		visit	
finish		walk	
wash		watch	
cook		enjoy	
call		help	

Getting to know NDRF



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Notes

ii. Add 'd' if a verb ends in a silent 'e'

Verb with silent e	Simple Past
close	closed
bake	baked
hope	hoped

There are some exceptions for verbs that end in -y, the -y usually changes to an -i if it follows a consonant. For example, the verb cry becomes cried but the verb play becomes played.

iii. The simple Past tense of Irregular verbs is different. There is no general rule for how to form the simple past tense of irregular verbs. Look carefully at the Past tense form of these verbs-

Simple Present	Simple Past	Simple Present	Simple Past
go	went	swim	swam
get	got	fly	flew
drink	drank	think	thought
run	ran	catch	caught
know	knew	buy	bought
eat	ate	fight	fought
drive	drove	sleep	slept



INTEXT QUESTIONS 1.3

Look at the pictures below

- They are pictures of disasters which happened in the past.
- Therefore, we will use the Simple Past Tense to describe what the NDRF did.



1. Complete the sentences by filling in the appropriate form of the verb in brackets. Use the Present continuous tense of the verb in the first column and the simple past tense in the second column. The first one has been done for you. You may use the dictionary if necessary.

Sl. No	Present Continuous Tense	Verb	Simple Past Tense
1.	The NDRF team is lifting the victims.	lift	The NDRF team lifted the victims.
2.	They _____ the young man.	rescue	They _____ the young man.
3.	They _____ the people to get on the boats.	advise	They _____ the people to get on the boats.
4.	The team _____ the boat.	pull	The team _____ the boat.
5.	The team _____ the victim to an ambulance in a stretcher.	move	The team _____ the victim to an ambulance in a stretcher.
6.	They _____ the women to get off the boat.	help	They _____ the women to get off the boat.
7.	The team _____ the old woman.	support	The team _____ the old woman.
8.	They air _____ supplies	drop	They air _____ supplies
9.	They _____ the debris with a machine.	remove	They _____ the debris with a machine.
1.0	They _____ the victims to cross the bridge.	assist	They _____ the victims to cross the bridge.

2. The following paragraph lists the contribution of NDRF in managing disasters successfully. Use the Simple Past tense of the verb given in brackets to complete the sentences.

- In January 2010 a six storey building _____ (collapse) at Bellary in Karnataka. NDRF worked day and night for 7 days and _____ (rescue) 20 trapped live victims.
- In September 2014, the Jammu and Kashmir region suffered major floods _____ (cause) by torrential rainfall. NDRF _____ (evacuate) stranded people and saved over 50,000 lives. They also _____ (distribute) nearly 80 tonnes of relief material.



Notes

Getting to know NDRF



Notes

3. In October 2014 the eastern coast of India was _____(affect) by Hud-hud. The NDRF personnel ____ (save) lives of several people. They _____(remove) metal objects and old trees which were likely to be uprooted by the strong winds of Hud-hud.
4. When on 25 April 2015, a major earthquake struck Nepal. The NDRF _____(pull) out 11 live victims out of a total figure of 16.
5. In 2015, the NDRF _____(create) history and rescued two workers who were trapped for 9 days in a tunnel in Bilaspur, Himachal Pradesh
6. In the Tamil Nādu floods of 2015 NDRF quickly _____(mobilise) 50 teams from different locations across the country. They _____(evacuate) more than 14,000 flood affected people and _____(shift) them to safer areas. They also _____(assist) local administration and _____(provide) immediate relief and medical care to thousands of needy people.

1.9 LET'S LISTEN

1. Scan the QR code given to listen to the dialogue.
2. You will be listening to the dialogue twice.
3. In this dialogue Ankit is telling Bina some more interesting details about NDRF.
4. Before you listen look carefully at the questions in the Listening Activity worksheet.
5. As you listen, fill in the worksheet with the correct answers.

Listening Activity Worksheet

Tick the following statements as True or False (T/F)

- | | |
|--|-----|
| 1. NDRF stands for National Disaster Rescue Force | T/F |
| 2. NDMA stands for National Development Management Authority | T/F |
| 3. The Defence Minister is the Chairman of NDRF | T/F |
| 4. The Disaster Management Act was passed in 2005. | T/F |
| 5. Aapda seva sadaiv sarvatra means Sustained Disaster Response Service. | T/F |
| 6. The word calamity means the same as disaster. | T/F |

- | | |
|--|-----|
| 7. CRBN stands for Chemical Rural Biological Nuclear | T/F |
| 8. There are 10 battalions of NDRF | T/F |
| 9. The word personnel means a group of people willing to obey orders. | T/F |
| 10. Each battalion has 1149 personnel | T/F |
| 11. The personnel of NDRF come from the following: | |
| • BSF | |
| • CISF | |
| • CRPF | |
| • ITBP | |
| • SSB | |
| • Assam Rifles | T/F |
| 12. Out of 16 battalions only 4 have trained experts in search and rescue. | T/F |
| 13. There are two kinds of disasters: natural and man-made. | T/F |
| 14. Each battalion has the following 5 categories | |
| a. Engineers | |
| b. Pilots | |
| c. Electricians | |
| d. Medical and paramedics | |
| e. Dog squads | T/F |
| 15. NDRF are called angles of disaster. | T/F |
| 16. Two special qualities of NDRF are expertise and competition. | T/F |
| 17. Till today NDRF has saved 50,000 human lives. | T/F |
| 18. The NDRF women teams don't go to the disaster regions. | T/F |
| 19. NDRF has contributed in managing disasters abroad such as the Tsunami in Japan in 2005 and the Nepal earthquake in 2021. | T/F |
| 20. The only way to join NDRF is by joining Border Security Force. | T/F |

Getting to know NDRF



Notes



Notes

1.10 PRONUNCIATION

1. **Do you know how to pronounce words ending in ‘oy’?**

The oy sound is a combination of sound ‘o’ and the sound ‘y’

The sound ‘oy’ usually comes at the end of a word.

Look at the words below and speak them aloud-

• boy	• deploy
• joy	• royal
• toy	• voyage
• enjoy	• employ
• employ	

Watch the YouTube video using the link given below. Listen to the sound of ‘oy’

<https://www.youtube.com/watch?v=u2hU0M9LPmI>

<https://youtube.com/watch?v=z3XK95p3AqE&feature=share>

In the Grammar Section you learnt how to form the Simple Past Tense by adding ‘ed’ to the verb. Look at the words below.

Employed deployed

Note where the ‘oy’ sound occurs.

Also note that these ‘oy’ verbs are in the Simple Past Tense - The battalion was deployed in Punjab to tackle the floods. The boss employed the girl as a typist.

2. **Let us now look at the sound of ‘oi’**

The ‘oi’ sound is a combination of sound ‘o’ and the sound ‘i’. Embed the phonetic symbol for /oi/ is also - as in boy. Also, in oil, soil, etc.. Think of more words with oi and say them aloud.

Underline the word with the ‘oi’ sound in the following sentences.

The **first one** has been done for you.

1. I have to join the queue for the toilet
2. The coin fell off my wallet
3. I joined my battalion.
4. It is rude to point finger at anyone.



Notes

5. Eucalyptus oil is good for keeping mosquitoes away.
6. Avoid using foil paper as it is not good for the environment.
7. Lata Mangeshkar’s voice is very melodious.
8. Water the plants to keep the soil moist.
9. The noise of the loudspeaker doesn’t let me study.
10. Let the water boil well before you add tea leaves.
11. Don’t leave the food outside as it will spoil.
12. Women are appointed as constables in the NDRF.
13. We hoisted the flag on Independence Day
14. Let the water boil for some time before making tea,

3. **Let us learn about the ‘ou’ sound**

The ‘ou’ sound is a combination of sound ‘o’ and the sound ‘u’. You can watch the following youtube videos.

<https://youtube.com/watch?v=7pZd5N4Klic&feature=share>

<https://youtube/vyYiyaeCVo0>

Here are some words using ‘ou’ sound.

Take turns and read them aloud

ouch!	loud	doubt
out	bout	sound
mouth	proud	bounce
shout	cloud	Amount
tout	pout	mountain

4. **Let us learn about the ‘Ow’ sound**

The ‘ow’ sound is a combination of sound ‘o’ and the sound ‘w’ as in cow, how, bow

1.9 SPEAKING

- a. With your partner let us see how you can talk a little bit about yourself. Using the prompts or sentence parts given below, tell your partner about yourself.

Remember to use contractions where necessary.

Getting to know NDRF



Notes

1. I am .../I'm
 2. My name is
 3. I belong to....
 4. I come from....
 5. I joined the
 6. I joined the NDRF in the year.....
 7. My Battalion Number is....
 8. It is located in ____ which is in the state of _____
 9. What I like best about my job is ...
 10. The reason(s) why I like/love my job is that it gives me the chance to _____.
 11. The best thing about my job is ...
- b. Your team has been asked to give a talk to a group of school students and teachers about NDRF.

Instructions-

- Read the paragraphs given.
- With your partner fill in the blanks using suitable words and expressions from the box at the beginning of each paragraph.
- Work in pairs and choose any one role to play.
- Once you have selected your role, practice the following:
 - Read aloud the completed paragraph to your group.
 - Speak clearly and loudly.
 - Speak with expression so that your audience is attentive to what you are saying.
 - Remember you will be speaking to a group of students.
 - Your success will lie in making the audience listen and understand what you speak.

Paragraph 1: Key Strategies used by NDRF

You need to talk about the key strategies used by NDRF. Make sure to introduce yourself first. Use the correct word(s) from the box below to complete the paragraph.



Notes

Choose correct words to fill in the blanks

- a. key
- b. battalions
- c. pro active
- d. risk
- e. demolition
- f. shortest
- g. country
- h. pre positioning
- i. strategies
- j. close

Key Strategies used by NDRF

1. NDRF has two main _____. The first one is that they are alert and don't wait for things to happen.
2. This strategy is called being _____.
3. The second strategy can be explained when we look at how the NDRF _____ are spread all over our _____.
4. The reason for this is that there are areas which are more likely to be at _____.
5. These are areas, for example, which are _____ to the sea, river or the mountain region.
6. Therefore, when a disaster happens the team can respond in the _____ time possible.
7. This is possible because of the strategy of _____.
8. Remember at the beginning of the lesson Ankit and Bina talked about the _____ of the Noida Supertech Twin towers?
9. Well do you know that NDRF had placed their teams in _____ positions so that, if and when required, their teams could spring into action immediately.

Getting to know NDRF



Notes
Paragraph 2: Community and School Preparedness

In this section you will talk about NDRF's Awareness Building Program. Make sure to introduce yourself first.

Use the correct word(s) from the box below to complete the paragraph. You will find it useful when you give your talk.

Choose correct words to fill in the blanks

- a. schools
- b. demonstrations
- c. save
- d. prepared
- e. lectures
- f. reduce
- g. many
- h. respond
- i. Community and School Preparedness
- j. drills
- k. commitment

1. Good morning! I am here to talk about the NDRF's _____ Programme.
2. We, at NDRF, conduct these in _____ so that students can learn about different kinds of disasters.
3. Our team gives _____.
4. We also give interesting _____ so that the people see and learn about different techniques.
5. In addition, we conduct mock _____ so that students actually see what happens in a disaster.
6. Students are made to realize that they should not panic when disaster strikes but learn to _____ correctly.

7. Our Awareness Building Programmes really help in making our citizens better _____ to face disasters.
8. Awareness Building among school students and the community is crucial as it can _____ lives and _____ damage.
9. Do you know children-NDRF has till now saved _____ lives with courage and total _____.

1.10 3PS OF BECOMING A CONFIDENT SPEAKER

- Remember, it is common to feel nervous if one is asked to speak in front of people.
- But there is a way to get over one's nervousness and fear.
- Use the 3 P's given below to become a confident speaker- **Prepare Practice Perform**
 - **Prepare**
Think about your topic.
Think about what your listeners need to know about the topic.
Think about the best way to make your listeners understand your topic.
Write what you plan to say.
 - **Practice (Practise)**
Practice (Practise) by yourself first.
Talk in front of a mirror, talk in front of your family and friends and ask them what they think.
Speak clearly, loudly and at the right speed (neither very fast nor very slow).
 - **Perform**
Take a few deep breaths if you are feeling nervous. Think about what you have prepared and start speaking.

1.10 WHAT YOU HAVE LEARNT:

All can

- find the meaning of words from the context
- identify the main ideas of the text



Notes

Getting to know NDRF



Notes

- extract specific information of a text
- label text into Title and Sub titles
- listen for gist/ specific information
- introduce oneself using the prompts given
- move from uttering phrases and short sentences to longer connected speech
- use contractions while speaking
- correctly pronounce combination of 2 sounds-oy,oi,ow,ou
- use proper intonation and stress while speaking
- give information to school students in an interesting manner
- expand given notes and complete paragraphs with given inputs
- write a connected and clear paragraph using given inputs



ANSWERS TO INTEXT QUESTIONS/ACTIVITIES

INTEXT QUESTIONS 1.2

1. Answer **True** or **False**
 - a. (F)
 - b. (T)
 - c. (F)
 - d. (T)
 - e. (F)
2. Refer to text
3. Think of a suitable title for the text. Refer to B1.2 where you learnt about title and sub titles.

NDRF Women: Our Saviours; NDRF Women: Angels in Disaster;
Women Power in NDRF; NDRF Women lead from the fronts
4. Refer to text.

ACTIVITY 1.2

S.N	column A	column B
1	employ	To appoint someone to act for you

2	deploy	To officially make someone a member of a group or organization
3	depute	To get the services of someone
4	induct	To organize and send out people or things for a specific job

ACTIVITY 1.3

Contracted short form	Original long form
aren't	are not
can't	cannot, can not
couldn't	could not
didn't	did not
doesn't	does not
don't	do not
hasn't	has not

ACTIVITY 1.4

S.N	Sentence Present Simple	Simple Present
1	Every monsoon there are floods in some parts of India.	are
2	Dina reads the newspaper during breakfast .	reads
3	The President of India stays in the Rashtrpati Bhavan.	stays
4	Donny goes cycling every day.	goes
5	Pack your bags.	Pack
6	The housing society meets every Second Saturday.	meets
7	The Earth revolves around the Sun	revolves
8	We jog in the park every evening.	jog
9	Dina reads the newspaper during breakfast.	reads
10	Her mother is from Bengal.	is
11	It drizzles every day.	drizzles
12	She drinks milk every night.	drinks
13	Water freezes at zero degrees.	freezes
14	They watch television daily.	watch
15	We catch the bus every morning.	catch
16	They drive to Shimla for their summer holidays.	drive
17	He drinks coffee at breakfast.	drinks

ACTIVITY 1.6

Simple Present	SimplePast	Simple Present	SimplePast
want	wanted	visit	visited
finish	finished	walk	walked
wash	washed	watch	watched
cook	cooked	enjoy	enjoyed
call	called	help	helped

*Notes*

Getting to know NDRF



Notes

INTEXT QUESTIONS 1.3

1.

Sl. No	Present Continuous Tense	Verb	Simple Past Tense
1.	is lifting	lift	lifted
2.	Are rescuing	rescue	rescued
3.	Are advising	advise	advised
4.	Are pulling	pull	pulled
5.	Are moving	move	moved
6.	Are helping	help	helped
7.	Are supporting	support	Supported
8.	Are dropping	drop	dropped
9.	Are removing	remove	removed
10	Are assisting	assist	asisted

2. Use the Past Simple tense of the verb given in brackets to complete the sentences.

1. collapsed, rescued
2. caused, evacuated, distributed
3. affected, saved, removed.
4. pulled
5. created,
6. mobilised, evacuated, shifted , assisted, provided

Listening Activity Sheet ANSWERS

Tick the following statements True or False T/F

1. F	5. T	9. T	13.T	17. F
1. F	6. T	10. T	14. T	18. F
2. F	7. F	11. T	15. F	19.T
3. T	1. T	12. F	16. F	20. F

1.9 Speaking

Paragraph 1 Key Strategies used by NDRF

1.-I 2.-c 3.- b and g 4.- d 5.-j 6.- f 7.- h 8.-e 9. - a

Paragraph 2 Community and School Preparedness

1.-I 2.-a 3.- e 4.- b 5.-j 6.- h 7.- d 8.-c and f 9. – g and k



Notes

HELLO! I'M SHREEKUMAR

INTRODUCTION

Read the conversation given below. See how the speakers are interacting through the use of language.

Shreekumar: Hi Rajbir! How are you?

Rajbir: Hello Shreekumar. I'm fine. How about you?

Shreekumar: I'm fine too. Good to see you.

Rajbir: Good to see you too.

This is an example of 'small talk' which is a conversation for its own sake. It is used to start a conversation or to check the connection between the sender and receiver. Now read the next conversation.

Shreekumar: Hi Titli. How have you been?

Titli: Good. (Turns to walk away)

Will Shreekumar say anything further?

You will notice here that the relationship between Shreekumar and Titli is not too positive as she seems uninterested in talking to him. Her cursory 'Good' marks the end of the conversation, while Rajbir's question about Shreekumar's welfare encourages Shreekumar to carry the conversation forward. In this way the flow or the end of a conversation is dependent upon the situation or the social connection between the speakers.

Often, when you meet someone for the first time you need to tell who you are and need to know more about the person you are talking to. Sometimes, you introduce yourself or are introduced by someone at a meeting or place of work.

Hello! I'm Shreekumar



LEARNING OUTCOMES

After completing this lesson, the learner-

- greets and introduces self or others formally and informally, carries on a polite conversation, or takes leave of someone;
- uses personal pronouns with appropriate helping verbs while talking about self or others;
- uses the simple and progressive forms of verbs in the present and past tenses;
- listens to conversations between people and says what they mean;
- pronounces words beginning with vowel sounds;
- listens to and completes a conversation by writing the correct words in blanks; and
- completes an application form with details about self.



Notes

2.1 LET'S READ

2.1.1 WARM UP

Can you guess what the persons in the pictures are saying or have said to them? Match the situations with the most likely answers by writing the correct letter under each picture. One has been done for you.



1.



2.



3.



4.



5.



6.



7.



8.

A. Hi, Sarla. So good to see you.

- B. Good afternoon, Bhajan. Looks like you are leaving early today.
- C. Goodbye. Take care.
- D. Good night, dear. Sleep well.
- E. Good morning. I'm Keemat Lal from Apex Industries.
- F. Hello, Ma'am. How do you do?
- G. Hello, there. I've come to take the injured to the hospital.
- H. Good afternoon, gentlemen. I am the new product manager here.



Notes

2.1.2 READING TEXT

I. Read the conversations in the left hand column and complete the sentences provided on the right. Fill in the blanks or select the right option.

1.	<p>Nandram: Jai Hind, sir.</p> <p>Aseem: Jai Hind, Nandram. How are you?</p> <p>Nandram: I'm fine, sir. Thank you.</p>	<ol style="list-style-type: none"> 1. NandramAseem. 2. Aseem is Nandram's junior/senior at work. 3. Aseem's enquiry is an expression of politeness/true concern. 4. Nandram is /is not expected to ask how Aseem is, in return.
2.	<p>Jitin: Hello, everyone. I'm back from my leave.</p> <p>Rahul: Hi, Jitin. Good to have you back. How have you been?</p> <p>Jitin: Not too good. The village was full of mosquitoes. I could hardly sleep.</p> <p>Bharati: No wonder you have bites all over.</p> <p>Everyone: Hahaha</p>	<ol style="list-style-type: none"> 1. meets his old colleagues after a day/many days. 2. They seemto have him back. 3. Jitin has/ has not been happy during his stay in the village. 4. jokes with him about it. 5. Jitin minds/does not mind. He laughs with the others. 6. The question 'How have you been?' shows Rahul's concern for him/politeness towards him.

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<p>Reena: Good morning, Shanti. You're looking pale. Have you been well?</p> <p>Shanti: Good morning, Reena. Oh, I had severe gastritis last week but I'm all right now. Thank you for asking.</p> <p>Reena: Oh, dear! Take care.</p>	<p>1. Reena notices that Shanti is looking/not looking well.</p> <p>2. Reena's question shows her</p> <p>3. Shanti feels nice when Reena shows her</p> <p>4. Reena seems to like</p> <p>5. This is a polite/friendly conversation between colleagues.</p>
<p>Inspector Gagan: Good morning, madam. How have you been?</p> <p>Mrs. Bisht: Not too well, Inspector. The flood water has entered the house. We had to wade through water the whole evening.</p> <p>Inspector Gagan: Sorry to hear that. Please do not stand in the water for too long or you will catch a cold. Be careful that the baby does not put her hand in this water.</p> <p>Orking</p>	<p>1. Inspector Gagan finds an Mrs. Bisht the next morning.</p> <p>2. His enquiry is an expression of politeness/real concern.</p> <p>3. Mrs. Bisht's reply is aone in spite of the difficult condition she is in.</p> <p>4. Inspector Gagan is truly about Mrs. Bisht and her baby's well-being.</p>

II. Working in pairs, play the roles of the conversations above by speaking clearly.

III. Choose a role and enact the following conversation in pairs.

NDRF Inspector	District Collector
<p>I. You are an inspector in NDRF. Greet the District Collector and say the purpose of your being there. Say <i>'Good morning, madam/sir. I am Inspector (your name) of 9th Corps (pronounced core) NDRF. I am in -charge of the rescue team.'</i></p>	<p>i. You are the District Collector of Patna. You are greeted by an Inspector of 9th Corps NDRF. Respond to the greetings with <i>Good morning, Inspector</i> <i>Thank you for your quick response to our request for help.</i></p>

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ii. She/He greets you in response and thanks your team for your quick response to their request for help.	ii. The inspector says that she/he is simply doing her/his duty. Ask the inspector to sit down and say that you will brief her/him. Say <i>Please sit down, InspectorLet me brief you a little about the nature of the emergency.</i>
III. You say <i>Thank you for your kind words. We're only doing our duty.</i>	iii. The inspector thanks you and sits down.
iv. She/He invites you to sit down. Thank her/him and take a seat. Say Thank you.	



Notes



INTEXT QUESTIONS 2.1

In respect of the conversation above, write whether the statements are true or false and correct the false statements.

- Raksha Diwan introduces her colleague Ram Charan Das to Ramzan Zaidi.
.....
- Ram Charan Das is new to NDRF
.....
- Ram Charan Das was earlier posted in Assam Rifles
.....
- He tells Raksha and Ramzan that he is happy that he can teach them how to go about things there.
.....
- Raksha says that they are happy to have him in NDRF.
.....

2.1.4 READING TEXT

Listen to Gayatri Sinha's introduction of self and complete the information below.



“Hello! My name is Gayatri Sinha. I'm thirty-five. I'm from West Bengal but I work in NOIDA. I am a field reporter for Free TV. Currently my channel is working on a feature on important rescues done by NDRF. My job requires me to talk with the

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officers of NDRF in order to get first-hand information of the rescues. Sometimes I need to go to the disaster site as well. I can speak Bengali, Assamese and Hindi. I can speak English too but not too well. I am doing an online course in English speaking.




Notes



INTEXT QUESTIONS 2.2

Speaking aloud, use words and phrases from the box below to complete the information.

	1. Name:
	2. Age:
	3. Belongs to: but works in
	2. Works for: as a
	3. At present she is collecting information on
	5. In her current assignment she has to meet various..... of the NDRF.
	6. Languages she can speak: Bengali,, Assamese and English
7. Course she is enrolled in:	

2.1.5 READING TEXT

Listen to the conversation and answer the questions that follow.



A mock drill on rescue and relief operations during a building collapse has just ended at Hawa Mahal, Vijaywada. It is late in the evening by the time the men wrap up the day's proceedings and reach their unit office. The Deputy Commandant addresses his team.

DC: Good evening.

Personnel: Jai Hind, sir.

DC: All of you did a fine job today. A big cheer for everyone.

Personnel: Thank you, sir.

DC: Let's have a quick review of today's operation. Overall, it was a good one. I especially liked the efficient way you demonstrated the rescue operations. Ah, there comes Inspector Rao. How's your day been, Inspector Rao?

IR: Jai Hind, sir. It was good.

DC: Would you like to mention anything, Inspector Rao?

SR: Yes, sir. I really liked the way some of the NCC cadets attending the drill were taking notes and asking intelligent questions.

DC: Anyone else? (Pause) Yes, Inspector Jaggi?

HJ: Sir, I found our men were handling the equipment very efficiently. Especially our new recruit Sub-Inspector Shinde. He was not only handling the equipment well but also explaining the process to the students.

DC: Well done, Sub-Inspector Shinde.

CS: Thank you, sir.

DC: All right. Any problems or difficulties faced?

HJ: May I say something, if you don't mind?

DC: Sure, go ahead.

HJ: The general public made a nuisance of themselves by getting in the way most of the time.

DC: That's a good point. We must announce right in the beginning that people are not to come close. Would that be fine?

HJ: Yes, sir.

DC: Well, you've all earned a good night's rest. Moreover, it's quite late in the evening. You can all disperse now. See you tomorrow morning at 7am. sharp. Good night and Jai Hind.

Personnel: Jai Hind.



INTEXT QUESTIONS 2.3

I. Match the words with their meanings. Write the letter in the space provided. One is done for you.

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Notes

Words	Meanings
1. wrap up:C.....	a. speaks formally
2. proceedings:	b. assess formally with the idea of making necessary changes required
3. addresses:	c. complete or finish
4. thumbs up	d. an indication of satisfaction or approval
5. review:	e. series of activities at an event
6. efficient:	f. person or thing that annoys or causes trouble
7. demonstrated:	g. working in a well-organised and competent way
8. nuisance:	h. give a practical exhibition and explanation of how something works or is done

II. Read the following sentences after completing them by selecting the right words/phrases.

- i. The Deputy Commandant greeted the men with a (Good night./Good evening.)
- ii. When he praised them for their good work they said ‘.....’ (Thank you. /Goodbye.)
- iii. He enquired whether Inspector Rao’s experiences had been good by asking.....(How are you?/How’s your day been?)
- iv. In the review meeting they discussed the strong points of the operation and the difficulties faced by the..... (public. /personnel.)
- v. The men found the NCC cadets to be serious and (confused. /attentive.)
- vi. The other people around created a problem by (causing an obstruction. /talking very loudly.)
- vii. Sub-Inspector Shinde had joined the unit (a long time ago. /only recently.)

2.2 LEARNING NEW WORDS/EXPRESSIONS

I. Informal ways of greeting, talking about one's welfare and taking leave

When you meet a friend or colleague you say Hello or Hi followed by their name. The person responds with Hello/Hello + name.

We enquire about a person's well-being with How are you/How have you been/ How's your day been/How was your day? We wish a person well by saying Have a good day (at office).

Fill in the blanks with the right words.

1.



(Kamini and Alice)

Kamini: Hi/Hello,.....(8.30 am)

Alice: (6.00 pm)

2.



(Meena and Samir)

Meena: Bye, Samir.

Meena: Hello, Samir. How's

While taking leave you say Bye, Goodbye or See you then/later/See you.

3.



(Nazma and Lata)

Nazma: It was great catching up.

Lata:later.

4.



(Neil and Sudha)

Neil: I have to go.

Sudha: Ok.



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Notes

If one says See you around, it means that there are chances you will meet again.

II. Formal ways of greeting and taking leave

Formal greetings depend upon the time of day, like Good morning/ Good afternoon/ Good evening.

Remember we say Goodnight only when we part at the end of the day. If we said Goodnight to someone you meet late in the evening it would sound very rude, indicating to the other person that we do not wish to talk to him or her. But in certain organisations we never say Goodnight to one's senior even when we are parting at the end of the day, but say Jai Hind instead.

While taking leave or saying goodbye in a formal situation, we may say:

- Please excuse me. I've got .../
- I must take your leave ladies/gentlemen/
- May I be excused? I need to...

The response can be:

- Have a nice day.
- Have a good day.
- See you tomorrow/later.
- Take care.



Fill in the blanks with the right words.

	<p>Rajesh: Please I've got a meeting at 2.00.</p> <p>Bobby:later.</p>
	<p>Lady: I must take, ladies and gentlemen.</p> <p>Man: Have a, Ma'am.</p> <p>Lady: You too</p>

III. Formal and informal ways of introducing oneself or others

While introducing ourselves we give our name, say where we are from and where we are living at present and what work we do or the purpose of our visit. We may add an interesting detail about ourselves if we so wish or if the situation so demands.

Read the conversations below and play roles in pairs/groups of three.

	<p>Satpal: Hello, I'm Satpal Singh. I'm your new neighbour. I'm in F -19.</p> <p>Geeta: Hello, Mr Singh. Welcome to the block. My name's Geeta Khetri.</p> <p>Satpal: Thank you.</p> <p>Geeta: What do you do Mr. Singh?</p> <p>Satpal: I am an officer at NDRF.</p> <p>Geeta: Good to know you, Mr Singh.</p> <p>Satpal: Good to know you too.</p>
	<p>Nandini: Good morning. My name is Nandini. Dr Nandini Swamy. I'm the new resident doctor here.</p> <p>Dheeraj: Good morning, Dr Swamy. I'm Dr Dheeraj Rawat. I'm the senior resident here. And this is Dr Anil Bose. Anil is a resident in our department. Do tell us something about yourself Dr Nandini.</p> <p>Nandini: Well, I did my graduation from PGI Chandigarh and my post-graduation in medicine from AIIMS Guwahati. I'm a Tamilian from Chennai and but have lived in Bhopal, Chandigarh and Guwahati. I can speak a bit of Punjabi and Assamese apart from Tamil, Hindi and English.</p> <p>Anil: That's nice. Welcome to the department of Medicine.</p> <p>Nandini: Thank you. I'm sure I'll enjoy my stay here.</p>



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Read the conversations below and say whether they are formal or informal. Write a formal/an informal in the blanks.

At party	At get together
<p>Sub-Inspector Ahmed: Good evening, sir. (To his wife Shabana) Shabana, please meet Inspector Reddy.</p> <p>Inspector Raja Reddy: Good evening, Ma'am. Glad to meet you.</p> <p>Shabana: Glad to meet you too.</p>	<p>Gurmeet: Hi, Samantha. This is my new colleague, Ranjan.</p> <p>Samantha: Hello, Ranjan. Nice to meet you.</p> <p>Ranjan: Nice to meet you too, Samantha.</p>

IV. Meeting for the first time

Speaking to these conversations, play roles with a partner.

B is at the registration centre at a meeting or a camp. He has a list of participants which he consults as people walk up to him to register for the meeting.

A: Good morning. I'm from 13th Battalion, Srinagar.
B: Good morning, sir. You must be Asstt. Commandant Kishore Pandit.
A: You're right.
B: Welcome to the camp Asstt. Commandant Pandit. Sub- Inspector Hari Singh at your service. Here is your information kit, sir.
A: Thank you

A: Good morning.
B: Good morning. How may I help you, sir?
A: I need a name badge. My kit does not seem to have any. I'm Deputy Commandant 8th Battalion, Ghaziabad.
B: Sir, you must be DC Ahmed Ansari, right?
A: Indeed, I am.
B: Here's your name badge, sir. It must have dropped out of the kit. Sorry for the inconvenience.
A: Oh, that's perfectly all right. Thank you.



INTEXT QUESTIONS 2.4

Complete the sentences with suitable words/phrases from those given.

farewell welcome Excuse me Goodnight introducing I'm

1. We say "We're happy to have you amongst us in a party."
2. When we say, it means that we are not going to meet again that day.
3. We say when we try to catch the attention of someone at a distance.
4. While introducing ourselves we do not say Myself Dinanath but Dinanath.
5. Aparty is to say goodbye to a person/persons who are going away to another place, office or Battalion.
6. When we say This is Subedar Lakhan Pal, it means that we are him to someone.
7. Read the conversations at IV fill and complete the information in the box below.

a.	Sub-Inspector Singh is managing the
b.	ACKishorePandit is from
c.	He wishes tohimself for the camp.
d.	DC Ansari is from
e.	He wishes to
f.	Sub-Inspector Singh consults aas he talks to persons visiting his counter.

2.3 LET'S LEARN LANGUAGE

I. Personal Pronouns

- A. Read some excerpts from an interview and say who the underlined words stand for. Write their names in the blanks.

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<p>G: Good afternoon, sir. I'm Gayatri Sinha. <u>I'm</u> a field reporter from Free TV. <u>We're</u> doing a series on rescues and exercises of the NDRF. May I ask you a few questions?</p> <p>DC: Good afternoon, Ms Sinha. Yes, only a few questions, please.</p> <p>G: Thank you, sir. Would <u>you</u> please introduce yourself for the benefit of our viewers?</p> <p>DC: My name is Devendra Chauhan. <u>I'm</u> the Deputy Commandant of the 10th Battalion of the National Disaster Response Force, NDRF for short.</p> <p>G: Could <u>you</u> tell our viewers about the exercise at Vijaywada today?</p> <p>DC: Sure. Today our team conducted a mock drill in a simulation of Collapsed Structure – Search & Rescue at Hawa Mahal here. <u>We</u> demonstrated how the NDRF takes up rescue and relief operations during a building collapse.</p>	<p>I-Gayatri Sinha</p> <p>We- She and members of her team</p> <p>you-</p> <p>I-</p> <p>you-</p> <p>We-</p>
<p>G: There were some young people in uniform watching the exercise? Are <u>they</u> from the NDRF too?</p> <p>DC: Not exactly. They are students and NCC cadets. They are learning how to act in order to save people during a building collapse.</p>	<p>they-</p>
<p>DC: ...Now if <u>you</u> will excuse me... <u>I</u> must get back to my team.</p> <p>G: Thank <u>you</u> very much for your time, sir. A big thank you to the NDRF, as well, for keeping <u>us</u> safe.</p> <p>DC: Thank <u>you</u>.</p>	<p>you-</p> <p>I-</p> <p>you-</p> <p>us-</p> <p>you-</p>

The underlined words are all Personal pronouns which we use as a simple substitutes for the names of persons. This helps us to avoid repetition of a name which may make reading or speaking tedious and boring.

Pronouns have different forms depending upon how they are used. Personal pronouns have person, gender, number and case of the noun they replace.

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I. Read and complete the sentences with appropriate personal pronouns.

1. If a civilian wishes to join the NDRF,or cannot because the NDRF is a paramilitary force and draws battalions from forces like ITBP, CISF and Assam Rifles. The NDRF is composed of 12 battalions. These battalions are organized like the para military forces. In fact, are also managed by persons drawn from the para military forces on deputation. teams have 45 rescue personnel each.
2. NDRF are conducting a rescue operation to save Rahul Sahu, a 10 year old boy, who was trapped in a borewell. fell into the borewell in the backyard of his house while playing.was stuck at a depth of 62 feet. The NDRF teams dug a parallel pit next to the pit and according to rescue workers, built a tunnel to the pit in order to reach However,were worried about the stability of the ground.
3. 'Wish to join the forces when grow up,' said Priti, who was saved from drowning in the floods by the NDRF. 'The men are so hard working and brave. even risk their own lives to save people,' added.

II. Helping verbs: Present Simple and Present Progressive tenses

These are particular helping verbs that go with personal pronouns.

First person	Second person	Third person	Neuter Gender
I am... (singular) We are... (plural)	You are... (singular / plural)	He is.... (Masculine gender, singular) She is... (Feminine gender, singular) They are...(Both genders, plural)	It is... (singular) They are... (Plural)
am/are+ verb + ing(Progressive form)	are + verb + ing (Progressive form)	is/are + verb +ing(Progressive form)	is/are + verb +ing(Progressive form)

1. We make Past simple of verbs by adding-ed to the base verb. These are called **regular verbs**.
walk +ed= walked, turn+ ed= turned, shift + ed= shifted, join +ed = joined
2. There are, however, verbs that do not take -ed in the past forms (also called past participle). These are called **irregular verbs**.
run- ran, break-broke, leave-left, dig-dug, shoot-shot

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3. There are certain verbs that remain unchanged in their past forms. cut-cut, put-put, hurt-hurt, hit-hit, let-let, cost-cost, telecast-telecast.

Remember that the past continuous is used to indicate an action already in progress at a certain time in the past.

Similarly, there are particular helping verbs that go with Personal pronouns in the past progressive tenses

First person	Second person	Third person	Neuter Gender
I was... (singular) We were... (plural)	You were... (singular/plural)	He was.... (Masculine gender, singular) She was... (Feminine gender, singular) They were...(Both genders, plural)	It was... (singular) They were... (Plural)
was/were +verb + ing(Progressive form)	were +verb + ing (Progressive form)	was/were +verb + ing (Progressive form)	was/were +verb + ing (Progressive form)



INTEXT QUESTIONS 2.5

- I. Select the right words to complete the sentences. Write them in the blanks.
- 'We(is/are) always ready to meet any disaster,' said the jawan. 'At the moment we(is/are) going to rescue people from a landslide,' he added.
 - They(was/were) digging a pit when they(find/found) a large metal box.
 - I (am/are) worried. The helicopter(is/are) flying too close to the rocks.
 - It(am/is) our duty to help people who (is/are)facing a dangerous situation.
 - When the NDRF men(were reaching/reached) the site of the gas leak, the people nearby(was/were) fighting for life.

6. She..... (cried/ was crying) out for help but there was no one around to hear her. People(was/were) running away to save themselves.

II. Complete the sentences by using the correct Simple past /Past Progressive (helping verbs + past participles) forms of the verbs given in the brackets.

1. The earthquake (strike) around 9.04 p.m. on 5 March. People(eat) their dinner when it (strike).

2. The water in the river (rise) rapidly and the rescue team (know) that they(fight) a losing battle.

3. In a few seconds the huge sky scraper (collapse) before everyone's eyes. For a while people could see nothing because dust (fly) all around.

4. Immediately the NDRF (move) in and in about twenty minutes (transport) all the persons to safety.

5. When I(go) to the site of the gas leak I (wear) my gas mask and protective gear. So, I guess I have nothing to worry about.

6. We(try) very hard to contact the local authorities but none of our messages(reach) due to disruption and network failure.



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2.4 LET'S LISTEN

2.4.1 Listen to the conversation first and then complete the sentences.-

I.



A: Hello, Rajshekhar. Where've you been?

B:, Srini. I was away on training.

A: Training?

B: At Itanagar.

A: in Arunachal Pradesh, right?

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B: Yes.

A: And what kind of training

B: We were trained to locate and rescue them during a cloudburst and

A: That's nice. Okay, I need to go. in the evening.

2.4.2

Sometimes we use the full form of pronoun+ helping verb instead of the short form when we wish to stress or place emphasis on something.

a. A: I wonder if you've read the email carefully.

B: Of course, I have. It mentions the need for housing the rescue team.

b. A: Need I wear a cap with this dress?

B: I think you should. It's freezing out there.

II. Listen to the conversation and number the sentences as you hear them. One is done for you.



...1..... A: Good morning, Subedar Major Bhatti.

..... B: I'm preparing the list of teams for today's rescue.

.....A: Thank you, Bhatti.

.....B: Good morning, sir. (sound of pushing of a chair to indicate he's standing up)

.....A: Sit down, please. What are you busy doing? How about the list of equipment we'd need?

.....B: That's ready too. Here it is.

III. Listen to the sentences and select the words you hear. You may listen more than once. One is done for you.



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1. A: Who's Gurinder?
B: He is/He's my colleague.
2. A: Are you really twenty-six years old? You look very young.
B: Indeed, I am/I'm.
3. A: Where are you from?
B: We are/We're from the 12th battalion.
4. A: Have you ever been to Uttarkashi?
B: Of course, I have/I've.
5. A: Where were they when you found them?
B: They were/They're on a flat rock in the middle of the river.
6. A: Can you use the Tyrolean traverse?
B: Sorry, I cannot/I can't.
7. A: I forgot my mask at home. I think I will/ I'll go without it.
B: No, I do not/ I don't think you should take such a risk.
8. A: Please, no, I do not/don't want to cross the river this way. I am/I'm afraid I'll/I will fall into it.
B: Do not/Don't worry. We shall not/shan't let you fall, Ma'am.



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IV Listen to Mahima introduce herself to the students of the school where the NDRF is doing an awareness programme. Then complete the information in the box.



1. Name of NDRF person:
2. Place where she belongs:
3. Her rank:
4. Her job description: Appointed as
5. Things she had to learn:.....
 - i. To be able to handle.....
 - ii. To be able to
6. What is special about her employment?

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2.5 PRONUNCIATION

I. Short forms in speech

You have learnt the short forms in Lesson 1. In this section you will learn to pronounce them correctly.

A. Listen and repeat the words.



I'm (I am) we're (we are) you're (you are) he's (he is) it's (it is)
she's (she is) there's (there is) they're (they are) I've (I have)
we've (we have) everyone's (everyone is)
can't (cannot) couldn't (could not) didn't (did not)
aren't (are not) wasn't (was not) weren't (were not) haven't (have not)
shan't (shall not) shouldn't (should not) wouldn't/won't (would not)

B. Listen and repeat the sentences.



- A: Where's everyone? There's no one here.
B: Everyone's in the parade ground.
- A: Haven't you informed the local authorities?
B: I haven't. Sorry, I forgot.
- A: It's quite cold here. Have you got your jackets?
B: We do. In fact we have a couple of spare ones, as well.
- A: Please don't tell the people how bad the situation is. They'll panic.
B: No, I won't.
- A: Weren't you supposed to be inside the school?
B: I was but I thought I could help. You see, I'm a trained nurse.

II. **Words beginning with vowel sounds.**

You will notice that unlike the Indian languages, letters and sounds do not have a one- to -one correspondence. This means that one letter may stand for different sounds and one sound can be represented by different letters.

Listen and repeat the words. Notice how one letter may have different sounds.

Words beginning with the letter 'a'

1. a. absence accept access accident act address
administration angle ankle annual antihistamine
- b. ability about above accompany account advice afford afraid
again agree ahead alert allow apart apply around
- c. after answer artery arm aisle arch army art ask aunt
- d. able ache age agent aid aim April
- e. almost already also alter alternative although always automatic
authority

Words beginning with the letter 'e'

2. a. echo edge education efficient effort elderly
element elevation employ empathy extra
 - b. effect eject elaborate elect electricity enable
examine example enclosure encourage encyclopaedia
 - c. each eager eagle easily east ecology economic ego
Egypt elasticity email
 - d. earn earnest earnings earth earthquake earthworm
 - e. ear eardrops eardrum ear flaps earplug
 - f. Eiffel either eye eyelet
 - g. eight eighth eighty
3. Words beginning with the letter 'o'
 - a. Ocean oasis oath oatmeal over overseas
 - b. obey oblige object (V) objection objective obstruct

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- c. object (N) odd onward operation Orissa oscillate osmosis ox
- d. organize organic order orientation ornament orthopaedic oxygen
- e. ouch owl our outage outbreak outreach outward
- f. oven

2.6 LET'S SPEAK

Read the following conversations and then practise speaking them with a partner.

Conversation 1. (2 persons)

A: Good afternoon. I'm Sheena/Jacob Mathew. I'm paramedical staff in the medical centre at Chennai in Tamil Nādu.

B: Good afternoon, Sheena/Jacob. My name's Ramandeep Brar. You can call me Raman for short.

A: What do you do, Raman?

B: I'm an Assistant Sub-Inspector in the 7th battalion. I'm posted at Bhatinda.

A: Nice to meet you, Raman.

B: Nice to meet you too.

Conversation 2. (3 persons)

A: Good morning, sir. Subedar Major Das reporting for duty, sir.

B: Good morning, Subedar Major Das. Where were you posted before this?

A: I was in the records department of the 12 battalion.

B: But here you will have a more active role in rescues. Are you ready for that?

A: Yes, sir.

B: Welcome to the I Battalion in Arunachal Pradesh, Subedar Major Das.

A: Thank you, sir.

B: And who is this young man with you, Das?

A: Sir, this is Constable Sahu. Sahu has been posted here in the Public Relations Department.

B: Welcome to the battalion, Sahu.

C: Thank you, sir. (clicks heels and salutes)

2.7 LET'S WRITE

I. Use appropriate words/phrases from the box to complete the sentences in the conversation. Then play the roles of Subedar Major Vikas Yadav, Chandrakant Bedekar, Sub-Inspector Chauhan and Constable Ramam.

engineer	Good evening	borewell	My name's	from
How	Please meet	I'm		
They're	Assistant Commandant	yourself		



Notes

A: Good evening, gentlemen. _____ Vikas Yadav. I'm a Subedar Major and the new _____ here.

B: _____, Subedar Major Yadav. Please tell us something about _____.

A: Well, _____ from Darbhanga in Bihar. I'm basically an _____-and have special training in using _____ robots. _____ about you?

B: My name's Chandrakant Bedekar. I'm the Public Relations officer here.

A: Where are you from, Chandrakant?

B: I'm _____ Pune.

A: And who are these gentlemen with you? Are they in our battalion?

B: Indeed, they are. _____ Sub- Inspector Chauhan and Constable Ramam. _____ in our combat team.

C: (together) Good evening, sir.

II. Use the information given in the box and complete Raman Kishore's introduction.

Hello! I'm Shreekumar



Notes

Please meet	Name: Raman Kishore
He's a in.....	Rank: Subedar Major
.....	Posted in: Head quarters of 1
He is a	battalion at Hollongi, in. Arunachal Pradesh
.....	Functions as: rescuer and combatant
He has special training in dealing with	Specialist in: natural disasters
.....	First posting in the North East
He says he is excited to be.....	
.....	



WHAT YOU HAVE LEARNT

- You have learnt-
- the different ways to greet and take leave while in a conversation.
- how to introduce yourself or someone else.
- To refer to the most important information about ourselves or the person we are introducing.
- how to pronounce contractions or short forms in speech.
- that it is important to check the pronunciation of words beginning with vowel-letters as these do not always have the same pronunciation.



ANSWERS TO INTEXT QUESTIONS AND ACTIVITIES

2.1.1 Warm Up

Picture 1-E, Picture 2-C, Picture 3-F, Picture 4-G, Picture 5-A, Picture 6-H, Picture 7-D, Picture 8-B

2.1.2 READING TEXT

Conversation 1

1. Aseem *greet*s Nandram.
2. Aseem is Nandram's *senior* at work.
3. Aseem's enquiry is an expression of *politeness*.
4. Nandram is *not* expected to ask how Aseem is in return.

Conversation 2

1. **Jitin** meets his old colleagues after a day/many days.
2. They seem **glad/happy/pleased** to have him back.
3. Jitin **has not** been happy in his last posting.
4. **Bharati** jokes with him about it.
5. Jitin **does not mind**. He laughs with the others.
6. 'How have you been' shows Rahul's **politeness towards him**.

Conversation 3

1. Reena notices that Shanti **is not looking** well.
2. Reena's question shows her **concern**.
3. Shanti feels nice when Reena shows her **concern**.
4. Reena seems to like **Shanti**.
5. This is a **friendly** conversation between colleagues.

Conversation 4

1. Inspector Gagan finds an **unhappy** Mrs. Bisht the next morning.
2. His enquiry is an expression of **real concern**.
3. Mrs. Bisht's reply is a **polite** one inspite of the difficult condition she is in.
4. Inspector Gagan is truly **concerned** about Mrs.Bisht and her baby's well being.

INTEXT QUESTIONS 2.1

1. Rakhsa Diwan introduces her colleague Ram Charan Das to Ramzan Zaidi. False..... (her colleague Ramzan Zaidi to Ram Charan Das)
2. Ram Charan Das is new to NDR F..... True.....
3. Ram Charan Das was earlier posted in Assam Rifles..... True.....
4. He tells Rakhsa and Ramzan that he is happy that he can teach them how to go about things there.Flase.....(He is happy that they can teach him how to do things in the CISF Battalion)
5. Rakhsa says that they're happy to have him in the CISF Battalion...True..

INTEXT QUESTIONS 2.2

1. Name: **Gayatri Sinha**

Hello! I'm
Shreekumar



Notes

Hello! I'm
Shreekumar



Notes

2. Age: *thirty-five years*
3. Belongs to: *West Bengal* but works in *NOIDA*
4. Works for: *the channel Free TV* as a *field reporter*
5. At present she is collecting information on *important rescues done by the NDRF*.
6. In her current assignment she has to meet various *officers* of the NDRF.
7. Languages she can speak: Bengali, *Hindi*, Assamese and English

INTEXT QUESTIONS 2.3

- I. Words and their meanings
 1. wrap up:c.....
 2. proceedings:e.....
 3. addresses:a.....
 4. thumbs up:d.....
 5. review:b.....
 6. efficient:g.....
 7. demonstrated:h.....
 8. nuisance:f.....
- II. Complete the following sentences by selecting the right words/phrases.
 - i. 'Good evening'.
 - ii. 'Thank you'.
 - iii. 'How's your day been?'
 - iv. personnel.
 - v. attentive.
 - vi. causing an obstruction.
 - vii. only recently.

INTEXT QUESTIONS 2.4

Complete the sentences with suitable words/phrases from those given.

1. welcome
2. Good night
3. Excuse me

4. I'm Dinanath
5. farewell
6. introducing

2.3 LET'S LEARN LANGUAGE

I. Personal Pronouns

A.

Excerpt 1- I-Gayatri Sinha, We- She and members of her team, you-Devendra Chauhan

Excerpt 2- I- Devendra Chauhan, you- Devendra Chauhan, We- Devendra Chauhan and his team

Excerpt 3- they- students and NCC cadets attending the drill

Excerpt 4- you- Gayatri Sinha, I- Devendra Chauhan, you-Devendra Chauhan, us- people including Gayatri Sinha, Gayatri Sinha

B. Complete the sentences with appropriate **personal pronouns**.

1. If a civilian wishes to join the NDRF, **he** or **she** cannot because the NDRF is a para-military force and **it** draws **its** battalions from forces like ITBP, CISF and Assam Rifles. The NDRF is composed of 12 battalions. These battalions are organized like the para military forces. In fact, **these** are also managed by persons drawn from the para military forces on deputation. **These** teams have 45 rescue personnel each.
2. NDRF are conducting a rescue operation to save Rahul Sahu, a 10 year old boy, who was trapped in a borewell. **He** fell into the borewell in the backyard of his house while playing. **He** was stuck at a depth of 62 feet. The NDRF teams dug a parallel pit of nearly 60 feet next to the pit and according to rescue workers, **they** plan to build a tunnel to the pit in order to reach **him**. However, **they** are worried about the stability of the ground.
3. 'I wish to join the forces when **I** grow up,' said Priti, who was saved from drowning in the floods by the NDRF. 'The men are so hard working and brave. **They** even risk their own lives to save people,' **she** added.

Hello! I'm
Shreekumar



Notes

Hello! I'm
Shreekumar



Notes

INTEXT QUESTIONS 2.5

I.

1. are, are
2. were, found
3. am, is
4. is, are
5. reached, were
6. was crying, were

II.

1. Struck, were eating, struck
2. Was rising, knew, were fighting
3. Collapsed, that was flying
4. Moved, they transported
5. Tried, were reaching

2.4 Listening

2.4.1

I.

A: Hello, Rajshekhar. Where've you been?

B: Hello, Srini. I was away on a training.

A: Training? Where?

B: At Itanagar.

A: It is in Arunachal Pradesh, right?

B: Yes.

A: And what kind of training did you get?

B: We were trained to locate missing people and rescue them during a cloudburst and flash flood.

A: That's nice. Okay, I need to go. See you in the evening

II.

1 A: Good morning, Subedar Major Bhatti.

...4.. B: I'm preparing the list of teams for today's rescue.

- ...7...A: Thank you, Bhatti.
...2...B: Good morning, sir. (sound of pushing of a chair to indicate he's standing up)
...3...A: Sit down, please. What are you busy doing?
...6...B: That's ready too. Here it is.
...5...A: How about the list of equipment we'd need?

III.

- A: Who's Gurinder?
B: **He's** my colleague.
- A: Are you really twenty -six years old? You look very young.
B: Indeed, **I am**.
- A: Where are you from?
B: **We're** from the 12th battalion.
- A: Have you been to Uttarkashi?
B: Of, course, **I have**.
- A: Where were they when you found them?
B: **They're** on a flat rock in the middle of the river.
- A: Can you use the Tyrolean traverse?
B: Sorry, **I can't**.
- A: I forgot my mask at home. I think **I'll** go without it.
B: No, **I don't** think you should take such a risk.
- A: Please, no, I **do not** want to cross the river this way. **I'm** afraid **I'll** fall into it.
B: **Don't** worry. We **shan't** let you fall, Ma'am.

IV.

- Name of NDRF person: **Mahima Bisht**
- Place where she belongs: **Pauri Garhwal in Uttarakhand**
- Her rank: **Sub-Inspector**
- Her job description: Appointed as **rescuer and combatant**



Notes

Hello! I'm
Shreekumar



Notes

5. Things she had to learn:.....
 - i. To be able to handle *equipment*
 - ii. To be able to *rescue boats*
6. What is special about her employment? *She is part of the first all-women team to be deployed.*

2.7 LET'S WRITE

- I. Use appropriate word/phrases from the box to complete the sentences in the conversation.

A: Good evening, gentlemen. *My name's* Vikas Yadav. I'm the new *Assistant Commandant* here.

B: *Good evening*, Subedar Major Yadav. Please tell us something about *yourself*.

A: Well, *I'm* from Darbhanga in Bihar. I'm basically an *engineer* and have special training in using *borewell* robots. *How* about you?

B: My name's Chandrakant Bedekar. I'm the Public Relations officer here.

A: Where are you from?

B: I'm *from* Pune.

A: And who are these gentlemen with you?

B: Oh, *Please meet* Sub- Inspector Chauhan and Constable Ramam. *They're* In our combat team.

C: (together) Good evening, sir.

II

Please meet *Raman Kishore*.

He's a *Subedar Major* in the Headquarters of 1 battalion at Hollongi, in Arunachal Pradesh.

He is a *rescuer and combatant*

He has special training in dealing with *natural disasters*.

He says he is excited to be *posted in the North East*.



EMERGENCIES

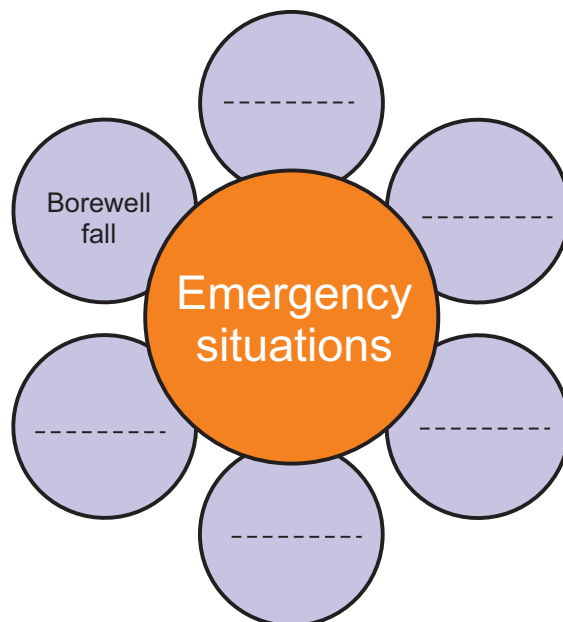


Notes

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.



Notes

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.
----	--

Read the short passages given below and answer the questions that follow:



Notes

- 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?

Emergencies



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.

*Notes*

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

Emergencies

- 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:

Notes

- 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

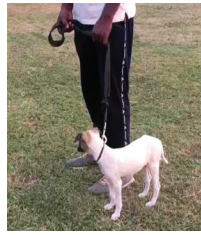


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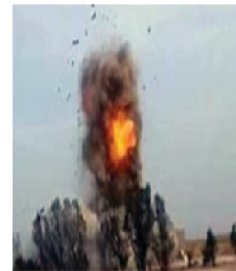
Emergencies



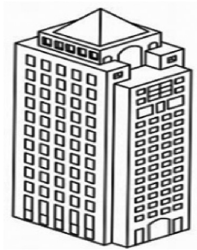
Notes



white puppy



loud explosion



big building






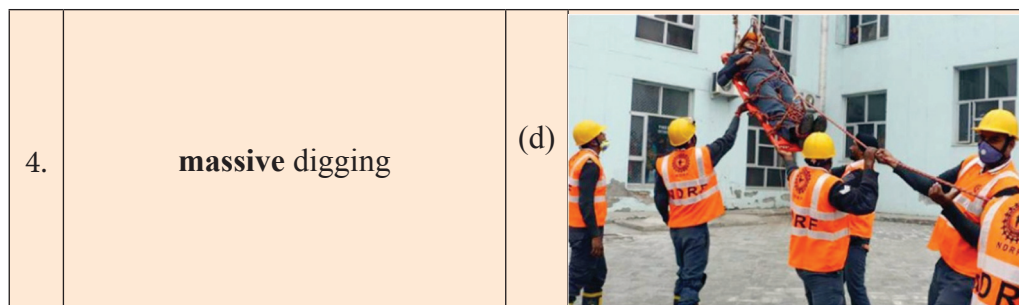
big display



INTEXT QUESTIONS 3.2

I. Match the picture with the correct adjective.

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



tragic	small	severed	big	more	seven
--------	-------	---------	-----	------	-------

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?



Notes

Emergencies



Notes

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. _____



Notes

Emergencies



Notes

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

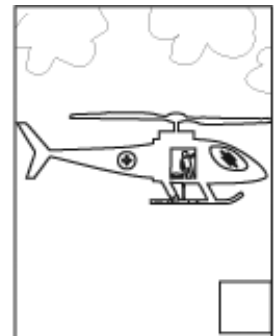
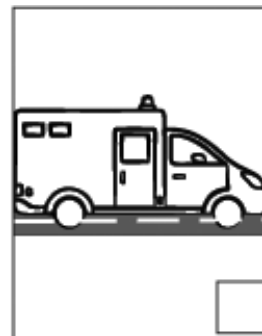
II. Fill in the blanks with the adverbs formed from the adjectives given in brackets.

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



Notes

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

Emergencies



Notes

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.



Notes

Emergencies



Notes

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



Notes

I. QUESTION WORDS (WH)

Concept:



Notes

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

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

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



Notes

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?



Notes

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



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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



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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.



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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



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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".



RAGE OF THE RAIN



Notes

INTRODUCTION

What is a flood?

“Floods are **recurrent** phenomenon, which cause huge loss of lives and damage to livelihood system, property, infrastructure and public utilities.” India’s high risk and **vulnerability** is highlighted by the fact that 40 million hectares out of a geographical area of 3290 lakh hectares is prone to floods. It is a cause of concern that the flood related damages are showing an increasing trend.” NDRF SOP on Flood Disaster Relief.

Recurrent – happening repeatedly

Vulnerability -the state of being open to threat or harm

Floods are amongst the most likely and devastating of all natural disasters in India which affect the North-Eastern States, Gangetic and Kosi river plains in Bihar, Southern coastal areas and parts of Maharashtra and Kerala almost every year.



LEARNING OUTCOMES

After completing this lesson, the learner -

- reads a variety of texts with understanding and for specific supporting details;
- responds to the information provided in the texts in questions and other related activities;
- uses words related to floods, flood relief and rescue;
- correctly pronounces common compound words and words with short and long vowel sounds;
- writes formal letters using a suitable introduction, logical progression and conclusion; and
- speaks effectively and constructively on a given topic.

4.1 WARM UP



Notes

- A. Look at the picture of floods in Kerala. Discuss with your buddy what kind of damage could have occurred in the area?



- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. Damage to infrastructure like roads, drainage system etc.
- B. If you were in a rescue team who has just arrived at the scene, what kind of help would you give?
We would-
 - a. Rescue people marooned by flood water
 - b. _____
 - c. _____
 - d. _____
 - e. _____

4.2 LET'S READ

From the Flood Zone: A first-person Account of Flooding in Pathanamthitta

Read aloud this first-person account of the flood relief work.

On August 15, the Additional Chief Secretary of the Revenue Department asked me to travel at once and reach Pathanamthitta at the earliest. Thousands were trapped in flood waters and it was raining continuously.



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The challenges were increasing at every moment. When we got boats, we thought we had won. But the boats remained in lorries as the roads were damaged/ flooded. When the boats reached the river, they could not enter the water because of the cross currents. We missed a day! Then, when the boats entered the water, they could not go near many houses because of whirlpools. Helicopters could not pick up people as we desired, for many reasons (there were trees near houses, old people could not climb up into the helicopters using rope ladders, the houses did not have a roof top for helicopters to land, etc.). It was the practical difficulties that were a challenge for us.

The administrative challenges were also many. There were innumerable phone calls to attend to. Communication was another big challenge. The batteries of all our team members out in the field had drained after three days of rain. No power supply meant mobiles could not be charged and mobile towers were damaged. And it was raining throughout, without interruption! We all had to maintain our calm always.

Understanding The Text

4.2.1 Based on your reading of the account, complete the sentences by reading aloud. you may write them also.

Problems in rescuing people by boats	The boats
	a. could not be off-loaded from the lorries as _____
	b. could not be taken into the river _____
	c. could not reach the houses _____

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Problems in rescuing people in helicopters	a. _____ prevented helicopters from flying close to the houses.
	b. _____
	c. _____
Administrative issues	a. Response and follow-up of calls _____
	b. _____
	c. _____
Problems of communication	a. The batteries of field rescuers _____
	b. Phones could not be charged _____
	c. The mobile towers _____

4.2.2 Think and discuss

Discuss in groups the steps you would have taken for rescue and relief as a part of the district administration of Pathanamthitta.

4.2.3 Read aloud the given passage choosing the appropriate words from the brackets.

There are many places on Earth where

- _____ (flooding/floods/flood) is a major concern. A flood occurs when land that is normally dry gets
- _____ (inundating/inundated/ inundate) with water, which can happen in a multitude of ways. Excessive rain, a ruptured dam or rapid
- _____ (melted/melts/melting) of snow or ice can
- _____ (causing/causes/cause) a river to flood and spread over the adjacent land, called a floodplain. Coastal flooding occurs when a large storm or tsunami
- _____ (causes/cause/causing) the sea to surge inland. Most floods take hours or even days to
- _____ (developed/developing/develop), giving residents time to prepare or evacuate. Others generate quickly and with little warning. These flash floods can be extremely dangerous, instantly turning a stream into a rushing flow that
- _____ (sweeps/sweeping/sweep) everything in its path. India is highly vulnerable to floods. Out of the total geographical area of 329 million hectares

(mha), more than 40 mha is flood prone. Floods are a recurrent phenomenon, causing huge loss of lives and

- h. _____ (damaged/damages/damaging) livelihood systems, property, infrastructure and public utilities. On an average every year, 75 lakh hectares of land is affected, 1600 lives are lost and the damage caused to crops, houses and public utilities is Rs.1805 crores due to floods.

4.3 LET'S WRITE

We know that official letters are written to inform the government about a particular situation, to make or accept a request for help, to express gratitude or to lodge a complaint.

So, how is an official letter written? Is there any format that is to be followed? Yes, when writing an official letter, it is important to follow a specific structure or format.

- The letter is written on official letterhead or plain paper.
- Since the letter is written to an official, use the recipient's rank and address.
- The introductory paragraph states the purpose of the letter.
- The second paragraph of the letter defines the action required or request made.
- The letter is signed by the person writing the letter, followed by the writer's designation.

Sample: The District Collector of Pathanamthitta writes a letter to NDRF asking for help in rescue work. Read the letter given below.

Official letterhead with detailed information for communication & letter number	<p align="center">Office of the District Collector, Pattanamthitta</p> <p>Tel: xxx5632 Fax: 0120xxxxx Mob: xxx143451 email:distcoll@gov.in</p> <p>Letter no: CA.DCC.08/20222 Dated: 18 October 2022</p>
Recipient's rank and address	<p>The Director General National Disaster Response Force 6th Floor, NDCC –II Building Jai Singh Road, New Delhi</p>
Subject statement	<p>Sub: Deployment of Rescue & Medical Support Teams for Flood Relief</p>
Salutation	<p>Sir,</p>



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The introductory paragraph that states the purpose of the letter. ←	I wish to request your prompt help in providing us with Rescue and Medical Support Teams for Rescue and Relief operations due to the heavy flooding in the area triggered by incessant rain in parts of Kottayam and Pathanamthitta for the past three days. Several low-lying parts of the region are inundated by flood water. Though we have opened four relief camps at Changanassery, Mallappally and Nedumkunnam villages, this is not enough.
The second paragraph defines action required or request made ←	The deployed teams must report to the office of the District Collector, Pattanamthitta at the earliest to carry on rescue and relief operations.
Signature and designation of the person writing the letter. ←	<p style="text-align: right;">Signed District Collector Pattanamthitta</p>

ACTIVITY 4.1

As the Director General of NDRF, write a letter responding to the request of the Pathanamthitta District Collector informing them about the number of teams being deployed and their date of arrival.

Receiver's rank and Address ←	<p style="text-align: center;">National Disaster Relief Force</p> Tel: xxx6789 Fax: 0120xxxxxx Mob: xxx43532 email:ndrfhq@gov.in Letter no: NDRF.DG.08/20222 Dated: 18 October 2022 _____ _____ _____
Subject statement ←	Sub: _____
Noting request ←	Sir,

The introductory paragraph that ← states the purpose of the letter.	_____

Designation of signatory ←	Signed _____

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DO YOU KNOW?

- Six inches of fast-moving water is enough to knock a person down. Don't try to walk through flood waters. Often the water is much deeper than you know and could contain dangerous debris or contaminants.
- 66% of flood-related deaths are due to drivers attempting to drive through water that is too deep. Never try to drive through water when you don't know how deep it is. 12 inches of water is enough to sweep away a small car and two feet of water can sweep away most vehicles.
- New land development can increase the risk of flooding. New construction can change the natural run off patterns of an area. When building or buying a home, be aware of this fact. Prepare and be proactive, talk to your builder or neighbor and mitigate the effects. Land that hasn't flooded in the past may be at higher risk after new construction takes place.

4.4 LISTENING*Notes*

Listen to the conversation by scanning the QR code given.

Read the text silently first and then read it aloud along with your buddy.

DC Pathanamthitta: Good Afternoon. I am District Collector Pathanamthitta, P. Vijayan. We are facing a grim flood situation here and request your help in Rescue and Relief operations.

Cmdt NDRF: Good Afternoon, Sir. I am speaking from NDRF Headquarters. We will be glad to be of help. Could you brief me about the situation there?

DC Pathanamthitta: It has been raining heavily in Kottayam and Pathanamthitta for the last four days. This has caused heavy floods. Several low-lying parts of the district have been inundated. Water has entered several houses and shops, besides submerging roads in different places and knocking off the power cable net-work.

Cmdt NDRF: How much is the area that is affected by the floods?

DC Pathanamthitta: It is more than 200,000 hectares.

Cmdt NDRF: Have you undertaken some relief efforts?

DC Pathanamthitta: We have mobilised about 50 boats belonging to the fisherfolk community and rescued over 1,000 marooned people. We have set up 28 camps which have accommodated 561 people. But we are unable to cover such a large area or reach people marooned in some low-lying areas. We need help with rescue and relief work and with health care in the camps.

Cmdt NDRF: I shall speak with my DIG. We shall probably be able to deploy two teams immediately. They shall report to you by morning tomorrow.

DC Pathanamthitta: Thank you. What help would you require from us?

Cmdt NDRF: We will need a district map of low-lying areas. We would also need some staff who can guide us as to terrain and location and act as interpreters.

DC Pathanamthitta: Sure. That won't be a problem.

ACTIVITY 4.2

Understanding the information above, write whether the following statements are True(T) or False(F). Write Don't Know for facts that have not been mentioned in the conversation.

1. The flood in Pathanamthitta was a flash flood caused by a cloudburst. _____
2. The total area of Pathanamthitta is 200,000 hectares. _____
3. The district administration has already set up relief camps where they have accommodated more than a 1,000 people. _____
4. Till the time of talking there have been five casualties. _____
5. The District administration is air-dropping supplies to people who are marooned. _____
6. The volunteers include fishermen, members of trade unions and college students. _____
7. Relief camps will be set up in schools, sports clubs, community halls, temples, mosques and churches. _____
8. The areas that are most affected by the floods are Adoor, Konni and Aranmula. _____
9. NDRF commandant asks for staff that can act as interpreters. _____
10. NDRF will be sending two teams for deployment in Pathanamthitta. _____

4.5 SPEAKING**Presenting a Report**

In this section you will develop three skills- reading, listening and speaking. You will need to first read the given conversation silently. Then you can enact the conversation with your buddy.



SI Singh: Good Morning, Sir. Sub Inspector Singh reporting from Kottayam.

Commandant Das: Good Morning. How is the situation there?

SI Singh: Sir, a very large area of the district is inundated. There is 3-4 feet of water in

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areas. People are marooned in far off places. _

Commandant Das: How are your rescue efforts going on?

SI Singh: Sir, yesterday we covered an area of about 15kms from Headquarters. We evacuated 250 people and brought them to the camps. Today, again, we started at daybreak and the rescue operation is on since 5:30am. Yesterday, a woman delivered a baby boy on the Rescue boat. He has been named Aapda Menon

Cmdt Das: Congratulations, Singh. Very well done.

SI Singh: Thankyou Sir. Today the rescue of a child by Constable Nayyab Nayak has gone viral. He ran across the flooded bridge carrying a child to safety. He has been hailed as a hero by the media..

Cmdt Das: Good Job, Singh. Are there any problems that you are facing in your efforts?

SI Singh: The challenge is that it is a large area to cover, Sir. Also, people and livestock are marooned in areas where the lanes are narrow and it is difficult to manoeuvre boats in those areas.

Cmdt Das: What are you doing for people trapped in those interior areas?

SI Singh: Sir, we are supplying food packets and drinking water by boat and also air dropping through helicopters.

Cmdt Das: That’s very good. How are you placed for supplies?

SI Singh: Sir we have plenty of supplies.

Cmdt Das: Let me know if you require more help from Headquarters.

SI Singh: Sir, at the moment we are doing fine. We have two teams here.

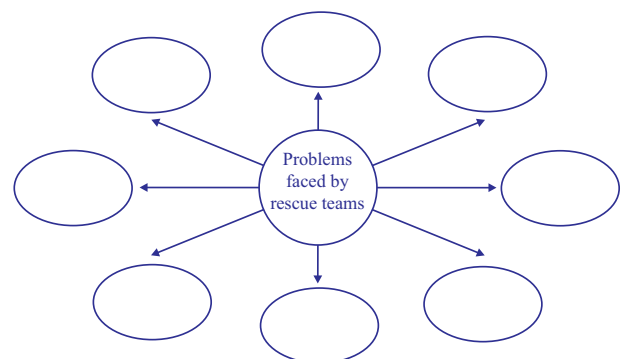
Cmdt Das: I am quite confident you will do a good job. Jai Hind.

SISingh: We will do our best, Sir. Jai Hind Sir.

4.6 “THE RESCUE” – A DRAMA

WARM UP

What are the problems that you are likely to face during your rescue and relief operations in a flood-affected area. You may write them here-



LET'S READ

The drama text will help in developing your skills in reading, writing, listening and speaking. You must first listen to the play and follow the text. Then read the play silently.



Read the play about the rescue of a family marooned during a flood.

The Rescue**Characters**

Mohan Lal – 47 years old

Molly – Mohan Lal's wife 40 years old

Sheelu – 19 years old, Mohan Lal's daughter

Biju – 70 years old, Mohan Lal's father

Sreedharan – Mohan Lal's 45 years old neighbour

Time: Late afternoon in July

Setting: Mohan Lal's home

Scene – 1

Mohan Lal, Molly and Biju are in a room. Biju is sitting on the bed, Mohan Lal is sitting on a chair. Molly is looking out of the window. The stage is not very bright.

Mohan Lal : (going to the window): It is raining so heavily. And look! Our back-yard is a small pond.

Biju : (joining Mohan Lal at the window): I've never seen it rain so hard. This is the third day of incessant rain.

Molly : (joining the men at the window): Oh no! The radio said Manimala and Achankovil rivers were flowing above flood stage this morning.

Mohan Lal : Yes. I heard in the morning the water in nearby villages of Kalloppa

Incessant – continuously or without interruption

Improvised – a temporary substitute or replacement for something

Deluge -- heavy rain

Sahodari – Malayalam for sister-in-law (Bhabhi in Hindi)

Acchan – Malayalam for Father

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and Thumpamon had reached dangerous levels. It must have covered the paddy fields and the high-way by now.

(The men return to where they were sitting. There is a noise of stamping feet and someone breathing hard. They all look to the right, the direction of the sounds.)

Sreedharan : (entering from right. He has an improvised rain-cover made from a large polythene sack, which he drags off as he enters. He is panting.) The Pampa river is rising fast. They say it looks bad. The Pampa Dam gates were opened an hour ago! Where is Sheelu?

Molly : She is in the cowshed. She said she will untie the buffalo and the calf as the water is rising.

Biju : (walking to window as he is trying to talk on mobile, with irritation): Hello! Hello! (to the others in the room) I'm trying to talk to the Sarpanch—I can't – (There is a pause and Sheelu comes in, her face frightened.)

Sheelu: (To Molly) Amma, the water was upto my knees.

Biju: (Coming in) There is no signal. The telephone is dead! I can't get the Station House Officer. There is no signal! Let me see if I can get any signal outside. (Goes out right.)

Sreedharan :Seems the lines are down between here and town! Let's get organized! (To Molly) Sahodari, look up your flashlight and candles, lamps, lanterns or anything you've got. Sheelu, fill the tubs and pails. Mohan, let's check on food, blankets and the first-aid kit. (Molly and Sheelu exit. Sreedharan turns to Mohan Lal.) This is serious. Mohan. (He goes to the window) We can't get out by the main road and we are already cut off from the south side. (Mohan Lal joins him. He gasps.)

Mohan Lal :(quietly) Sreedharan, I'm scared! Acchan is too old. How will we move him?

Sreedharan : (placing a hand on his shoulder) Mohan, we must not let the others see how scared we are. Let's first get all the things together first. If only the rain would let up! We will signal for help from the roof. Maybe NDRF will send a boat or something.

Sheelu : (entering) We've got enough fresh water to last us a week! Who will send a boat for us, Uncle, and from where?

Molly: (entering) Here are lights. Did you say food? (There is a terrific crash, followed by a scream.)

Biju :(From outside) Mo-han! Mo-han! Sheelu!

Molly :Acchan! Where is he? (All rush to the door.)

Sheelu :(moving ahead) There he is! He’s fallen down.

(Mohan Lal and Sreedharan rush out)

Mohan Lal: (voice from outside;worried) Don’t move, Acchan. We’ll get you in.

(There is a thumping and voices at the right. Mohan Lal and Sreedharan enter carrying Biju. He is moaning in pain. As they put Biju on the bed, the lights go out.)

Sreedharan : (trying to sound casual) Power house must be out of commission. Light the lantern, Sheelu. (Sheelu switches on the flashlight, lights the lantern.)

Molly : I’ll make tea for Acchan and some appam.

(Sheelu and Molly exit left)

Sreedharan : (in a low voice to Mohan Lal) The water is up at least another foot since I came, Mohan. At this rate the floor here will be under water in an hour.

Mohan Lal : What will we do then, Sreedharan? Acchan has fractured his leg. Neither Molly nor Sheelu is a strong swimmer.

Sreedharan : I’m going to climb out on the roof and start waving the flashlight. We’ll see it through, if we just keep our heads.



Notes



INTEXT QUESTIONS 4.1

Complete the following statements-

1. Mohan Lal and Biju are worried because _____

2. Sreedharan has run to Mohan Lal’s house because _____

3. Sheelu is frightened because _____

4. Sreedharan tells Molly, Sheelu and Mohan to collect _____ because

5. We can say Sreedharan is balanced and well-organised because _____

6. Biju goes out because _____

Rage of the Rain

7. There is a terrific crash, followed by a scream. This is because _____
8. Sreedharan plans to climb on to the roof and wave the flash light in order to _____



4.7 VOCABULARY

1. **Adverbs-** Let us learn how to use adverbs, especially those used to describe emergency situations.

A. **Match the sentences in column A and column B.**

Column A	Column B
a. The rowers were doing a good job.	i. Unfortunately, he fell down and fractured his leg.
b. Biju was waiting for the rescuers.	ii. Thankfully, they were all unhurt.
c. The Air Force personnel mounted a rescue operation over two days.	iii. Suddenly, the boat hit a rock and turned over.
d. The tourists were stuck in the cable car for two days.	iv. Bystanders immediately rushed him to the hospital.
e. I realised I had left my wallet at home.	v. Eventually, they were able to rescue the eleven people stuck in the cable car after the cable wire snapped.
f. As Mohan Lal stepped off the pavement, he was knocked down by a speeding car.	vi. Gradually, the flood water is receding.
g. Sreedharan did not get the job he had applied for.	vii. Fortunately, I had my credit card with me.
h. It has not rained since yesterday.	viii. Obviously, he was very disappointed.

Notes



INTEXT QUESTIONS 4.2

Complete the sentences using the adverbs as shown.

1. Biju slipped and fell down the stairs.
 Unfortunately, he fractured his leg. _____
 Obviously, he was in great pain. _____

2. I have been working really hard at my job.
Thankfully, _____
Predictably, _____
3. I went to Kolkata five years ago.
I was totally _____
Fortunately, _____
4. When I shifted to Delhi, I did not know anyone here.
Gradually, _____
Eventually, _____
5. The room was in complete darkness.
Initially, _____
Gradually, _____

Word Combinations

You may have noticed that there is a natural combination of words that are closely affiliated with each other. These combinations just sound “right” to English speakers, and are used all the time. We have to be careful while forming combinations otherwise they may be unnatural and just sound “wrong”.

*Example: **strong wind** and not **big wind**.*

***heavy rain** and not **strong rain**.*

ACTIVITY 4.3

Read the following sentences. Some of the word combinations given in bold are incorrect. Rewrite the sentences correcting the ones that are incorrect. You may use the words in the Help Box.

heavy	cold	thick	dense	bad	strong	limited	light
-------	------	-------	-------	-----	--------	---------	-------

- Our flight was cancelled due to **severe weather**.
- Torrential rain** in the mountain areas led to heavy floods in the valley.
3. Through the night we had **severe gales** that rocked the ship.
- Gulmarg had fewer skiers today than yesterday, due to the **dense snowfall** making climbing the slopes difficult.
- There was such a **dark fog** last night that my car struck a lamp-post.
- Heavy snowfall** caused an avalanche that destroyed the Base Camp in Pahalgam.



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7. The sky remained largely overcast and there were some **light showers** between brighter spells.
8. There was a **weak breeze** this morning but it's picking up now and will be very strong by the evening.
9. There are **dark clouds** in the sky. Better not go out now.
10. I wish I'd worn a warmer jacket. There's a **cool wind** blowing.



DO YOU KNOW?

Deserts are prone to flooding as the land is so dry that it is not able to absorb the water and it can lead to flash floods along the water's route.

4.8 PRONUNCIATION

A. Short and Long Vowel Sounds

Vowel sounds are an important type of speech sound in the English language. The five letters a, e, i, o, and u represent fifteen vowel sounds in English.

i. What are long vowels in English?

A long vowel is essentially where the sound that a vowel makes matches its spoken name. For example, the *a* in cake is a long vowel sound, pronounced the same as the letter A in the alphabet. Or, the letter *i* in the word kite forms a long 'i' sound.

ii. What are the short vowel sounds?

These are vowels that are pronounced in short-form. For example, in these words all words have the short sounds of vowels- hat, bet, pin, cot, and dug.











Listen carefully to the word pairs and repeat.



a. Long and short a' sound.

bad	sad	mad	man	pan	bag	had	pat	sat	bat	band	gas
bed	said	medical	men	pen	beg	head	pet	set	bet	bend	guess

b. Look at the pictures. Choose and say the correct word.

				
bed/ bad	said/ sad	span/ spend	land/ lend	net/ gnat
				
mat/ met	pan/ pen	beg/ bag	bat/ bet	guess/ gas













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c. Long and short 'i' sound.



bin	hill	mill	pill	ship	bit	chip	sit	lick	lip	slip	chick
bean	heel	meal	peel	sheep	beat	cheap	seat	leak	leap	sleep	cheek

d. Look at the pictures. Choose and say the correct word.

				
bean/ bin	meal/ mill	sheep/ ship	seat/ sit	sleep/ slip
				
heel/ hill	peel/ pill	leak/ lick	heap/ hip	deep/ dip

e. Long and short 'o' sound.










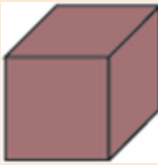


not	got	want	hop	on	cot	cost	rod	tossed	clock	cop	nod
note	goat	won't	hope	own	coat	coast	road	toast	cloak	cope	node

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f. Look at the pictures. Choose and say the correct word.

				
cost/ coast	cot/ coat	road/rod	toast/tossed	cloak/ clock
				
got/ goat	sop/soap	bloke/block	sock/soak	rob/robe

B. Compound words

Compound words are words formed by joining two words together to form a new compound word that has an individual meaning different from the two words it is made up of.

*Example-**whirl** means to move, or to make somebody/something move, round and round very quickly in a circle; **pool** means a small area of usually still water. And **whirlpool** means water moving rapidly in a circle so as to produce a depression in the center into which floating objects may be drawn.*

When pronouncing compound nouns, we must first learn what a **syllable** is.

A **syllable** is a single, unbroken vowel sound within a word. A syllable typically contains a vowel, or two if one is silent, and one or more accompanying consonants. All words are made of at least one syllable.

*Example, the words **flood** and **rain** have only one syllable.*

On the other hand, **butter** contains two syllables – **but** and **ter**.

Syllables are sometimes referred to as the ‘beats’ of a word that form its rhythm, and breaking a word into syllables can help you with pronunciation. In compound nouns, the **first word, or syllable** is stressed.



Listen to and pronounce the following compound words.

CLOUDburst	FOREcast	HEATwave
LANDscape	OUTbreak	OVERflow
OVERwhelm	RAINstorm	RUNoff
SNOWfall	SNOWstorm	TORCHlight
THUNDERstorm	TOOTHpaste	HANDshake

4.9 GRAMMAR

I. MODALS

A **modal** verb is an auxiliary (helping) verb. It is always followed by another verb in its base form.

Example: I **can speak** three languages.

Modal Verb (base form)



↑ ↑

Modal verbs are used to talk about possibility, probability, permission, intention, request, etc.

Some of the important modal verbs are can, could, may, might, must, ought, shall, should, will, and would.

Let us now study the use of modal verbs.

A. Possibility – Probability – Certainty

The monsoon is delayed. It won't rain for another week.	It could rain tomorrow, so let us take our raincoats with us.	Let's have the party indoors; it might rain in the evening.	There are dark clouds in the sky. It may rain. I think I'll stay at home.	It is raining heavily. We will be drenched by the time we reach home.
impossible	unlikely	even chance	likely	certain
↓		↓		↓
↑		↑		
1 in 6 chance		4 in 5 chance		
				



Notes

Rage of the Rain



Notes

B. Permission

Can I borrow your pen?	Could you help me with task?	
Can you open the window?	Could my father meet you tomorrow?	May I take these files to study?
↑	↑	↑
Informal request/permission	Formal request/permission	Formal permission

C. Advice

You are not looking well. You should rest for sometime.	You ought to call up your parents more often. They miss you a lot.	You must work hard if you want to get promoted to the next rank.
↑	↑	↑
suggestion	recommendtion	obligation



INTEXT QUESTIONS 4.3

I. Complete the following sentences with suitable modal verbs. Read the sentences aloud.

1. Take your umbrella. It _____ (ought to/should/may) rain.
2. Since you live in a flood-prone area, you _____ (can/could/should) get your house insured.
3. You need to be alert. Heavy rains _____ (could/may/should) cause floods in the area.
4. We need help with relief and rescue operations. _____ (May/Could/Must) you send us two NDRF teams at the earliest?
5. Since heavy rain is predicted, you _____ (must/will/ can) monitor your weather on radio, local TV or your mobile app for alerts and instructions.
6. If water rises in or around your home and you are trapped inside, you _____ (may/might/must) move to a higher floor, or to the roof.
7. Floods _____ (can/could/would) cause a lot of destruction to life and property.

8. The lanes in the area are narrow. The rescue workers _____
(may not/can not/ should not) be able to get the boats through.

II. Answer the questions given below choosing a suitable modal. Read the sentences aloud.

1. A: Why hasn't Manya reached?
B: She _____ (may/won't/should) have missed the bus.
2. A: Why aren't they here yet?
B: They _____ (can/might/would) have lost the way.
3. A: Why hasn't he phoned me?
B: He _____ (can/could/might) be busy at work.
4. A: Why are you angry with me?
B: You _____ (may/might/should) have called me since you were late. I was worried.
5. A: What did your doctor advise you to do?
B: He said I _____ (must/might/should) cut down on fried foods.
6. A: What did you want to talk to me about?
B: Sir, my father is not well. _____ (May/Can/Could) I get leave for a week to see him?
7. A: Has Ankit cleared the job interview he went for last week?
B: Yes. But he _____ (may/might/should) think twice before accepting the job.
8. A: How do I reach Raja's place?
B: You _____ (might/could/should) walk there. It is quite close.

III. Read the following sentences. Correct them if required.

1. My grandfather is eighty-five, but he can still read without glasses.
2. May I visit you tomorrow?
3. It would rain tonight.

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*Notes*

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Notes

4. You may have a Driving Licence to drive a car.
5. Can you like a cup of tea or coffee?
6. Would I come with you for the trip?
7. We must leave for Nagpur today.
8. Might you help me with my project?
9. Shall you mind if I borrowed your car?
10. Must you make so much noise?

4.3.11 SPEAKING**Press Conference**

The District Administration has organised a Press Conference to brief the news media.

Play the roles of

- a. Cmdt Harshdeep Mann of 34 Battalion
- b. District Collector Pathanamthitta
- c. Members of the Press.

How to have a Press Conference

Most of you have at some point in your life seen a Press Conference on TV.

As the Cmdt NDRF, complete the press release to be given to the reporters by using the given cues.

The Press Release

A press release is essentially one page of news about the facts of the relief work to date as well as a brief about future plans. It is generally between 200 and 250 words.

How to write a Press Release

A press release must have

- A Headline
- Date of publication
- Introductory paragraph
- Detailed paragraphs –

- Expansion of introductory paragraph with details
- Planning for future keeping relevant agencies/authorities in picture
- Involvement and guidance of HQs
- Contact information/ Issuing authority



Notes

Headline	←	PRESS-NOTE FLOOD RESCUE OPERATION BY NDRF
Headline Date of publication	←	Date : 15/07/2021 Time: 1600 Hrs
lication	←	Kerala is facing a flood situation. _____ (Number of teams deployed) to tackle any emergency.
Detailed paragraph:		In view of the current situation _____
• Number of teams	←	_____
• From where they are being deployed		_____
• How they will work		_____. These teams _____
Rescue and relief work till date	←	consultation with state administration. In the past week, NDRF has _____ _____ _____. Rescue & relief operations are still in progress.
Planning for future – Met Dept, State Govt	←	The Force is constantly tracking the weather conditions with _____ _____ and acting accordingly. The NDRF commanders in _____ _____ to render all possible assistance.
Involvement of NDRF HQs	←	DG NDRF, _____ _____ _____
Issuing Authority	←	Issued By:PR Cell NDRF



ANSWERS TO INTEXT QUESTIONS AND ACTIVITIES



Notes

4.1 Warm up

A. Expected Answers

- a. Loss of human life
- b. Loss of livestock
- c. Damage to property
- d. Destruction of crops
- e. Deterioration of health conditions owing to waterborne diseases.

B. Expected Answers

- a. Rescue people marooned by flood water
- b. Provision of food and water to flood victims
- c. Setting up relief camps for flood victims
- d. Dealing with medical emergencies – injuries etc
- e. Dealing with health issues owing to waterborne diseases.

4.2.1 Expected Answers

Problems in rescuing people by boats	<p>The boats</p> <ul style="list-style-type: none"> a. could not be off-loaded from the lorries as <i>the roads were damaged or flooded.</i> b. could not be taken into the river <i>as there were strong cross currents in the water.</i> c. could not reach the houses <i>because there were whirlpools.</i>
Problems in rescuing people in helicopters	<ul style="list-style-type: none"> a. <i>Trees in the vicinity/area</i> prevented helicopters from flying close to the houses. b. <i>old people could not climb up on to the helicopters.</i>__ c. <i>houses did not have a roof top for helicopters to land</i>__
Administrative issues	<ul style="list-style-type: none"> a. Response and follow-up of calls was difficult <i>as there were too many calls for help/ too many complaints.</i>

Problems of communication	<p>a. The batteries of field rescuers <i>got drained after three days of non-stop rain.</i></p> <p>b. Phones could not be charged <i>as there was no power supply.</i></p> <p>c. The mobile towers <i>were damaged.</i></p>
---------------------------	---



Notes

4.2.3 Complete the passage choosing the correct words.

- a. flooding
- b. inundated
- c. melting
- d. cause
- e. causes
- f. develop
- g. sweeps
- h. damaging

Activity 4.2

- 1. False
- 2. False
- 3. False
- 4. Don't Know
- 5. Don't Know
- 6. False
- 7. Don't Know
- 8. Don't Know
- 9. True
- 10. True

Rage of the Rain



Notes

INTEXT QUESTIONS 4.1

1. it has been raining non-stop for three days and the Manimala and Achankovil rivers are flowing above flood stage. The water has risen to dangerous levels in nearby villages.
2. the Pampa river is rising fast and the gates of the Pampa Dam have been opened. The area is likely to get flooded._
3. the flood water in their courtyard is up to her knees.
4. flashlight and candles, lamps, lanterns and also water, food and other essentials because these are items that are essential in the flood that is imminent.
5. he is calm and gets the family to gather items that they will need in case they are trapped in the house because of the flood.
6. he wants to ask the Sarpanch or the SHO for help but he can't get any signal inside the house.
7. Biju has fallen down and injured himself.
8. attract the attention of rescue and relief workers.

INTEXT QUESTIONS 4.2

1. I have been working really hard at my job.
Thankfully, my boss noticed my dedication and diligence.
Predictably, he gave me a promotion.
2. I went to Kolkata five years ago.
I was totally impressed by the wide roads and the cultural events.
Fortunately, my hosts took me to see a play and a Rabindra Sangeet performance.
3. When I shifted to Delhi, I did not know anyone here.
Gradually, I started going out and meeting people.
Eventually, I had a large circle of friends who remain with me to this day.
4. The room was in complete darkness.
Initially, I was quite scared as I could not see a thing.
Gradually, my eyes got used to the dark and I could see the light switches.

Activity 4.3

For correct word combinations

- | | |
|------------------|--------------------|
| 1. bad weather | 2. Torrential rain |
| 3. severe gales | 4. heavy snowfall |
| 5. dense fog. | 6. Heavy snowfall |
| 7. light showers | 8. light breeze |
| 9. dark clouds | 10. cold wind |

INTEXT QUESTIONS 4.3

I.

- | | |
|---------|---------------|
| 1. may | 2. should |
| 3. may | 4. Could |
| 5. must | 6. must |
| 7. can | 8. may not be |

II.

1. B: She *may* have missed the bus.
2. B: They *might* have lost the way.
3. B: He *might* be busy at work.
4. B: You *should* have called me since you were late. I was worried.
5. B: He said I *must* cut down on fried foods.
6. B: Sir, my father is not well. *May* I get leave for a week to see him?
7. B: Yes. But he *should* think twice before accepting the job.
8. B: You *could* walk there. It is quite close.

III.

1. My grandfather is eighty-five, but he can still read without glasses.
2. May I visit you tomorrow?
3. It *will/may/might* rain tonight.

Rage of the Rain



Notes

Rage of the Rain



Notes

4. You **must** have a Driving Licence to drive a car.
5. **Would** you like a cup of tea or coffee?
6. **Can/May** I come with you for the trip?
7. We must leave for Nagpur today.
8. **Will/Would** you help me with my project?
9. **Would** you mind if I borrowed your car?
10. Must you make so much noise?

**SWIMS WILL BE SWIMS
EVEN WHEN TURNED
UPSIDE DOWN**

Such words are called
AMBIGRAMS



STEADFAST IN THE FACE OF TREMORS



Notes

INTRODUCTION

Do you know, ancient Greeks believed that Poseidon the great Olympian god of the sea, earthquakes and storms caused earthquakes. The Japanese believe that Namazu, a giant catfish causes earthquakes, while the Mongolian believe that the world sits on the back of a frog. When the frog stumbles, an earthquake happens. In Hindu mythology, four elephants hold the earth. A tortoise holds these elephants. When the tortoise switches the foot on which it stands due to fatigue, the movement causes an earthquake.

Science, however, tells us that earthquakes are caused by tectonic plates rubbing together. This is a naturally occurring earthquake. There are, however, other types of earthquakes, as well, like the volcanic, collapse and explosion earthquakes.

India has been divided into four zones viz. Zone V, IV, III and II according to the seismic zoning map of India. Of these, Zone V, is the highest earthquake prone area. The Rann of Kutch in Gujarat and East India fall under this zone. In contrast, zone II is the least seismic zone. The magnitude of an earthquake is measured based on the energy release and intensity of shaking or tremors. The Richter scale measures the strength of earthquakes which is expressed in numbers like 6.4 or 7.1.

In this lesson, you will read a story based on the incident of the earthquake in Bhuj, Gujarat that was of magnitude 6.9 on the Richter scale and which left behind a trail of destruction.



LEARNING OUTCOMES

After completing this lesson, the learner-

- prepares an awareness programme to minimise damage during an earthquake;

Steadfast in the Face of Tremors



Notes

- reads and responds officially to emails;
- uses vocabulary associated with earthquakes and collapsed structures appropriately;
- uses articles, determiners, modals of obligation and passive voice according to the context;
- completes basic information about earthquakes;
- correctly pronounces compound words with two syllables;
- writes a brief description of an emergency based on visual and verbal inputs.

5.1 LET'S READ

In the preceding lessons, you have had a lot of reading practice- first listening to the audio recording by scanning the QR codes given followed by reading aloud the same pieces. In this section, we bring you a story about the terrible Gujarat earthquake that shook the town of Bhuj. Enjoy reading the story and do the exercises that follow.

When the Earth Rumbled and Heaved

It was a lazy morning in Bhuj, a town in Gujarat. It was the 26 of January 2001, a national holiday. Everyone had a day off. People sat around, relaxed, looking forward to watching the Republic Day parade on television. Men sat about soaking up the pleasant winter sun while the women got the snacks ready.

The children, not to be held indoors, ran off to play in the open ground, ready to run home when the parade began. Indeed, the parade was a magical **spectacle** for all: a grand display of the country's achievements that **kindled** love for one's country.

The small teashops, near the main road, like Gajjubhai's *Chai Wai*, were **buzzing** with activity. Endless cups of tea were being prepared, served and sipped over an exchange of news and small talk. Among the tea drinkers were Mehram Singh, who had brought a **consignment** of scooters to the town and Bhulabhai who was hawking Kutch shawls and scarves.

All around was a general feeling of well-being. More so for Manuben and Nafisaben. Their literacy classes, for the women of the nearby village, were to be inaugurated this day. These women, whose embroidery, mirror work and scarves in vivid colours brightened up the dull Kutch landscape, were sadly **unlettered**. But they had a growing awareness for literacy and had sought Manuben and Nafisaben's help with the literacy classes. The two women were more than happy to do so.

"We shall begin our classes on the Republic Day," they had declared.

Books and other learning material had been organized and transported to Ganeshbhai's office, the patwari at the village and patron of the literacy programme. Kirtibhai, the octogenarian and Sushilaben, the champion of women's empowerment had agreed to inaugurate the classes.

Their anklets tinkling, Manuben and Nafisaben walked on, smiling and greeting people on their way to Ganeshbhai's house. They passed streets and homes. Strains of music from the radio, snatches of chatter, women's laughter, men's **banter**, drifted to their ears. What a peaceful morning!

Soon they had left the town and were out in the fields. And thence on to a rocky patch where the craftswomen spread the dyed scarves and garments to dry: vibrant red, bright yellow, leaf green and rich brown. And far towards their left lay the port and the vast **azure** blue sea.

On the way stood some traditional bhungas with circular bases and thatched roofs. Then came the village. It wore an air of festivity. People were decked up in their traditional **finery**. The village Panchayat office where the patwari sat, was festooned and decorated to celebrate the Republic Day and the inauguration of the Mahila classes.



Notes

Glossary

- i. **consignment**- a quantity of goods delivered somewhere
- ii. **unlettered**- unable to read
- iii. **banter**- friendly comments and jokes
- iv. **azure**- bright blue in colour like the sky
- v. **spectacle**- an impressive performance
- vi. **kindle**- to make something, such as interest or emotion, feeling start to grow in somebody
- vii. **small talk**- polite conversation about ordinary or unimportant subjects



Kirtibhai and some village elders, sat on black and gold chairs decorated with brass bells. Others sat on a durry on the ground. Ganeshbhai, the patwari and his wife Girijaben were busy with the arrangements. The smell of gujiyas, sweets pakoras filled the air. Dholaks, sticks and tiny cymbals in a corner carried the promise of the garba and dandiya dances.

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Notes

Soon everyone was settled. The **preliminary** welcome over, Kiritbhai was invited to give his speech. Rising with difficulty on his **arthritic** ankles he began to speak.

Once on his feet, he was all spirit and fire. “We are skilled in the ways of agriculture, water management, fabric, wood work and design. Our looms turn out the most vivid patterns and designs. But...” he paused.

“...we are illiterate. We cannot read or write,” chorused the women.

“Right. The information that comes in the printed form is not available to us as we cannot read. It is necessary for everyone, I mean, everyone,” he stressed the everyone part of it and continued, “to become literate.” He spoke well.

After Kiritbhai’s speech, there were a few songs by the children and women.

Next, Sushilaben introduced the teachers, Manuben and Nafisaben, to the gathering, who told them briefly about their literacy programme and class-schedules.

A symbolic class was held, as well, wherein Sushilaben read out the word ‘pani’ in Gujarati. Water was a **precious commodity** here.

“Let us have the *garba* before the snacks!” said the women.

Soon the place was transformed with women dancing in circles and clapping their hands. As the pace quickened, they picked up their sticks. Round and round they went, their sticks clicking and their skirts **swirling**. The *dholaks* beat louder over people’s rising voices.

Was that a rumble? One could not tell. The thumping of feet, the beat of the *dholaks* and the clicking of the sticks drowned every other sound. There was another rumbling sound. No one paid much attention to it. The dance continued but the women felt uneasy. Were they feeling dizzy a bit too early in the dance? They felt the ground move beneath their feet.

Then the earth heaved and shook. The dancing women were thrown off balance and fell onto the ground. They felt as if they had been placed on a huge swing that swayed from side to side. The *shamiana* swayed like a boat on a rough sea.

Glossary	
finery- brightly coloured and elegant clothes and jewellery especially worn on special occasions	preliminary- happening before a more important action or event
festooned- decorated with flowers, coloured paper etc. often as a part of celebration	arthritis- suffering from arthritis, stiff

precious commodity - something thing that is very useful but difficult to get	swirling - moving around quickly in a circle
--	---

Steadfast in the Face of Tremors



INTEXT QUESTIONS 5.1

I. The story opens on a happy note. Complete the table describing the different characters, their state of mind and what they were looking forward to.

S. No	Characters in the story	State of mind	Looking forward to...
1.	The people of Bhujand contented on a	theparade
2.	Children	free, with no	playin.....and..... to watch theparade
3.	Men in Gujjubhai's shop	relaxed on a	generally catching up on about
4.	Manuben and Nafisaben	eager and enthusiastic of their Mahila Literacy classes
5.	expectant and happy	the beginning of a newin their lives



Notes

I. Match the phrases in column A with those in column B to make sentences true to the story. Then read aloud the correct sentences.

S. No.	Column A	Column B
1.	The parade made everyone...	a) ...unable to read and write.
2.	People often stopped to have tea and ...	b) ...the Republic Day and the inauguration of the literacy classes.
3.	Manuben and Nafisaben could conduct the literacy classes because....	c) ...everyone was engrossed in the dance and the music was loud.
4.	The village women were skilled craftswomen but...	d) ...feel proud of their country.
5.	One thing common between Ganeshbhai and Kirtibhai was that	e) ...exchange news at Gujjubhai's teashop.
6.	People in the village were celebrating both...	f) ...it was brightened by their multi-coloured clothes and colourfully painted buildings.
7.	The landscape was generally dull but...	g) ...they were literate themselves.

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Notes

8.	No one noticed the first tremors because...	h) ...both encouraged women's empowerment and literacy programmes.
----	---	--

5.2 READING TEXT

Now read the rest of the story and do the exercises that follow.

“Earthquake! Earthquake!” everyone shouted as the **truth sank in**. Everyone ran helter-skelter trying to locate their family members. “Baa.. baa...”

“Chunri!”

“Sito!”

“Baapu!”

“Faibaa!”

Cries **rent the air** as everyone called out to friends and relatives. Leaving their slippers behind people ran towards their homes to check on their relatives.

CRACK!! THUD! The double-storeyed Panchayat office collapsed in a cloud of dust and falling rubble. Another large mansion crumbled and settled on its knees like a horse **fatigued**.

The earth's heaving and shaking continued for almost thirty seconds, which appeared to be a lifetime. There was rumbling, cracking and snapping all around as the brick and concrete houses gave way. Lintels, balconies and rafters hung loosely in different stages of destruction. Death would soon follow as people were caught under the falling rubble.

Many huddled together under the open sky, away from the **descending** houses and roofs. Dust, **gravel**, and cement flew and settled all around. The huge *karai* of hot oil that was meant to fry the *pakor*s in, fell, spilling hot oil and scalding those nearby. Gujiyas rolled about and got squashed under feet.

It took only thirty seconds, a mere thirty seconds, for lives and achievements of a lifetime to be wiped out. Shocked and unbelieving, Manuben and Nafisaben stared at the devastation around. Then the thought struck. Their homes back in the town! They ran towards the town.

“We shall come with you, Nafisaben.” said some villagers. Together, they **sprinted** towards the town.

They passed the *bhungas* again. Surprisingly, these were unbroken and still **upright**, challenging the fury of nature. When they reached the rocky patch, they found a huge rock had split into two and a deep fissure gaped up at them.

“What’s this?” Manuben pointed to a bluish stream that flowed out of the fissure.

“Don’t touch it, Manuben,” shouted one of the men. “God knows what this is.”

The earth seemed to be frothing at the mouth like a person having an **epileptic seizure**. They ran on.

There was **devastation** all around. Once proud concrete structures in pale pinks, creams, whites and beige(s) with decorative grills and windows, now bit the dust. In their own destruction they had caused the deaths of those who called them homes. Huge cracks and **fissures** had appeared on the roads. All colour and life seemed to have drained out of Bhuj. Everything was dusty and grey.

Aghast, Nafisaben stared at what had once been her home. Somewhere beneath the debris lay her husband and son. Shantiben, one of the accompanying women, held her tight as sobs escaped her lips. **Wails** rent the air till they were smothered by the dust and cement flying around from collapsed buildings.

Manuben went to the next street where her house stood. In the melee she noticed her children in the street. Cricket had saved their lives for they had been out into the open playing. She held them close and stood dumbfounded. Her husband and old father-in-law were somewhere under the fallen staircase and lintels.



Notes

Glossary	
truth sank in- truth was fully understood	sprinted- ran very fast
rent the air- sounded piercingly	upright- standing vertically, not lying down/fallen
fatigued- (horses) that are exhausted	epileptic seizure- epileptic fit that causes the body to shake uncontrollably
descending- coming down from a higher to lower level, falling	fissures- long deep cracks
gravel- small stones used in making the ceiling of a house	wails- long loud cry expressing pain or sadness

But this grief was not hers alone. Everyone around her had the same pain. Shocked, she stared at the devastation around her. Unbelieving, she sank on her knees.

As she stared at the debris of their homes, she noticed something move. Was it a hand underneath the rubble? She looked again. Sure enough, it was a hand and it moved helplessly from under the rafter of a door.

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Manuben straightened herself. Rising from the rubble she said, “We must do something. There is someone under the rafter. Let us get her out.” With bare hands they heaved and pulled. It was not easy but they kept trying. Finally, they got her out. Her chemistry book still clutched in one hand, Sheela was laid out on a **makeshift** bed of a dusty mattress.

“*Bhagwan ka laakh shukra hai*. She is alive,” said Mehram Singh, the truck driver who had joined them to help.

Soon the army jawans arrived and took control of the situation.

There was work to be done. Manuben ran to look for her friend. As if on cue, Nafisaben was running towards her. “*Behen*, we must do something,” they said together.

All this while the villagers had been following them. “What needs to be done?” said Gajjubhai.

“Where do we begin?” asked Kamalaben.

“To think of it, we were to begin our classes today,” another woman mused sadly.

“Yes, **we shall** begin our classes today,” announced Nafisaben drinking back her tears.

“So, we shall,” Manuben echoed her.

Soon in the open, under the huge banyan tree their class began. But it was not a drill in the alphabet but in rescue and first aid. The men organized themselves in removing whatever rubble they could to extricate people. The women took a lesson or two in first aid. They tended to the injured before the army took them to the makeshift hospitals. Soon the little corner was throbbing with activity as people worked **in tandem** with the army.

Guided by the jawans, Manuben gave instructions. Everyone worked without argument or delay. Manuben’s classes had begun in earnest. Only one lesson needed no teaching—that was the lesson of brotherhood and humanity. Isn’t this what education is all about?

melee- a situation in which a crowd of people are rushing or pushing each other	echoed- repeated what somebody said
makeshift- used temporarily for a particular purpose	in tandem- work together



INTEXT QUESTIONS 5.2



Notes

- I. Find from the story words/phrases which mean the following
1. a scene of great destruction or damage:.....
 2. pieces of wood, metal, brick etc. that are left after something has been destroyed:
 3. travelling or going somewhere with someone:
 4. too shocked to speak:
 5. held tightly:
 6. a way of learning something:
 7. free somebody from a place where they are trapped:.....
 8. beating or working with a strong regular rhythm:
- II. Select the right options to complete the statements below.
1. The thirty seconds of the earth’s heaving and shaking appeared to be a lifetime because...
 - a. no one had a watch to note the time.
 - b. it was a very frightening experience.
 - c. people had to stand still after the energetic dance.
 2. People were caught under the falling rubble since...
 - a. they had no time to escape from the falling structures.
 - b. bricks and stones were raining from the skies due to an earthquake.
 - c. everyone ran inside when the earthquake struck.
 3. The bhungas were unharmed as...
 - a. they were situated away from the scene of the earthquake.
 - b. they had a very deep foundation and strong walls made of rocks.
 - c. they had light structures and circular bases.

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4. All colour and life seemed to have drained out of Bhuj because...
 - a. dust from a thunderstorm covered everything.
 - b. dust from the falling buildings had covered everything.
 - c. everything had been painted a dull grey.
5. However, many children survived the earthquake since...
 - a. they had gone to the seaside that morning.
 - b. they could run out of the buildings very quickly.
 - c. they were playing cricket in the open.
6. The lesson of humanity and brotherhood did not need teaching because...
 - a. people joined in the effort of saving lives without being asked.
 - b. people had learnt these lessons before in school and college.
 - c. the concept of helping others had to be learnt by people themselves.

5.3 COMMUNICATION THROUGH EMAILS

- I. Read the email seeking the help of the NDRF after an Earthquake in Chamoli. You will notice that some of the parts of the email are very similar to the parts of the official letter you learnt to write in Lesson 4. **Label the different parts of the email.**

From: Tanmaya Rai <raitanmaya@gmail.com>

Sent: 23 April, 2019 13:21

To: Anjan Kumar, Deputy Commandant <deputycommandant16battalion@gmail.com>

Cc: Ranjana Joshi <sdmchamoli@yahoo.com>

Subject: Re: Assistance in managing the aftermath of a devastating earthquake

Sir,

You would be aware that an earthquake of magnitude 6.1 on the Richter scale struck in the towns of Sutol and Gairi of Chamoli district at 11.56 am IST today. Having triggered landslides, the earthquake has caused widespread devastation and loss of life. Much of the motorable road from Gairi to Sutol has been lost due to the landslide caused by the earthquake.

It is feared that many houses have been destroyed and many vehicles and persons have been trapped under the falling stones and rubble. The local police are doing their best but their efforts seem insufficient.

We would be grateful if the battalion under your command could provide reinforcement by way of sending NDRF personnel to extricate people from under the rubble and deploying helicopters to transport the injured to hospitals in Srinagar and Dehradun.

Since time is of the essence we look forward to an early response from your end.

Please feel free to contact us in case you need any clarifications. We can be contacted at the following numbers 9012345670 and rgmg@gmail.com

Thanks and regards

Tanmay Rai
District magistrate
Chamoli District
Uttarakhand

Now complete the response to Tanmay Rai's mail with appropriate phrases from the box.

is requested, has been discussed, has been decided, has been disrupted,
be made, has been made, are also provided, is understood, may be contacted

From: Anjan Kumar <deputycommandant16battalion@gmail.com>

Sent: 23 April 2015 13:45

To: Tanmay Rai <raitanmaya@gmail.com>

Cc: Umesh Nautiyal <Commandant16battalion@gmail.com>, Ranjana Joshi <sdmchamoli@yahoo.com>, Rajeev Sharma <assistantcommandant16battalion@gmail.com>

Subject: Re: Assistance in managing the aftermath of the earthquake in Chamoli

Sir,

At the outset, please accept our heartfelt concern for the residents of Sutol and Gairi of Chamoli District. From your mail it(1)..... that due to the loss of the highway, communication(2)....., apart from the loss of property and, possibly life.

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The issue(3)..... in house and it (4)..... to deploy five helicopters for reconnaissance and for transporting of the NDRF team as well as goods. They would be reaching Chamoli in another half an hour.

Since the rescue work might take a day or two it(5)..... that arrangements for the stay of three officers and thirty jawans(6)..... We would be thankful if space and arrangements for cooking and other basic facilities like bathrooms and toilets(7).....

Assistant Commandant Rajeev Sharma,(8)..... in- charge of the NDRF rescue team to Chamoli and will be in touch with you very soon. He(9)..... at ...(number).....(10).....over WhatsApp or email.

Do let us know if there is anything else that we can do.

Jai Hind

Anjan Kumar
Deputy Commandant
16 Battalion NDRF
Gadarpur, Rudrapur
Uttarakhand

5.4 LET'S LEARN NEW WORDS

- I. Given below is a description of an earthquake taken from an awareness programme. Complete it using the correct words in the blanks. You may use words from the box. A word may be used more than once.

Epicentre, tectonic plates, crust, aftershock, faults, Richter scale, Friction, Seismic waves , magnitude, fault zones

I. A Tectonic Earthquake

The Earth's outer skin or crust is not a continuous surface. Instead, it is composed of massive segments called(a)..... Earthquakes occur along the boundaries between tectonic plates or at the site of cracks within the plates, which are called ...(b)..... These tectonic plates move constantly. The edges of these plates slide against each other in these.....(c)..... and the (d)..... caused thereof, can slow them down. This causes a lot of pressure to be built

up over time. When the force of the movement finally overcomes the(e)....., sections of the(f).....suddenly break or become displaced. The pent -up pressure is released in the form of(g)..... causing an earthquake.

The intensity of the shaking and the pressure of the(h)..... is measured on the(i)..... and is expressed in numbers like 5.5 or 6.7. The higher the number the higher the(j)..... of the earthquake. The location in the Earth on the surface where the earthquake starts is called the(k).....

There may be a smaller earthquake soon after the bigger one. It is called an(l)..... There may be more than one such earthquakes after a huge earthquake has occurred.

After completing the paragraph, read it aloud in front of your group.

ACTIVITY 5.1

I. Match the words/phrases given in Box A with those given in Box B. Write the correct word/phrase in the space provided.

A	B
1. Victims who are trapped and pinned inside a collapsed structure:	a. mechanism of injury
2. Use of disaster-trained search dogs and handlers for location of victims:	b. entombed victim
3. Sensitive equipment used to listen for a victim's response in collapsed structures:	c. fibre-optic search device
4. Very small camera on a flexible arm that allows viewing in a confined space:	d. buddy system
5. When two rescuers work in a team being constantly in touch with each other:	e. reconnaissance
6. The process of gathering information regarding a specific situation:	f. canine search
7. A type of collapse void in which one end of a floor or roof section collapses while the other end remains secure to the wall:.....	g. acoustic search device
8. The forces placed on the victim's body by the collapse:	h. lean-to



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II. Complete the sentences below by using the terms you have just learnt in Activity Column B.

1. When information about the cloudburst reached NDRF, helicopters were deployed for so that a suitable rescue strategy could be planned.
2. It was essential to inform the doctors about the to enable them to plan suitable medical intervention.
3. When hailing did not help, the jawans deployed the mode to sniff out the buried victims.
4. It was only after the men used they could make out the buried persons under the collapsed staircase.
5. There was no way the could be rescued before the crane lifted the fallen lintel under which she was caught.
6. The men used crowbars and cutters to remove the portion of the ceiling that was in a position.
7. It was dangerous for a jawan to enter the collapsed building through the gap in the rubble but there was no other jawan free to deploy the
8. The seemed useless due to the shrill sounds of the busy drills and the cutters all around.

5.5 LET'S LEARN LANGUAGE

I. Use of Passive forms of Verbs

The passive forms of verbs are used with a specific purpose. Below are the reasons for

- i. using the passive form, and
- ii. not mentioning the subject or the doer of action.
 - Used in formal official use
 - Used in reporting an event or news where an incident or event is most important
 - When the doer/s is/are understood or obvious
 - When there may be multiple doers

Read the two emails given above and mark the verbs that are in the Passive voice e.g. *has been lost, has been decided.*

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I. Write the sentences in the spaces provided. Maintain the order in which they occur.

1. Much of the motorable road from Gairi to Sutol has been lost due to the landslide caused by the earthquake.

(Used in reporting an event)

2.(.....)

3.(.....)

4.(.....)

5.(.....)

6.(.....)

7.(.....)

8.(.....)

9.(.....)

II. Below is a report taken from a newspaper. Complete it using the right form of the verb (active or passive) given in the brackets. Use the appropriate tense forms. After completing, read it aloud.

A day after the collapse of the suspension bridge on the Machchu river in Morbi town of Gujarat, the toll.....(a).....(climb) to 134 on Monday, including 40 women and children. While rescue operations(b)....(be) still on, officials(c)....(say) that at least two persons.....(d).....(be, report)missing. Of those injured, 73(e).....(be, discharge), while 17(f).....(be) still undergoing treatment.

Meanwhile, nine persons(g).....(be, arrest) on charge of culpable homicide not amounting to murder. These(h).....(include) two managers of a company which(i).....(be, award) the contract to maintain and manage the bridge.

The 135-year-old- suspension bridge(j).....(collapse) on Sunday evening, four days after it(k).....(be, reopen) following repair and renovation work.



Notes



Notes

Gopal Kateshiya, Sohini Ghosh & Rashi Mishra, The Indian Express, November 1, 2022

5.6 MODALS OF OBLIGATION

Modals of obligation are *must*, *should*, *ought to*, *have to*. *Must* is used for personal obligation while *have to* is used for general obligation.

You *must* see a dentist for your toothache.

You *have to* pay the rent by the 5th of every month.

Here are a few sentences taken from an awareness programme. The modals have been incorrectly used. Replace them with appropriate modals of obligation.

1. When you feel the tremors of an earthquake, you may run out doors into the open.
2. You may give the information about the residents of a collapsed building to the rescue team. This will help them to extricate people from the collapsed structure.
3. We have to drop to the floor and take cover under a study desk or table when an earthquake strikes.
4. We will not use elevators during an earthquake.
5. In any situation we cannot panic but stay calm and take necessary action.
6. If we are driving, we may pull to the side of the road and stop.
7. We can never enter a partially damaged building because the aftershocks may cause rubble or broken parts to fall.
8. People must listen to the instructions of the rescue team and cooperate with them for their own safety.

ACTIVITY 5.2

With your experience in the NDRF, you will be able to give safety tips to people in the following situations in this event of an earthquake-

1. a building with glass panes
2. an earthquake prone building
3. steep hillside
4. flyovers and bridges

- 5. old weak structure
- 6. false ceilings and posts

Try to use modals of obligation like must/must not, ought to or should in your sentences. You may use ideas from the box below.

You may begin the sentences like this:

In the event of an earthquake, you... /During an earthquake you...

- | | | |
|-----------------------------|---------------------|--|
| a. move away from | b. stay away from | c. remain inside |
| d. not remain near the edge | e. not try to cross | f. take the fastest and safest way out |

- 1. During an earthquake we must move away from a building with glass panes.
- 2.
- 3.
- 4.
- 5.
- 6.

5.6.1 LET'S LISTEN

I. A mock drill was conducted on earthquake and fire at Govt. Sr. Sec. School, Kherian. Use the link given below to watch the video recording of the drill and listen to the commentary of a mock drill exercise in dealing with earthquakes.

https://www.youtube.com/watch?v=RVtiJ_WdNFc (Mock Drill on Earthquake and Fire, Govt. Sr Sec. School, Kherian)

Given below are some sentences that describe the right action to be taken during an earthquake. You must select the correct option to complete the sentences.

- 1. When you feel the first tremor, *take cover under your desk/run out of the room.*
- 2. Hold the *top/legs* of the table so that it does not slide away from you due to the shaking.
- 3. *When the tremors subside/During the earthquake* evacuate the building as quickly as you can.

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4. Cover your heads with your *handkerchiefs or dupattas/bags or thick books* to prevent getting hurt from falling objects or rubble.
5. *Run out of the building as fast as you can. /Take care to leave the building after checking your things are all right.*
6. After evacuation gather *inside your prayer hall/in the open ground away from the building.*
7. Gather *according to your family/ in any order you want* so that a head count can be done.
8. Senior persons should *count/call names of people* and report if anyone is missing.
9. *Everyone/Only a few representatives* should go and look for those left behind.
10. Carry the injured on your shoulders or makeshift stretchers to the *open area/nearby clinic.*
11. Provide *water and first aid/snacks and sweets* to the injured persons.
12. Extend whatever help *your friends/anyone who is injured* requires.
13. Make whatever arrangements you can to transport the heavily injured persons to the nearest hospital/ Wait for the hospital ambulance to transport the injured.

5.7 PRONUNCIATION**5.7.1 Pronouncing Compound Words**

You have already learnt to pronounce compound words in Lesson 4.

You will notice that compound words may be composed in the following ways, as well.

a. **Open compound words**

Word +word (with space between the words),e.g., real estate, newly formed, dining table

Phrasal verbs are compound verbs like blow up, end up, break out.

b. **Hyphenated compound words: (-)**

Two words with a hyphen between them,e.g., long-term, V-type

Open compound words may carry stress on different words. The syllable carrying the primary stress has a mark on the top (ˈ) at its beginning as in ‘shut-in, ‘cave in, tail ‘end, front ‘desk.

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Look at the way the stress is indicated in the dictionary.

fringe benefit launch pad



In the words launch pad and fringe benefit, the first word is stressed, indicated by the tiny (ˈ) stress mark before the words launch and fringe.

Now look at the word spinal cord. You will notice that the stress mark is now before the second word. Hence it will be pronounced as spinal CORD. In contrast in the word spinal tap the first word is stressed and will be pronounced as SPINALtap.

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You will notice that there is a small mark at the bottom of the word spinal in spinal cord. This indicates the secondary stress. It only means that it is not as loud as the stressed word but has a mild stress all the same unlike some other words that do not have any stress at all.

spinal cord spinal tap



ICEcream CAVE in full MOON front DESK grand JURY grand MASTER

High school leaf MOULD left WING real ESTATE red TAPE spare PART

SPARK plug SPORTS shirt split SECOND tail END TEST tube TIME bomb

TIME zone

I. Hyphenated compound words also carry stress on different syllables/words

FOLLOW–up follow-ON full-SCALE FROST-bite FUN-loving

GLUE-sniffing PUSH-start PUSH-up razor-SHARP SHELL-shocked

Short-CIRCUIT SHUT-eye SHUT-in SNOW-blindness SPACE-age

II. Now, practice saying the following words-

real estate high rises weigh bridge cave in grand jury post office

check-in field trip long-term two-fold over-the-counter up-to-date

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5.8 LET'S SPEAK

Activity 5.3

- I. Work in groups of four. Choose to describe an earthquake to the others in your group. Keep the description brief. Listen to the description of your group member and provide your assessment of the earthquake and the damage it cost. You may use words like: terrible, destructive, worse than, most frightening, not so devastating etc.

I feel the earthquake in....

I think the earthquake...

According to me the

Each member can take one minute to express himself/ herself.

5.9. LET'S WRITE

5.9.1 Writing Captions

Watch the video on earthquake awareness. Pay attention to the headlines and subtitles of every slide.

Part1: Indian NDRF Earthquake Awareness Camp

<https://www.youtube.com/watch?v=LFUtCk6qSQE>

You will notice that:

	A headline/ title	A subtitle /caption
1.	...is a name for a piece of writing, a step, an idea or a scene	...is an alternate headline or gives further explanation.
2.	...is shorter than a subtitle	
3.	...builds curiosity and tells the reader what the piece is about	... builds curiosity and tells the reader what the piece is about
4.	...provides a general idea	...addresses the reader/viewer directly
5.	...is short and crisp	...provides more information while using words economically
6.	...may use idioms and metaphors	...uses simple language that can be understood by all

Now watch Part 3 of the same series and write appropriate headlines and subtitles for the different aspects focussed upon.

<https://www.youtube.com/watch?v=u0Af6KdcVb4>

Steadfast in the Face of Tremors

Part 3 : Indian NDRF Earthquake Awareness Camp

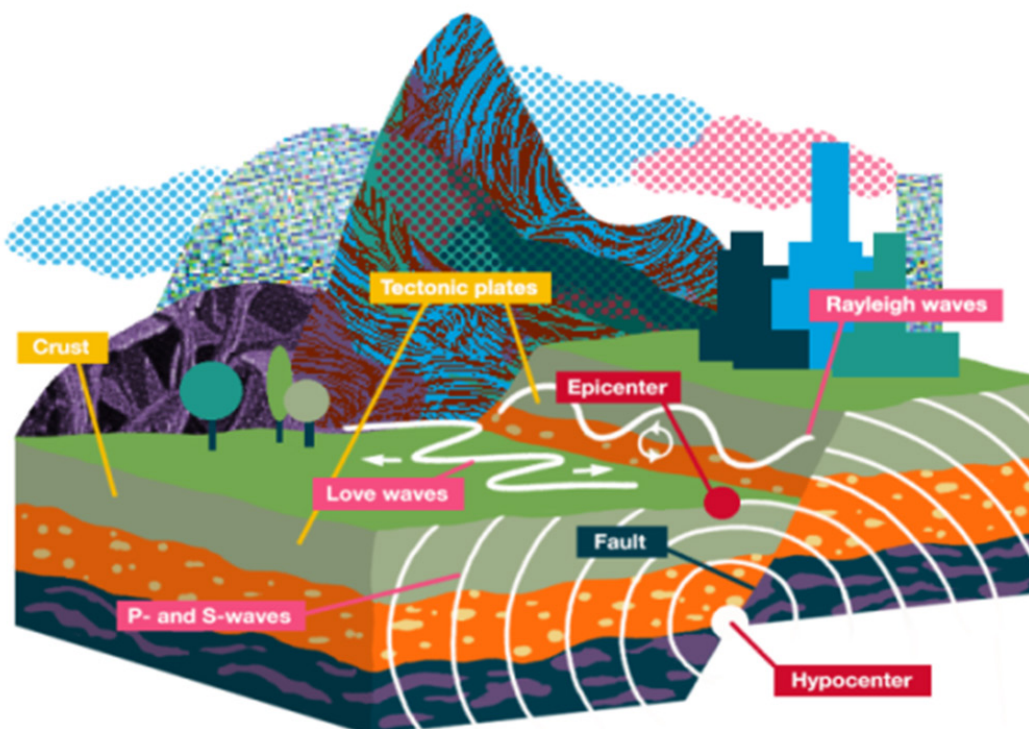
5.9.2 Study the figure explaining the origin and occurrence of earthquakes taken from a presentation.

- Give it a heading.
- Complete the description stating what the figure is all about.

Heading:



Notes



Caption: The formation of a..... earthquake

Theplates that form the Earth'srub against each other at the lines. When the stress on the edge overcomes thethere is a break or a.....which releases the pent up energy in the form of waves. Theis where the waves originate. The Rayleigh waves flow along theand roll like ocean waves, but the motion is opposite. The point where the waves originate is called the

5.9.3 Look at the poster on Hazardous effects of an earthquake.

You will notice that-

Steadfast in the Face of Tremors



Notes

- The language is simple.
- The main message is conveyed without giving reason or cause
- Only key words are used.
- Pictures are simple and self-explanatory
- Articles and words like ‘there’ in the beginning are done away with

APRIL IS EARTHQUAKE PREPAREDNESS MONTH

ARE YOU READY?

The U.S. Geological Survey (USGS) and Clear Channel Outdoor (CCO) have teamed up to remind Southern Californians about the importance of earthquake preparedness – especially in quake-prone SoCal.

**BEFORE
AN
EARTHQUAKE
HITS**

It Starts with Science
USGS scientists are working with partners to better prepare & learn more about earthquakes in Southern California

Plan
Better understanding of preparedness & policies needed to protect us

Prepare
Increased public awareness & protection against the dangers earthquakes pose

Recover
Increased resiliency & ability to recover after a quake strikes

**DURING
A QUAKE**

1

DROP!

2

COVER!

3

HOLD ON!

**AFTER
THE
SHAKING
STOPS**

Prepare for aftershocks

Check for injuries

Check for fires or damage

Check for structural damage

Evacuate to safety if necessary

**5.10 DO YOU KNOW?**

- There are several million earthquakes annually
- An earthquake can affect the length of a day
- Ponds, canals and lakes may give a nasty smell and become slightly warmer before an earthquake
- Inca and traditional Japanese architecture were designed with earthquakes in mind
- The Pacific Ocean is the root of most earthquakes
- Animals change their behaviour just before an earthquake
- A British engineer John Michell first identified the cause of earthquake!

**WHAT YOU HAVE LEARNT****Being forewarned is to be forearmed**

- Earthquakes are a natural phenomenon and we can do nothing to prevent them.
- What we can do is prevent the loss of property to some extent, by building earthquake resistant buildings, employing both scientific and indigenous knowledge to do so.
- We can reduce injuries and loss of life by taking safety measures and by making provisions for the same if we are living in an earthquake prone zone.
- It is thus imperative for institutions, residential societies, and offices to carry out earthquake drills time and again to make the people earthquake- ready.
- Perhaps, we cannot prevent the damage totally but we can certainly minimise it.
- Awareness programmes should thus be an essential part of every person's education.

Now complete the response to Tanmay Rai's mail with appropriate phrases from the box.

From: Anjan Kumar <deputycommandant16battalion@ gmail.com>

Sent: 23 April 2015 13:45

To: Tanmay Rai <raitanmaya@gmail.com>

*Notes*

Steadfast in the Face of Tremors



Notes

Cc: Umesh Nautiyal<Commandant16battalion@gmail.com>, Ranjana Joshi <sdmchamoli@yahoo.com>, Rajeev Sharma assistantcommandant16battalion@gmail.com

Subject: Re: Assistance in managing the aftermath of the earthquake in Chamoli

Sir,

At the outset, please accept our heartfelt concern for the residents of Sutol and Pairi of Chamoli District. From your mail it is **understood** that due to the loss of the highway, communication **has been disrupted**, apart from the loss of property and, possibly life.

The issue **has been discussed** inhouse and it **has been decided** to deploy five helicopters for reconnaissance and for transporting of the NDRF team as well as goods. They would be reaching Chamoli in another half an hour.

Since the rescue work might take a day or two it **is requested** that arrangements for the stay of three officers and thirty jawans **be made**. We would be thankful if space and arrangements for cooking and other basic facilities like bathrooms and toilets **are also provided**.

Assistant Commandant Rajeev Sharma, **has been made** in- charge of the NDRF rescue team to Chamoli and will be in touch with you very soon. He **may be contacted** at ... (number).....over WhatsApp or email.

Do let us know if there is anything else that we can do.

Jai Hind

Anjan Kumar
Deputy Commandant
16 Battalion NDRF
Gadarpur, Rudrapur
Uttarakhand

ACTIVITY 5.1**5.5 LET'S LEARN LANGUAGE**

- I. A Write the sentences in the spaces provided. Maintain the order in which they occur.
1. has been lost, caused by. (*Reporting an event or news*)

2. is feared, have been destroyed, have been trapped (*The cause or the doer is understood*)
3. can be contacted (*official use*)
4. is understood, has been disrupted. (*doer understood, event more important*)
5. has been discussed, has been decided (*doer understood*)
6. is requested, be made. (*doer understood, doer understood + multiple doers*)
7. are also provided. (*doer understood*)
8. has been made (*doer understood, official use*)
9. can be contacted (*doer understood*)

II. Below is a report taken from a newspaper. Complete it using the right form of the verb (active or passive) given in the brackets.

- (a.) has climbed (b.) are (c.) say (d.) are reported (e.) have been discharged
 (f.) are (g.) have been arrested (h.) include (i.) were awarded (j) collapsed
 (k.) had been reopened

5.6

I. Below are a few sentences taken from an awareness programme. Some modals have been incorrectly used. Replace them with appropriate modals of obligation.

1. must
2. should/must
3. must
4. must
5. must/should not
6. must
7. must
8. must.

ACTIVITY 5.2

I. Write down safety tips with regards to the following. Try to use modals of obligation in your sentences.



Notes

Steadfast in the Face of Tremors



Notes

1. In the event of an earthquake/During an earthquake...
2. ...you/we must/ought to stay away from building with glass panes.
3. ...you/we must/should/ought to remain inside an earthquake resistant building.
4. ...you/we must not/ought not to remain near the edge of a steep hillside.
5. ...you/we must not try to cross flyovers and bridges.
6. ...you/we must/ought to move away from false ceilings and posts.
7. ...you/we must/should take the fastest and safest way out of an old weak structure.

5.6.1 LET'S LISTEN

Given below are sentences that describe the right action to be taken during an earthquake. Select the right words to complete the sentences. Strike out the unnecessary words.

Remember these important POINTS

1. When you feel the first tremor or the earthquake alarm goes off, take cover under your desk.
2. Hold the legs of the desk or table so that it does not slide away from you due to the shaking.
3. When the tremors subside evacuate the building as quickly as you can.
4. Cover your heads with bags or any thick books or things to prevent getting hurt from falling objects or rubble.
5. Run out of the building as fast as you can.
6. After evacuation gather in the open ground away from the building.
7. Gather patiently so that a head count can be done.
8. Any senior person should count the people and report if anyone is missing.
9. Only a few representatives should go and look for those left behind.
10. Carry the injured on your shoulders or makeshift stretchers to the open area.
11. Provide water and first aid to injured.
12. Extend whatever help anyone who is injured requires.

13. Make whatever arrangements you can to transport the heavily injured students to the nearest hospital.

5.7 PRONUNCIATION

- I. Look up the dictionary and pronounce the words below by placing the stress on the correct word/syllable.

real estate (REAL estate) high rise (HIGH rise), swing bridge (swing BRIDGE)
cave in (CAVE in), grand jury (grand JURY) post office (POST office)

check-in (CHECK- in) field trip (FIELD trip), long-term (long TERM) two-fold (TWO -fold), over-the-counter (over-the- COUNTER)

up-to-'date (up -to-DATE)



Notes

5.8 LET'S WRITE

Writing subtitles and captions

Part 3 : Indian Ndrf Earthquake Awareness Camp

1. Title: Interventions After the Earthquake
2. Subtitle: Assessing injury to people
3. Caption: Finding people who have been injured
4. Subtitle: Locating the injured: canine search
5. Caption: Locating people not obvious to the eye with the help of sniffer dogs
6. Subtitle: Providing lifesaving intervention and first aid
7. Title: Providing support to the injured parts of the body
8. Subtitle: Providing lifesaving intervention and first aid-1
9. Caption: Checking the basic physiological parameters pf the injured
10. Subtitle: Providing first Aid and support to the injured
11. Caption: Ensuring proper first aid and assisting the less injured to the ambulance
12. Sub-title: Dealing with bone injuries
13. Caption: Using splints and other support to the injured limbs/parts of the body

Steadfast in the Face of Tremors



Notes

- 14. Subtitle: Transporting the victims/injured to the ambulance
- 15. Caption: Use of stretchers to carry those heavily or critically injured to the ambulance
- 16. Subtitle: Providing reassurance and comfort
- 17. Caption: Making the injured comfortable inside the ambulance and reassuring them
- 18. Subtitle: Demonstrating the use of kits
- 19. Captions: Carrying out a demonstration of how the kits are to be used

5.9.2

Heading: How Earthquakes happen/Origin of Earthquakes/How Earthquakes are Caused

Caption: The formation of a tectonic earthquake

The **tectonic** plates that form the Earth’s **crust** rub against each other at the **fault** lines. When the stress on the edge overcomes the **friction** there is a break or a **crack** which releases the pent up energy in the form of **seismic** waves. The **epicentre** is where the waves originate. The Rayleigh waves flow along the **surface** and roll like ocean waves, but the motion is opposite. The point where the waves originate is called the **hypocentre**.



ANSWERS TO INTEXT QUESTIONS/ ACTIVITIES

INTEXT QUESTIONS 5.1

I.

S. No	Character in the story	State of mind	Looking forward to...
1.	The people of Bhuj	relaxed and contented on a holiday	the Republic Day parade
2.	Children	free, with no restrictions	Playing cricket and waiting to watch the Republic Day parade
3.	Men in Gujjubhai’s shop	relaxed on a national holiday	generally catching up on news about each other
4.	Manuben and Nafisaben	eager and enthusiastic	inauguration. of their Mahila Literacy classes

5.	The village women	expectant and happy	the beginning of a new phase in their lives
----	--------------------------	---------------------	--

Steadfast in the Face of Tremors

II. Match the phrases in Column A with those in Column B to make sentences true to the story.

- | | | | |
|------|------|------|------|
| 1. d | 2. e | 3. g | 4. a |
| 5. h | 6. b | 7. f | 8. c |

INTEXT QUESTIONS 5.2

I. Find from the story words/phrases which mean the following

- | | | |
|----------------|--------------|-----------------|
| 1. devastation | 2. debris | 3. accompanying |
| 4. aghast | 5. clutched | 6. Drill |
| 7. extricate | 8. throbbing | |

II. Select the right options to answer the questions below.

- | | | |
|------|------|------|
| 1. b | 2. a | 3. c |
| 4. b | 5. c | 6. a |

INTEXT QUESTIONS 5.3

Communication through emails

- | | | |
|----------------------|-----------------------|--------------------------|
| 1. is understood | 2. has been disrupted | 3. has been disassembled |
| 4. has been decided | 5. is understood | 6. be made |
| 7. are also provided | 8. may be contacted | 9. has been made |
| 10. 9212123232 | | |

5.4 Let's learn new words

I. Tectonic Earthquake

- | | | |
|---------------------|---------------|-----------------|
| a. tectonic plates, | b. faults | c. fault zones, |
| d. friction | e. friction | f. crust |
| g. seismic waves | h. earthquake | i. Richer scale |
| j. magnitude | k. epicentre | l. after shock, |



Notes

Steadfast in the Face of Tremors



*Notes***Activity 5.1**

I. Match the words/phrases given in Column A with those given in Column B. Write the correct word/phrase in the space provided

1. b. entombed victim
2. f. canine search
3. g. acoustic search device
4. c. fibre-optic search device
5. d. buddy system
6. e. reconnaissance
7. h. lean-to
8. a. mechanism of injury

II. Complete the sentences below by using the terms you have just learnt in Exercise II.?

1. reconnaissance
2. mechanism of injury
3. canine search
4. fibre-optic search device
5. entombed victim
6. lean to
7. buddy system.
8. acoustic search device



Notes

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;

Cyclones- in the Eye of the Storm



Notes

- 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.

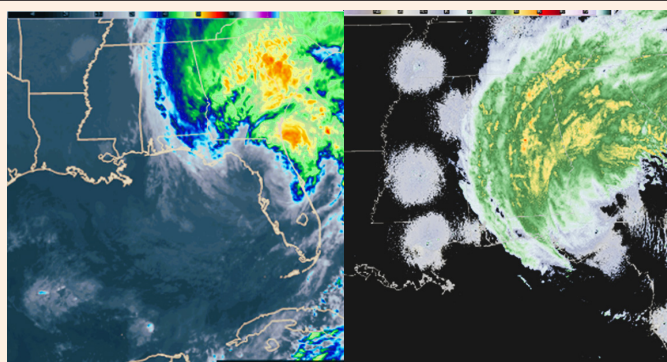
Let us now read another short passage on Hurricane Irma. Do you remember where hurricanes occur? Yes, you are right. Hurricanes occur in the Caribbean Sea!

Cyclones- in the Eye of the Storm

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.



Notes



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

Cyclones- in the Eye of the Storm



Notes

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.

Cyclones- in the Eye of the Storm



Notes

Cyclones- in the Eye of the Storm



Notes

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

Cyclones- in the Eye of the Storm



Notes

Cyclones- in the Eye of the Storm



Notes



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

Cyclones- in the Eye of the Storm



Notes

Cyclones- in the
Eye of the Storm**Notes****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



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WHEN DISASTER STRIKES: MEDICAL EMERGENCIES

INTRODUCTION

You are aware that disasters cause many different types of injuries and medical emergencies. For example, while an earthquake or a building collapse may cause many injuries to bones and internal organs requiring immediate medical aid, floods and cyclones cause relatively few injuries, but may lead to increased risk of communicable diseases like cholera. Again, injuries caused during an earthquake are very different from those caused by a terrorist attack. In a world that is interconnected and as interdependent, 'pandemic preparedness' has become an integral part of disaster preparedness. There was no information about the nature of COVID-19 -- its transmission, its incubation period, and its possible treatment, if any. As a result, the medical emergency management systems of even the most advanced countries struggled with the problem. Additionally, the psychological and emotional effects of the trauma may be felt even years later.

An effective Disaster Relief Force increases public awareness beforehand to reduce risk of injury, or fatality. It not only rescues disaster victims but also provides First Aid at the time of rescue. When people experience these traumatic and often unexpected events, they experience both fear and distress. Even adults may have nightmares, worry excessively about safety, or have strong physical reactions like trouble breathing when reminded of the disaster they survived.



LEARNING OUTCOMES

After completing this lesson, the learner-

- reads reports and first-person accounts with understanding;
- responds to the information provided in the texts and other related activities;
- pronounces common words with consonant digraphs like th, ph, wh, ng, lt;

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- identifies sentence types and correctly frames interrogative and imperative sentences;
- writes a set of instructions and delivers them effectively to the target audience;
- uses context, vocabulary and punctuation to write a dialogue to engage the interest of an audience; and
- designs posters for creating awareness.

7.1 WARM UP

NOTE: This section is meant for developing all the four skills: listening, reading, writing and speaking. Course Participants will first listen to the pronunciation of the injuries/events. They will then repeat the words and place them in the correct box. This section is based on the Glossary provided by NDRF

A. Given below is a list of injuries/events. Listen to the pronunciation of the words carefully.



As a responder, in which situation are you most likely to encounter these? Place the injuries/events in the correct box. Remember, the same injury/event may occur in more than one type of disaster.

fractures	burn injuries	bullet injuries	drowning	asphyxia
bleeding	crushing injury	spinal injury	blunt trauma	shock
evisceration	breathlessness	snakebite	entombed victim	
anaphylaxis	amputation	inhalation injuries	damage to internal organs	

Terrorist Attack	Flood
• _____	• _____
• _____	• _____
• _____	• _____

Gas Leak	Fire in a Baiding
• _____	• _____
• _____	• _____
• _____	• _____

Earthquake

• _____

• _____

• _____

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7.2 ORDEAL BY FIRE

Listen to this short incident and read along silently, Then, in a small group, take turns to read aloud one paragraph each.



I. LET'S READ

- On January 24, news-watchers on TV saw a fire engulf the Hotel Iconic in south Delhi. The nine-storey, five-star hotel was a newly-built luxurious hotel. Some people were reminded of similar scenes from the movie, "The Towering Inferno". But, for most people in India, the disaster that they were witnessing was unprecedented because of the scale of the fire.

ordeal: a very unpleasant and painful or difficult experience

engulf: to surround or to cover someone or something completely

unprecedented: something that has never happened, been done or been known before

mounted: gone up

succumbed: die or suffer badly from an illness (here, burns and smoke inhalation)

monolith: (here) a large single vertical block of or tower of stone

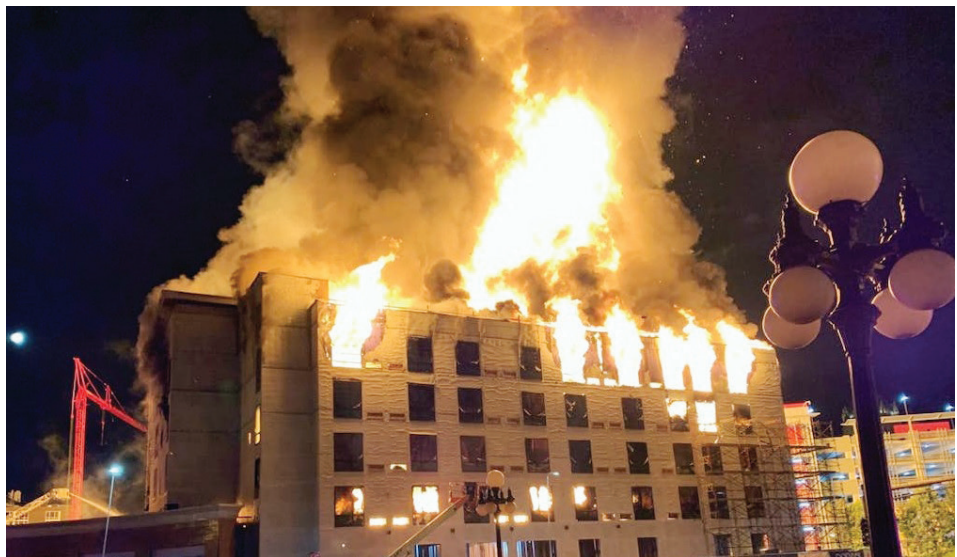
stringing: to put a series of small objects together

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2. Within a few hours, the lower half of Hotel Iconic had been reduced to a soot-covered, blackened shell. The casualty count had mounted to 37 dead and 46 injured and was likely to rise as some of the seriously injured succumbed to their burns.
3. The guests of the hotel included Indian businessmen, foreign tourists and employees of a multi-national company who were staying in the hotel to attend the Annual Sales Meet. Some of them became victims of a blaze that first began in the banquet hall and then consumed the lobby and the first three floors of the hotel. Several of the victims were the delegates attending the sales conference, who were attending a dinner on the first floor.



4. The panic-stricken guests of the Hotel were seen desperately trying to save their lives by trying to climb out of windows. They used long makeshift ropes made up by stringing together bed sheets and linen. However, this device brought instant death to some when the loosely-tied knots slipped and opened. Three persons jumped to their death from windows.
5. The first casualty of the fire was the lighting. The lights off and the stand-by generator in the basement never came on. As the hotel was plunged into darkness, panic spread. Though some of the guests woke up because they smelt the smoke, they groped about the hotel corridors trying to locate the fire escape. The doors leading to the fire escape were locked. In the dark the helpless guests could not locate the keys kept in glass cases along the corridor. Many of them were asphyxiated and died as the carbon monoxide in the smoke filled their lungs and bloodstream and overwhelmed the brain.

6. A fire service officer later remarked, “The hotel had no sprinklers. There was no separate power supply system for fire alarms. There was no internal public address system to tell the inmates what precautions to take”. Firemen themselves were hampered by the lack of face-masks, ladders long enough to reach the top floors and cushioning nets on which they could have got people to jump.

blaze: a very large fire, especially a dangerous one

consumed: (here) destroy completely

panic-stricken: very frightened and worried about a situation, and therefore unable to think clearly or act reasonably

stringing: to put a series of small objects together

groped: felt with their hands, especially in order to find or move towards something when they could not see

asphyxiated: prevented from breathing until you become unconscious or die
overwhelmed: made ineffective

7. A lot of people could also have survived if they had received previous training in handling a fire emergency- something most Americans seemed to have learnt. The Americans attending the conference survived merely by sealing all the main points of entry for smoke and flames with wet linen and towels and getting into bath-tubs filled with water. They waited there till help came. “Most people could have survived if they just tried to breathe through wet towels or linen, or had they not made the error of opening windows and doors for an instant and then shutting them in panic, thus trapping the deadly smoke in the rooms,” a fireman said.

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INTEXT QUESTIONS 7.1

A. Based on your reading of the passage, choose the correct option to complete the statements. You must read aloud the questions and then select the answer.

1. The fire at the Hotel Iconic started
 - a. in the lobby.
 - b. in the third floor.
 - c. in the conference hall.
 - d. in the banquet hall.

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2. The floor/floors most affected by the fire were
 - a. the basement.
 - b. the ground floor.
 - c. the first three floors.
 - d. the top two floors.
3. The guests were panic-stricken because they
 - a. did not know where the fire escape was.
 - b. could not find the fire escape in the dark.
 - c. were not able to breathe because of the smoke.
 - d. they did not have ropes or ladders to escape.
4. Many of the casualties were a result of the victims
 - a. receiving severe burns because of the fire.
 - b. choking to death because of the smoke.
 - c. jumping to death from the top floors.
 - d. falling to death as people tried to escape from top floors.
5. The guests could not be warned about the fire as
 - a. firemen could not reach the rooms on the top floors.
 - b. the hotel did not have a fire alarm system.
 - c. the hotel did not have a public address system.
 - d. the telephone operator could not operate the public address system.
6. Firemen were not able to save some of the victims as they
 - a. had not received adequate training of fighting a fire in a multi-storey building.
 - b. did not have adequate equipment required for firefighting in a multi-storey building.
 - c. could not call the guests and tell them to jump down from the windows into the nets.
 - d. could not reach the top floors as the fire had spread to the stair-cases.



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7. Many lives could have been saved if the guests had been
 - a. staying on lower floors of the hotel.
 - b. staying on the top three floors of the hotel.
 - c. given training in what to do in case of a fire.
 - d. told to lie in bathtubs filled with water.

8. One of the lessons learnt from the fire at Hotel Iconic was that
 - a. multi-storey buildings are at a higher risk in case of fire.
 - b. hotel staff should be trained how to deal with emergencies.
 - c. all buildings must have adequate fire-fighting equipment.
 - d. everyone must receive adequate training in dealing with fire emergencies.

B. Read the passage carefully once again. Try to understand the gist or focus of each paragraph. Now write the paragraph number against the main idea given below.

Column-1	Column-2 Paragraph No.
a) Importance of public awareness in reducing risk of death or injury g) Hotel Iconic catches fire	
b) The number of casualties in the disaster	
c) Trapped victims struggled to find an escape route in the dark and choked to death	
d) Profile of the guests staying at the Hotel when the tragedy struck	
e) Though some guests made valiant efforts to escape the fire, not everyone could make it.	
f) The hotel's inadequate safety arrangements	
g) Hotel Iconic catches fire	

C. Think and Discuss

Discuss in groups the steps the Hotel management should have taken for

- a) preventing the fire
- b) reducing the casualties in case of a fire.

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II. PRONUNCIATION

A. Listen carefully to the words with a soft /th/ and hard /th/sound.



Hard /th/	Soft /th/
the	three
then	thin
this	thumb
there	thirsty
these	think

B. Say the picture names with the /th/ sound and write them in the correct column.

mouth	feather	mother	father
thread	throw	earth	weather
thick	thatch	them	brother

C. Listen carefully and repeat the following words that have the 'ng' sound. Note the difference in sound in some of the words. Circle the words where the 'ng' sound is different.



bang	rung	king	belong	ginger
hinge	fling	owing	anger	hunger
belong	fringe	change	bring	engage
tracking	building	engineer	helping	exchange

messenger	quadrangle	extinguish	challenge	engagement
-----------	------------	------------	-----------	------------

D. Listen carefully and repeat the following words that have the ‘ph’sound.



alphabet	elephant	dolphin	photograph	photographer
orphan	telephone	phonics	physics	photocopy
physical	atmosphere	physiotherapy	geography	microphone
sphere	pharmacy	earphone	pamphlet	catastrophe

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III. GRAMMAR

A sentence is a group of words that has at least one verb and makes complete sense. It begins with a capital letter and ends with a full stop, question mark or exclamation mark.

TYPES OF SENTENCES

A **Declarative Sentence** makes a statement. It ends with a full stop. (.) e.g., Shalabha needed to buy some groceries.

An **Interrogative Sentence** asks a question. It starts with a helping verb (Is, Am, Are, Was, Were, Do, Does, Did, Has, Have, Had) or question words (What, Where, When, Which, Who, Whom, How) and ends with a question mark. (?) e.g., Is it still raining?

An **Imperative Sentence** gives the reader an instruction, makes a request, or issues a command. It starts with a verb (e.g., Lie, Pick, Place etc.) and ends with a full stop. (.) e.g., Close the door please.

An **Exclamatory Sentence** expresses strong and sudden feelings or emotions. The exclamatory sentence starts with an interjection (a word used to convey or express sudden feelings and emotions) or a question word and ends with an exclamation mark (!). e.g., What a beautiful day!



Read aloud the sentences given below. Write whether they are Declarative (D), Interrogative (I), Imperative (IS) or Exclamatory (E).

1. Yuckk! This soup tastes horrible! _____
2. What are you doing in the evening? _____

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3. Give me a glass of water. _____
4. Hurrah! We won! _____
5. Put the books on the table. _____
6. The snake bit Shalabha on her foot. _____
7. This puzzle is so difficult that I am not able to solve it. _____
8. What a difficult puzzle! _____
9. Drinking dirty water can make you sick. _____
10. Drink clean water. _____
11. How long have you known the Chairman of the company? _____
12. Finish your dinner quickly. _____

IV. WRITING

Writing a Dialogue

A dialogue is a conversation between two or more speakers.

How people speak depends on several factors like

- The purpose of the conversation
- Their age(s) and their relationship with each other.

Dialogue must be realistic and effective. It must mimic spoken speech and flow naturally. Care must be taken to ensure the language used by the speakers is suitable to their age, position/job, appearance, setting, actions, or thoughts.

Some tips! If you are talking to a senior, stick to the purpose. Avoid talking about anything trivial or unnecessary. Keep it brief and meaningful. Avoid lengthy greetings or unnecessary details. However, remember to highlight even a small incident that is relevant.

ACTIVITY 7.1

You have read and enacted a First-Person Report presented by a Responder as he briefs the Senior Officer about certain events in Lesson 5: Rage of the Rain. Now write a similar report.

Inspector Raj Kumar from the Delhi Fire Services presents his report to the Chief Fire Officer about the fire at Hotel Iconic. Complete the dialogue between the them using

the given hints and information from the passage you read.

Inspector Raj Kumar: Good Morning Sir.

Chief Fire Officer: Good Morning. _____?
(inquiring about the incidents of the night)

Inspector Raj Kumar: Sir, there _____
(unfortunate incident of fire) _____ (location). The
incident resulted in _____ (casualties). We received the
call regarding the fire at 00:24am. At once, six fire tenders were dispatched to the scene.
We reached the scene _____ (time taken). We
also requested for an additional 4 fire tenders from Gurugram.

Chief Fire Officer: _____?

Inspector Raj Kumar: The fire _____ (origin)
and spread to _____.

Chief Fire Officer: _____?
(cause of casualties)

Inspector Raj Kumar: _____
(few suffered burns; mostly asphyxiation). _____
_____ (jumped to save themselves). _____
_____ (injuries).

Chief Fire Officer: _____?

Inspector Raj Kumar: The problems arose due to _____
_____ (inadequate fire safety precautions) _____
_____ (electricity failure).

Chief Fire Officer: _____?

Inspector Raj Kumar: We should get _____ and
_____. We
also need to provide more awareness about what people must do in case of fire.

Chief Fire Officer: That's a good idea. Let's start Awareness Programmes in offices,
educational institutes schools and residential colonies.

Inspector Raj Kumar: Yes Sir. We could also put up posters for awareness.

V. SPEAKING

Working with your partner enact the dialogue that you have written.

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7.2 "IT WAS FOR MY FAMILY"

Read the following story silently at first and then aloud.

I. READING

The rain was incessant. Shalabha was getting worried. Rations were running low. She would have to go out and get some groceries, or the children would have nothing to eat. She called out to her daughter, "Shree, I'm going to get some daal, rice and aata. Look after Vidhu while I'm gone. Baba will be home soon."

incessant: without a stop



As she walked down the flooded street, Shalabha felt a sharp pain in the small toe of her right foot. She lifted her leg and saw a Chandrobora, a brownish snake with dark brown circular marks dangling from her foot. She kicked it away, slamming the reptile against the wall of a nearby building. Seconds later, she felt excruciating pain. It started in her toe and swiftly moved to her ankle, calf, knee and, finally, her thigh.

Shalabha's leg buckled and she fell to the ground, screaming. The families from neighbouring houses heard her screams. They rushed to pick her up and take her to the hospital nearby.

Within minutes of reaching the hospital, Shalabha's leg started swelling and the pain became even worse. Shalabha had been bitten by a Russell's viper. Their bites can be serious, leading to swelling, pain, skin discoloration, blistering, haemorrhaging and the death of cells in tissues and organs. This, in turn, can require limb amputation.

The hospital staff saw at once Shalabha was serious. Her leg was so swollen that her slipperno longer fit her foot. Theygave her first aid but

Dangling: hanging by holding on to something

Excruciating: agonising; very severe

Buckled: (here) bent; gave way

Blistering: leading to blisters on the skin

Haemorrhaging: excessive bleeding

Amputation: the cutting off of a part of the body

Tourniquet: a strip of cloth that is tied tightly around an injured arm or leg to stop it bleeding. (here) to stop spreading of venom.

Shalabha needed antivenom, and fast. Unfortunately, the hospital did not have the right type of antivenom on hand.



“You should have tied a tourniquet around her leg at once,” the doctor told the men who had brought Shalabha to the hospital. “Snake venom doesn’t stay at the site of a bite—it floods into surrounding tissues, where it can start to destroy cells and affect the blood’s ability to clot. If the venom has travelled to her brain she may not survive.”

Recalls: remembers

Administered: given

Broke down: was unable to control his feelings and started to cry

Hobbles: walks in an awkward way, because her feet and legs are injured

Shalabha couldn’t speak but was so worried about my family,” she recalls. “It was then that I realised I had to survive for my family.” She managed to convey her worry to her neighbours who had carried her in to the hospital. They assured they would inform her husband and take care of

her children.

Shalabha had to be transported at once to a large hospital where antivenom was administered over twelve hours. When her husband was told Shalabha may only have six to eight hours more to live, he broke down. However, the ambulance driver drove them to fast the hospital and this saved her life. Shalabha’s wound from the bite will need many years of tending and care.

Her husband, Debu has become her doctor. He has learnt how to clean and dress her wound, a daily ritual. Shalabha hobbles around the house, in constant pain, as she struggles with the household chores.

ACTIVITY 7.2

Number the events of the incident of the snakebite in correct order.

Five months later, Shalabha’s wound still has not healed and she hobbles around the house doing her chores.	8
She is given antivenom in large doses. Her life is saved.	6
The doctors fear for Shalabha’s life.	5
Some people hear her cries and rush her to a nearby hospital.	3

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All the doctors who were in the hospital worked hard to save Shalabha's life.

A. Read the sentences given below. Circle the Subject and underline the Predicate.

1. A Chinese Empress was drinking tea about five thousand years ago.
2. She dipped the cocoon of a silk worm into the tea out of curiosity.
3. The Empress learnt to unwind the fine thread of silk of which it was composed.
4. A French man found out how to produce a silk filament which we now call artificial silk from the crushed leaves of the mulberry tree on which the silk worm feeds nearly five thousand years later.
5. Scientists followed his example and many more fibres were produced.
6. All of these fabrics had some natural organic material, such as cellulose, casein etc. as a starting point.
7. Humans have succeeded in synthesizing new fibres from inorganic materials in the last twenty-five years.
8. Fibres manufactured in factories using chemical synthesis are also known as synthetic or man-made fibres.
9. Synthetic or man – made fibres can easily be distinguished from natural fibres, such as silk, cotton and wool.
10. Nylon heads the growing list of new fibres that have made their appearance in the textile market.

When Disaster Strikes: Medical Emergencies



Notes

7.3 THE COVID PANDEMIC

I. LISTENING

Coronavirus (or COVID-19) was a part of our lives since March 2020. A large number of people all over the world were infected with the disease, making it into a pandemic. Personnel of the National Disaster Response Force helped health workers contain the Covid-19 virus outbreak.



Listen to some COVID survivors speak about their experience and their advice. Then complete the table given below.

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Paragraph 1

24-year-old Monalisa Basu is a Covid-19 survivor from Kolkata, West Bengal. A postgraduate management student at the Carnegie Mellon University, Pittsburgh, Monalisa had to spend two weeks in a quarantine facility after her return. Speaking to media, Monalisa said, “I spent my time in the quarantine facility watching movies. The doctors at the hospital were really kind. They frequently visited me and motivated me. There is no need to panic at all. Stay healthy, eat healthy, maintain good hygiene. It is a serious and deadly virus, so take adequate precautions.”

Paragraph 2

Forty-five-year-old Ambalika Vashishta developed symptoms of corona virus –Fever with chills, and a difficulty in breathing – 8 days after her return from Nepal. Her doctor at AIIMS, Patna, advised Ambalika to get admitted. She spent 11 days in an isolation ward. “It was really lonely in the isolation ward,” said Ambalika. “The doctors would talk to me from the door. Though they were right in doing so, it made me feel bad. My message is: don’t panic. This virus can be conquered. I have done it.”

Paragraph 3

Rajiv Malik, of Ludhiana, is pursuing Masters in Computer Science in Melbourne. He returned to India once lockdown was declared in Melbourne. He was asymptomatic at the airport during thermal screening, so he was allowed to travel to Patna. “I travelled to India with a planeload of people. So I decided to get a Corona test. I tested positive for the coronavirus. But I did not lose heart. I was determined to fight this battle and therefore I kept my will power strong,” says the corona virus survivor. “That is my secret of recovery,” he adds.

Paragraph 4

Another survivor, Sumati Singh from Ahmedabad in Gujarat, spoke about her experience as a coronavirus patient. “When I got dry cough and fever two days after my return from Finland, I thought my body was reacting to a change in weather. But I took no chances and went to a civil hospital without any delay,” she said. “I am fine now.”

Name of survivor	Belongs to	Came from	Symptoms	Advice received/ given
Monalisa Basu	a) _____	b) _____	_____	There is no need to panic at all. c) _____ d) _____ e) _____
f) _____ _____	Patna	Nepal	g) _____ _____ h) _____ _____	Don't panic. Corona can be conquered.
i) _____ _____	Ludhiana	Melbourne	_____	j) _____
Sumati Singh	Ahmedabad	k) _____	l) _____ ----- m) _____ _____	One must take no chances and go to a civil hospital without any delay

When Disaster Strikes: Medical Emergencies



Notes

II. WRITING

Designing an Awareness poster

The purpose of an Awareness Posters is to provide the general public with some important information that is of special interest to them. These posters could be in the form of large hoardings to be put up on walls, or the size of the handbills to be displayed on the notice board etc. Since they are designed to inform and educate people about what to do in certain given situations, they must be

- captivating
- attractive, and
- persuasive

While designing a poster it is essential to keep in mind the following points.

- keep your message simple and brief
- express the message in clear terms
- Use visuals/pictures to clarify the message and to create interest.

When Disaster Strikes: Medical Emergencies



Notes

A poster has certain important features. These include:

1. **Content**
 - The theme/subject must be clear
 - Add description/details related to the theme
 - Names, i.e., issuing authority, organizers, must be mentioned
2. **Expression**
 - Use appropriate language- simple and easy to understand
 - Use imperative sentences
3. **Layout**
 - make it visually attractive
 - Add a catchy title/jingle
 - Build in a sketch or simple visuals to bring clarity

SAMPLE POSTER

Jingle ←	Catch water where it falls
Visual ←	
Message	<p>Every bore well will eventually go dry, some sooner, some later if not recharged.</p> <p>Rainwater Harvesting</p> <p>Capture rainwater when it rains, store that water and use it later.</p>
Issuing Authority	<p>Rainwater harvesting could provide up to half of your total water consumption!</p>

7.4 THEY LIVED TO TELL THE TALE

In a disaster, there is danger of death or physical injury. People may also lose their home, possessions and community. Disasters also have a deep impact on the psychological health of adults and children.

Natural disasters not only cause death and destruction, they also cause Post Traumatic Stress Disorder (PTSD), an emotional and psychological reaction to trauma. Experts say that the devastating effects from post-disaster trauma can linger long after the relief and rebuilding efforts; research has shown that as many as 25% of people directly or indirectly affected by high-impact disasters could be diagnosed with symptoms of PTSD.

I. Discuss in your groups

- a. Have you come across survivors with these symptoms in a relief camp?
- b. How did you deal with them?
- c. What are the things that bother you after a critical incident?
- d. Have you/your colleague suffered from emotional issues after a critical incident?
- e. How was the issue addressed?

II. Vocabulary

- A. There are certain medical conditions that you may encounter as a first responder to a critical situation. Listen to the pronunciation of the words in Column A and their meanings carefully. Repeat the words.



Words	Definitions
abrasion	an open wound caused by scraping, rubbing or shearing away of the epidermis.
avulsion	an open wound that is characterised by a torn flap of skin or soft tissue that is either still attached to the body or pulled off completely..
crushing injury	an open or closed injury to soft tissues and underlying organs that is the result of a sudden blow or a blunt force that has a crushing impact.

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cyanosis	bluish discoloration of the skin and mucous membrane – a sign that body tissues are not receiving enough oxygen
hematoma	a collection of blood beneath the skin
hyperventilation	rapid breathing common to diseases such as asthma and pulmonary oedema. common in anxiety-induced states.
labour	the term used to describe the process of childbirth.
palpitations	a sensation of abnormal rapid throbbing or fluttering of the heart.
respiratory distress	shortness of breath or a feeling of air hunger and laboured breathing.
shock	a life-threatening progressive condition that results from the inadequate delivery of oxygenated blood throughout the body.
unresponsive	unconscious, not acting or moving in response to stimuli
wheals	itchy, raised, round marks on the skin that are red around the edges and white at the centre.

B. Given below is a list of certain emergency procedures to be performed by a first responder. Listen to the pronunciation of the procedures and their meaning carefully. Repeat the words.



Words	Definitions
Auscultation	A method of examination that involves listening for signs of injury or illness.
Cross-finger Technique	A method of opening a patient's clenched jaw.
Finger Sweep	A technique in which a finger is used to remove a foreign object from the mouth.
Head-Tilt/Chin-Lift Manoeuvre	A manual technique used to open the airway of an uninjured person.
Heimlich Manoeuvre	A technique used to dislodge and expel a foreign body airway obstruction. Also called subdiaphragmatic abdominal thrusts and abdominal thrusts
Jaw-thrust Manoeuvre	A manual technique used to open the airway of an unresponsive patient who is injured, especially with suspected spinal or neck injury.
Manual Traction	Applying a pulling force to a body part in order to align it.
Mouth-to-Barrier Device Ventilation	A technique of artificial ventilation that involves the use of a barrier device, such as a face shield, to blow air into the mouth of a patient.

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Packaging	Getting the patient ready to be moved and includes procedures such as stabilising impaled objects and immobilising injured limbs.
Palmar Surface Method	A method used to estimate the percent of body surface involved in a burn injury.
Spinal Precautions	Methods used to protect the spine from further injury, in EMS, this usually consists of manually stabilising the patient's head and neck until the patient is completely immobilised.
Tongue-jaw Lift	A technique used to draw the tongue away from the back of the throat and away from a foreign body that may be lodged there.

III. GRAMMAR

Inverted Questions

In a declarative sentence, the word order is subject + verb + object.

However, in an interrogative sentence the auxiliary verb goes before the subject. This is called inversion.

Study the examples given below.

Declarative Sentences	Interrogative Sentences
Nalini is working in the Triage these days.	Is Nalini working in the Triage these days.?
You are interested in going to the Kerala.	Are you interested in going to Kerala?
Rajiv was singing at the party.	Was Rajiv singing at the party?
Our battalion has reached the site of disaster.	Has our battalion reached the site of disaster?
Altaf can swim underwater.	Can Altaf swim underwater?
The 3rd Battalion has been deployed at Binaguri.	Has the 3rd Battalion been deployed at Binaguri?

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Notes

NOTE: Only the first auxiliary verb goes before the subject. The remaining part of the verb goes after the subject.

For verbs in the present simple, we use the auxiliary verb 'do/does' in the question and the base form of the verb.

He goes for a long walk every day.	Does he go for a long walk every day?
They work in the Emergency Room.	Do they work in the Emergency Room?

For verbs in the past simple, we use the auxiliary verb 'did' in the question and the base form of the verb.

Madan Singh bought Sunil's motorcycle.	Did Madan Singh buy Sunil's motorcycle?
--	---



INTEXT QUESTIONS 7.3

- I. Rewrite the following declarative sentences as questions.
1. Your brother is going to America.
 2. We will catch the train if we hurry.
 3. The new recruits are expected to arrive from Patna tomorrow.
 4. The Chief Minister visited the place where the tragedy took place.
 5. Shah Rukh Khan won the Best Actor's Award.
 6. She has lost the watch that I had given her.
 7. All dogs like bones.
 8. He went to Delhi to consult a doctor.
 9. He is so weak that he cannot walk.
 10. The sun shines for 6 months in Norway.



ANSWERS TO INTEXT QUESTIONS AND ACTIVITIES

7.1 WARM UP

Terrorist Attack	Fractures bullet injuries bleeding shock entombed victim
------------------	--

Flood	Drowning shock breathlessness snakebite entombed victim
Gas Leak	burn injuries shock blunt trauma inhalation injuries evisceration
Fire in a Building	burn injuries shock blunt trauma inhalation injuries evisceration
Earthquake	bleeding crushing injury spinal injury blunt trauma shock breathlessness

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Notes

Intext Questions 7.1

A.

1. 1. d.
2. 2. c.
3. 3. b.
4. 4. b.
5. 5. c.
6. 6. b.
7. 7. c.
8. 8. d.

B. **Match the paragraphs with the main idea they address.**

Idea Paragraphs

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Notes

- (a) 7
- (b) 4
- (c) 5
- (d) 6
- (e) 3
- (f) 2
- (g) 1

Intext Questions 7.2

EXPECTED ANSWERS Write whether they are Declarative (D), Interrogative (I), Imperative (IS) or Exclamatory (E).

- 1. Yuckk! This soup tastes horrible! E
- 2. What are you doing in the evening? I
- 3. Give me a glass of water. IS
- 4. Hurrah! We won! E
- 5. Put the books on the table. IS
- 6. The snake bit Shalabha on her foot. D
- 7. This puzzle is so difficult that I am not able to solve it. D
- 8. What a difficult puzzle! E
- 9. Drinking dirty water can make you sick. D
- 10. Drink clean water. IS
- 11. How long have you known the Chairman of the company? I
- 12. Finish your dinner quickly. IS

ACTIVITY 7.1

Five months later, Shalabha’s wound still has not healed and she hobbles around the house doing her chores.	8
She is given antivenom in large doses. Her life is saved.	6
The doctors fear for Shalabha’s life.	5
Some people hear her cries and rush her to a nearby hospital.	3

She is given first aid, but as the hospital does not have the required antivenom, she has to be rushed to a city hospital.	4
She accidentally steps on a viper and is bitten by it.	2
Shalabha goes out to the grocery store to buy some provisions.	1
Her wound is serious and may need to be cleaned and bandaged for years.	7

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Notes

II. GRAMMAR- SUBJECT AND PREDICATE

A. EXPECTED ANSWERS. Circle the Subject and underline the Predicate

1. A Chinese Empress was drinking tea about five thousand years ago.
2. She dipped the cocoon of a silk worm into the tea out of curiosity.
3. The Empress learnt to unwind the fine thread of silk of which it was composed.
4. A French man found out how to produce a silk filament which we now call artificial silk from the crushed leaves of the mulberry tree on which the silk worm feeds nearly five thousand years later.
5. Scientists followed his example and many more fibres were produced.
6. All of these fabrics had some natural organic material, such as cellulose, casein etc. as a starting point.
7. Humans havesucceededin synthesizing new fibers from inorganic materials in the last twenty-five years.
8. Fibres manufactured in factories using chemical synthesis are also known as synthetic or man-made fibres.
9. Synthetic or man – made fibres can easily be distinguished from natural fibres, such as silk, cotton and wool.
10. Nylon heads the growing list of new fibres that have made their appearance in the textile market.

7.3 THE COVID PANDEMIC

I. LISTENING

Listen to some COVID survivors speak about their experience and their advice and complete the table given below.

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Notes

Name of survivor	Belongs to	Came from	Symptoms	Advice
Monalisa Basu	a) <u>Kolkata</u>	b) <u>Pittsburgh</u>	--	There is no need to panic at all. c) <u>Stay healthy</u> d) <u>eat healthily</u> e) <u>maintain good hygiene.</u>
f) <u>Ambalika Vashishta</u>	Patna	Nepal	g) <u>fever with chills.</u> h) <u>a difficulty in breathing</u>	Don't panic. Corona can be conquered.
i) <u>Rajiv Malik</u>	Ludhiana	Melbourne	--	j) <u>One must keep one's willpower high.</u>
Sumati Singh	Ahmedabad	k) <u>Finland</u>	l) <u>dry cough</u> m) <u>fever</u>	One must take no chances and go to a civil hospital without any delay

Intext Questions 7.3

1. Is your brother going to America?
2. Will we catch the train if we hurry?
3. Are the new recruits expected to arrive from Patna tommorrow?
4. Did the Chief Minister visit the place?
5. Did Shah Rukh Khan win the best actor's awards?
6. Did she lose the watch I had given her?
7. Do dogs like bones?
8. Did go to Delhi to consult a doctor?
9. Is he so weak that he case not walk?
10. Does the sun shine for 6 months in Norway?



TOGETHER WE CAN



Notes

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
--------------	---

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

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.



Notes

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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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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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

To: msmith@fakeemail.com

CC: Hide BCC

BCC:

Subject: Product XYZ Case Study Proposal 1. Subject Line **Priority:** Normal

Add Attachment

No Attachments

Rich Text Plain Text Greeting Card

Verdana 2 (10pt) **A** *ab* **B** *I* U |

Hello, Mr. XXXXXXXXXX 2. Salutation

3. Message
 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc curabitur arcu ut ipsum interdum, lobortis venenatis tortor pulvinar. Pellentesque ut nisi id erat tincidunt tristique at quis massa.

Proin ut fermentum nibh, non molestie mi. Nunc egestas risus non turpis porta, et bibendum nibh pretium. Mauris eget magna et libero placerat lobortis.

Sincerely, XXXXXXXXXX 4. Closing

XXXXXXXXXX
 Jane Doe's Generic Company 5. Signature Block
 555-555-5555
janedoegenericcompany.com
genericcompany.com
[LinkedIn](#)

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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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*Notes*

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.



EACH LIFE MATTERS

INTRODUCTION

Disasters, both natural and man-made are on the rise and lead to untold suffering. You will find many headlines/ images of chemical, man-made or natural disasters from India and other countries. More than 8 lakh people die each year due to unsafe drinking-water, sanitation, and hand hygiene, says the World Health Organisation. Contamination of water with chemicals is disastrous and continues to pose a health burden worldwide.



You may have heard of Erin Brockovich who fought a battle in a US court and helped 650 people in Hinkley, California get justice in the legal battle that went on for several years over chromium contaminated water!

Stories about disasters such as the Chernobyl nuclear accident or the toxic gas leak at a Chemical factory capture global attention when they happen. Soon life limps back to normal and the enormity of the loss is forgotten. Can you recall some of the worst chemical (or other) tragedies that shook India and the world?



Notes

**LEARNING OUTCOMES**

After completing this lesson, the learner-

- reads with understanding texts about chemical disasters,
- develops new vocabulary one would find useful in ones professional life;
- forms new words using affixes;
- expresses self, using the passive voice to describe an event or action;
- presents a formal report (oral or written) of an incident providing details in a systematic order;
- expresses let's warm self confidently and clearly while addressing listeners;
- participates in a dialogue, asks and answers questions; and
- pronounces naming words, unfamiliar and uncommon words correctly.

**Notes****9.1 LET' SWARM UP**

Any mishap requires alertness and quick action. NDRF personnel work all the year around to ensure least damage to life and property. With a job that is both demanding and punishing in nature, the need for good health, fitness, and agility is very important. They need to act quickly, ensure that the affected people are safe. At the same time safety of self is paramount.

Also, while reading aloud, remember to lay stress on important words such as-block, poisonous air, wipe your spectacles, move as far away as possible, etc, in order to have the desired impact on listeners. Try to speak naturally but with emphasis on key words.

ACTIVITY 9.1

The images (in Column 1), and instructions (in Column 2) that NDRF personnel give to people during chemical disasters are in jumbled order. Your task is to match the images in Column (1) with the instructions in Column (2) so that they correspond with each other. Write the correct serial number of the instruction in the box provided. (The first is done for you: 4 is the correct instruction for Image a).



Listen to a recording of the instructions in column (2) below. You may listen to them once again. Then, practice reading them aloud to your group members.

Images (1)	Instructions (2)	
 <p>a.</p>	<p>1. If you have come in contact with poisonous gas, you must wash your spectacles and other things such as a bag, phone, lunch box etc. with clean water and wipe them dry.</p>	<p>4</p>
 <p>b.</p>	<p>2. Remain indoors and remember not to leave your home till you hear an announcement that it is safe to go out now.</p>	
 <p>c.</p>	<p>3. If you are outside your home or very near the site of a chemical leak, remember to move as far away as possible and move upwind (against the wind direction).</p>	
 <p>d.</p>	<p>4. Block poisonous air that is rising from a factory from entering your house by blocking chimneys and fans. Poisonous air, if trapped in the house can be unhealthy and affect your lungs and other organs.</p>	
 <p>e.</p>	<p>5. Always keep pre-cut plastic sheets ready for emergencies. You will need them to block bad air from entering your home.</p>	
 <p>f.</p>	<p>6. If you are outside your house, it is best not to shelter in your car as far as possible as you might get suffocated by the toxic air.</p>	

Each Life Matters



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Each Life Matters



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Discussion time: Discuss in groups why the instructions that you have read above are useful during a chemical disaster. Is ensuring the safety of all important? Remember that the rules and instructions apply to you too as your own safety and wellbeing is equally important.

9.2 AN INTERVIEW

Following is an excerpt of the interview with Assistant Commandant (PRO), 6th Bn, Vadodra, NDRF. He has shared with the viewers what happened on the fateful night of 10 September.



Listen to the interview, read along silently. As you read, you can scan for specific information. Make quick notes about-

1. The interviewer and interviewee
2. Incident being discussed
3. Its causes
4. Rescue operation
5. Number of people injured and casualties
6. Nature of injuries/ diseases caused, etc
7. What we learn from such incidents

The fire at Shyam Rasayan India Limited factory, Surat on 10 September, 2022.

R= Reporter, AC= Assistant Commandant

Reporter: Good morning, sir. Thank you for joining us on our show.

Assistant Commandant: Good morning.

Reporter: Sir, Shyam Rasayan Factory, Surat, has just witnessed an unfortunate fire. Could you please share some details about the incident?

Assistant Commandant: Well, the fire that broke out at Shyam Rasayan Factory in the Industrial Development Corporation area, Surat is indeed a very unfortunate incident. The blaze erupted around 10.30 p.m. with a massive blast in a container storing hazardous chemicals. The fire soon spread across the factory and one worker was charred to death.

R: When did the fire tenders reach the factory? How many fire tenders were deputed to control the fire?

AC: The fire tenders reached the site very soon, in fact within 30 minutes. Fifteen fire tenders were rushed to the spot and it took nearly two hours to bring the blaze under control.

R: How many casualties are there? How many are being treated?

AC: Two factory workers got trapped in the store room and could not be extricated. Quite a few were injured. In fact, 10 are in a serious condition. 32 others are being treated for burns, breathing problems, burning in the respiratory tract, blindness and stomach pain and vomiting.

I'm proud to share that our boys got into action without wasting a single minute. Sadly, one of our NDRF jawans received severe burns and we lost him in the operation. Five more are hospitalised. We have moved the casualties to hospitals around the factory and they are undergoing treatment.

R: Some workers are missing as per last reports. Their families must be very tense!

AC: We understand their concerns and our boys are searching the factory premises for the missing workers. And we have assured their families that we hope to find each one of them soon. One worker was found inside the factory after the fire was brought under control. He is being treated.

R: Thank you very much sir. One last question: What message would you like to give factory owners?

AC: You see, factory owners have a huge responsibility. They must follow safety guidelines strictly. They must also ensure that medical facilities are always available in and around the factory to handle such disasters. My motto is 'Every Life Matters'.

R: Thank you very much sir for giving us your valuable time and inputs.

Erupted = to explode and throw out fire, rock that has melted (lava), smoke, etc.
Charred= made black from burning.; burnt black by fire



Notes



INTEXT QUESTIONS 9.1

- I. Based on the interview answer these questions-
- The interview is between?
 - How did the fire start?

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- c. How was it controlled?
- d. What was the extent of damage to the factory workers?
- e. What steps can factory owners take to ensure safety of workers' lives?
- f. Who, according to you, are the faceless heroes in the situation? Why?

A Health Tip!

Be optimistic even during challenging rescue operations! If you are an optimist, you could achieve better and even live longer.

Remain calm even in an emergency. A hot cup of tea will calm you down, besides reinvigorating you!

9.3 LET'S LEARN NEW WORDS/EXPRESSIONS**I. Abbreviations and acronyms -**

Acronyms and abbreviations are great little tools that make communication faster and more fun, especially when trying to type fast on a slippery smart phone. Everyone loves a bit of code language. In fact, it is becoming difficult to keep pace with new abbreviations. In English, you really can not get away from them and need to know them.

- **Abbreviations** are shortened versions of words and sometimes end in a full stop (adj. for adjective; Dr. for Doctor, U.S. for United States and PW for password). As you can see from these examples, abbreviations are shortened forms of words or phrases.
- **Acronyms** are pronounceable as words, so you read them out as if they are a name. They are formed by using the first letter of each word in a phrase (such as NASA – National Aeronautics and Space Administration); OPEC - Organization (of) Petroleum Exporting Countries—is an acronym because we pronounce it as one word 'oh-pek'; PAN (Permanent Account Number) is also an acronym.

Note: All acronyms are abbreviations, but not every abbreviation is an acronym. This is the main difference between acronym and abbreviation.

Example: ASAP and appt (for appointment) are both considered abbreviations, but only ASAP is an acronym.

II. Internet Abbreviations

You must have noticed that when we write a message on our phone or an email, we

tend to write the short forms of words because we are usually in a hurry to complete the message and send it. Some of these short forms have come to be commonly accepted but if one is not familiar with their use, one can feel confused.

Here is a selection of the most popular and widely used internet abbreviations-

LOL: Laughing out loud	MSG: Message
ASAP: As soon as possible	TTYL: Talk to you later
FYI: For your information	Fomo : Fear of missing out
G2G: Got to go	Tgif: Thank God it's Friday
FB: Facebook	(adapted from: Preply.com)



INTEXT QUESTIONS 9.2

I. Let's see if you can match some abbreviations with their full forms.

1. NDMA	a. Methyl Iso Cyanate
2. WHO	b. Indian Police Service
3. MIC	c. State Disaster Relief Force
4. SOPs	d. National Disaster Management Authority
5. CFO	e. Standard Operating Procedures
6. SDRF	f. Indian Administrative Services
7. IPS	g. World Health Organisation
8. UPSC	h. The United Nations Educational, Scientific and Cultural Organization
9. IAS	i. Chief Fire Officer
10. UNESCO	j. Union Public Services Commission

II. Look at the commonly used abbreviations (and their full forms) that are now being used in WhatsApp messages and match them.

1. blind carbon copy	a. asst
2. to be announced	b. dept
3. assistant	c. tba
4. commissioner	d. comm'r
5. department	e. oppn
6. opposition	f. lmk
7. let me know	g. brb
8. be right back	h. CC
9. date of birth	i. BCC
10. carbon copy	j. dob

9.4 LET'S LEARN LANGUAGE





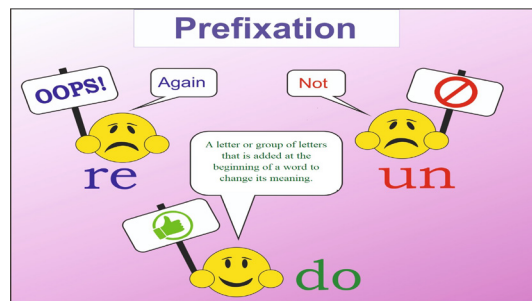
Notes

I. **Affixes**

As learners of English language, it is good to know how to change words appropriately to be able to say something correctly. Knowledge of affixes will help you guess the meaning of new words that you find, and construct new forms successfully. For example: if you are trying to use the appropriate form of 'quick' in a sentence that requires a manner of moving or doing you will need to add the suffix -ly and say: I will finish the work quickly (you need to add the suffix - ly for grammatical correctness).

There are two main types of affixes in English language: prefixes and suffixes.

a. **Prefixes**



What are prefixes ?

A prefix occurs at the beginning of a word or stem (sub-mit, pre-determine, unwilling). The English root mit comes from a Latin word that means ‘to send.’ Example: remit and admit.

Look at the following examples of prefixes. Notice that new words get formed with the help of prefixes that change the meaning of the word itself or add meaning to what is said:

important/ unimportant;

clear/ unclear;

city/ intercity

intentional/ unintentional

b. **Suffixes**

What are suffixes?

A suffix occurs at the end of the root or base word. In the following words the suffixes are in bold letters and can be identified easily: wonder-**ful**, depend-**ent**, act-**ion**).

Examples of their formation:

Expose/ exposure

Radiate/ radiation

Special/specially

Photography/ photographic

Important:

1. Prefixes and suffixes help to change the meaning or form of the word. Prefixes go at the beginning of words and often change the meaning.
2. Suffixes go at the end of words and often change the kind of word, e.g., from verb to noun, or noun to adjective etc.

Note: Whenever in doubt about the form of a word you plan to use in a sentence, do refer to a good dictionary such as: Collins/ Cambridge/Oxford. Look up a Thesaurus when you need help with vocabulary.

Look at this chart of common prefixes and suffixes:

Prefix	Meaning	example	Suffix	meaning	example
un	not	unknown, unseen	-ed, -ing	To make past tense of a verb	started, waited
pre	before	premature, preplanning	-ing	To make continuous form of a verb	heating, starting,
de	remove	decouple, dehydrate	-ly	To form an adverb	smart becomes smartly;
mis	wrong	mismatch, mistake	-ness	To express the quality (form an abstract noun)	happy becomes happiness
im, in, ir, il	not	impractical, inhale, irrational, illegible	-tion/ sion	Consisting of	Expansion. organisation
post	after	post-lunch after-effects	er/ or	One who is, or showing comparison	worker, denser
mono	one, single	mono-acting, monologue	-ment	act , result or state of an action	appointment, agreement
para	beside	para-troop, paramedic	-ive	Having a quality	passive, creative



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semi	Half/ part	semi-cooked, semi-final	-ly	Describing how an action is done or happens	happily, purposely, knowingly
sub	under / below	subway, substandard	-fully	-being full of	Joyfully,
			-able or --ible	Capable of being	Unforgettable, divisible

II. Active and Passive voice

a. Active Voice

You have read about the use of passive voice in Lesson-5 (Steadfast in the Face of Tremor) and used passive forms in writing. Let us revise the basics of passive voice.

Read these sentences-

The policeman saved the boy.

The shopkeeper counted the money.

The doctors treated the people who were unwell.

A sentence has a subject, a verb and an object.

Policeman, shopkeeper and doctors are subjects.

The sentences also tell us about some action by the subject(policeman, shopkeeper, doctors). The subject in each sentence is therefore followed by the verb-saved, counted and treated.

Take another example:

The boy is telling a story. (The boy is the subject and a story is the object).

The action is **telling**.

What is the boy telling? The boy is telling a story.

Remember: We use active voice sentences when we want to focus on the doer of the action (the boy,the policeman, the doctors.....)

b. Passive Voice

Sometimes we are only interested in what happened and not the doer of the action. We do this by using the passive voice. We change the subject (or doer of

the action) and focus on them/ it.

'I am reading a book' can also be written as-

A book is being read by me. (Note that in this sentence the subject has changed to book).

1. They are showing a Tamil film on this channel
2. A Tamil film is being shown in this channel. (What is the subject in this sentence?)

Read aloud the following pairs of sentences from the text you have read. Notice the differences between the two sentences in each pair.

1. Officials estimated that the final death toll was between 15,000 and 20, 000.
2. The final death toll was estimated to be between 15,000 and 20,000 by officials.
1. The factory authorities believed that water had entered a gas tank.
2. It was believed by the factory authorities that water had entered a gas tank.
1. They turned off the public siren quickly.
2. The public siren was turned off quickly by them.

Important:

- a. Remember that in a passive sentence the verb **must** change to its third form.
Examples- wore/ worn; do/done; have/ had; spoil/spoilt.
- b. The passive voice also needs a helping verb. Example: **was** believed, **was** turned off, **has** estimated, **is being** played, **are** told.



INTEXT QUESTIONS 9.3

- I. Fill in the blanks in the following sentences with new words formed by adding a prefix or suffix to the given word. Read aloud the completed sentences.
 1. The(dense) populated town had to be (evacuate) due to the gas leak.
 2. Initial efforts made to put out the fire were not very (effect).

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3. At(approximate) 6.am the siren was sounded in order to warn people of the(explode).
 4. All kinds of natural or manmade disasters cause a lot of(suffer)
 5. (finance) burden on the government and should be(minimize).
 6. Due to the (foreseen) leak there was so much (confuse) in the factory and people started running in different (direct).
 7. Many children fell (conscious) and had to be (transport) to hospitals.
 8. An inquiry was ordered due to (regularity) in the food.....(distribute) system.
- II. Write A against the sentences in the active voice and P against the sentences in the passive voice.
1. The Prime Minister toured many states.
 2. Ruma finished her ice cream quickly.
 3. I was advised to take rest.
 4. We have done all our preparation.
 5. The health Mela was organised by our school.
 6. My brother misplaced my phone.
- III. Fill in the blank spaces with appropriate verbs chosen from the bracket.
1. The roomwith a white cloud. (fill/filled/ was filled)
 2. Imy grandson in my shawl. (covering/ covered /is covered)
 3. A lot of people here and there. (is seen running/was seen running/ were seen running)
 4. We our eyes because of the gas. (/ is closed/ have closed/ are closed)
 5. The NDRF personnel were.....of all the sick and injured people. (takes care/ taking care/ took care)

9.5 LET'S LISTEN

Learning to listen is an important and valuable skill. Listening involves hearing what is being said as well as understanding it.

Listen to this talk on wellness by Priti who is a wellness expert. You may listen to the recorded talk twice. Read the exercises that follow, before listening and then complete them.



Wellbeing Trends of the 2020s

Good morning listeners. Welcome to our weekly talk show. I am Priti, your wellness expert and I am back with another episode of our Wellness Series.

Today I'm going to talk about the wellness trends of the 2020s.

The definition of 'wellbeing' has changed post Covid. Life is precious. and each minute you live is a gift of God. You all must have participated in life saving operations at hospitals and in communities, at the risk of your own lives, during the pandemic. But you must know that your own wellbeing is as important as that of the people you help. Taking good care of your body, your emotions and your mind is essential.

I'm here with some wellness trends for the coming years. They're here to stay and easy to follow too! So do listen carefully.

At no 1, the new mantra is: strengthen your immunity system and remain well by eating a healthy diet, sleeping well, and getting your daily dose of vitamins. Do you know that Google searches on 'boosting immune system' have seen an 84% increase? Strengthening the immune system has become very important today. Boost your health and fitness by eating healthy for a vibrant skin and youthful body. So, treat your skin well and strengthen its defences.

No 2. Tackle your stress levels. Pay close attention to emotional signs such as anger or getting easily disturbed. Observe your thoughts and make note of them. Watch out for physical or mental stress, symptoms of digestive problems, and an increased heart rate. You are not alone in your feelings - millions of people across the world will be feeling the same as you. Taking notice of your feelings and turning those into positive actions can support your wellbeing.

No 3- Sleep hygiene is in! Go for aromatherapy and create a restful environment before you sleep. Create an atmosphere of calmness around you. There should be a flow of gentleness and sweet aromas around you at sleep time. Switch off gadgets, mobiles and violent movies. Be mindful of your thoughts and drift into soft music that lulls you to sleep.



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No 4. Going eco-friendly is another buzzword! Google searches for climate anxiety have increased by 418%, with eco-anxiety also increasing by 238%. Start by making small changes to live greener, and increase your sensitivity to nature. For example, choose local, seasonal foods where possible, and reduce food waste by planning meals in advance.

No 5. Start a Mood Diary today! Writing in a mood diary will help focus on your emotions and will help you improve your mental health. Simply put, it's a great way to record how you feel and why. By keeping a mood journal, or emotion journal, you can get to the root of negative feelings that disturb you, and increase positive ones too. This way you can recognise negative emotions and take action to help these feelings, whether it's opening up to a friend, loved one or mental professional. Writing down your feelings can reduce your feelings of anxiety and depression, too.

At no 6- Improve your gut health. Gut health can refer both to your digestive system and the balance of bacteria in your gut. Your gut digests food, absorbs energy and nutrients, and gets rid of waste products. Some of the best foods to add to your diet include wholefoods, and fresh fruit and vegetables. Eating healthy and staying clear of processed foods is a good goal to have post Covid as these can disrupt healthy bacteria in your gut. So - eat healthy and stay healthy!

No 7 Boost your Memory.. Writing is thought to boost your memory as note taking by hand requires different cognitive processes than typing. For example, when you write notes during a lecture, you must listen carefully to what the speaker has said as it is impossible to write down every word. Therefore, you listen, digest and summarise the information more effectively than someone who is just typing words into a laptop.

Adapted from:

10 *Surprising Helth Facts/realbuzz.com AND*

8 *big wellbeing trends and predictions for 2022/countyliving.com/uk*

**INTEXT QUESTIONS 9.4**

- I. Listen carefully and choose the correct option for each question based on the talk
- a. The speaker Priti is
 1. A skin specialist
 2. A wellness expert

3. A teacher who teaches memory skills
 4. A passionate climate expert
- b. The speaker says that we need to -
1. care about economic changes in the world
 2. have a strong immunity against diseases
 3. listen and make notes during a talk
 4. eat foods that are easy to digest
- c. Keeping a mood journal is...
1. A good way of overcoming feelings that disturb you
 2. One way of increasing depression and anxiety
 3. Quite disturbing when you read about your own sad thoughts
 4. Helpful in improving memory
- d. To remain healthy, you need to - (choose the best option from 1 to 4)
- i. take action if you are having negative thoughts
 - ii. choose healthy eco-friendly food and habits
 - iii. do a lot of research about memory boosting
 - iv. listen to music that has a calming effect to get good sleep
 - v. recognise that negative feelings are not always bad
1. i , ii and iii
 2. ii , iii and iv
 3. i, iv and v
 4. i, ii and iv
- e. The speaker would like the listeners to-
1. Become memory experts.
 2. Be conscious of their overall health needs.



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3. Search Google for tips on having good immunity.
4. Worry about the climate and its impact on health.

II. Write T for true and F for false for the following statements.

- a. It is good to notice your feelings and then turn them into positive actions for your own wellbeing.
- b. After watching a movie full of violence, you can sleep well.
- c. The maximum number of searches in these times relate to anxiety about the climate and the environment.
- d. Typing notes on a laptop is better than writing notes by hand.

9.6 LET'S SPEAK**I. Group Discussion**

You will now participate in a group discussion where each member will give a talk on wellness. Choose one of the following topics-

- a. How to build a strong immunity system
- b. Handwriting notes will help improve memory
- c. Eat healthy and stay healthy
- d. Starting a mood diary is an excellent way of controlling thoughts
- e. An undisturbed, peaceful sleep keeps you well

Instructions-

1. In groups of 5 (with one participant also acting as the moderator who will begin and close the discussion) choose one of the aspects given below and prepare to speak on it for 2 minutes. Others will speak when it is their turn.
2. The speaker will answer the questions politely but there will be no arguments or debate.
3. You can take 15 minutes as preparation time.
4. Remember to make notes (write on your notepad) using ideas from the talk, as well as your own experiences before speaking.

It is never easy to speak in front of others. Here are some tips to get you started. You will find them useful while participating in a group discussion....

Tips on Participating in a Group Discussion

1. If you are the first speaker you will be the one to introduce each member of the group. Initiate the discussion by giving it an overall direction. In this case briefly introduce the need for wellbeing. Explain clearly that each member will discuss some key trends.
2. Use a strong voice, clear diction and correct grammar. This gives you a lot of confidence in saying what you have in mind.
3. Remember that maintaining eye contact with the group is essential. So do look at each participant as you speak. Also look at the audience to draw their interest and attention.
4. Do support your viewpoint with examples and facts. That helps listeners get a better understanding of your thoughts.
5. Keep to the time limit given. People stop listening if you go on and on.
6. Do acknowledge the previous speaker before putting across your point of view.
7. Also remember that turn taking, and speaking only when you get the signal from the moderator, will enable a smooth flow of ideas.
8. Discussion implies an action-reaction interface. Not reacting to the preceding input may show your inability to do so.
9. If time permits, quickly repeat the key takeaways from your speech. Recapitulate the main points of the discussion when required.
10. A good participant is always a good listener. You must listen very attentively - making notes for each speaker. Also write the questions you would like to ask (against each name).
11. When asked to conclude, summarize the main points of discussion. The concluding statement is not about what you feel; it is about what the group expressed as a whole. Refer to the main points which emerged during the discussion.

*Notes***II. Making a Public Announcement**

Making announcements in an appropriate manner, especially during an emergency is a very important part of NDRF personnel's duties. However, you must ensure that you are thoroughly prepared before you address the public.

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You may use the following tips on public speaking and announcements:

- a. Appear calm when you speak.
- b. Avoid creating a situation of panic.
- c. Speak loud and clear.
- d. Do not speak too fast.
- e. Stress the words that need the attention of listeners (you must underline those that you need to speak with stress while you are going through the precautions).
- f. You may repeat words or statements that you wish to emphasise.
- g. Pronounce the words correctly and speak fluently.
- h. Rehearse before you start speaking in front of others.

Listen to the NDRF personnel addressing the community sharing precautions to be taken during a chemical disaster. After listening, read the precautions silently once. Then practice speaking them aloud to your partner as if you are instructing your peers/people about these safety measures and precautions.

Practice in pairs and then with the whole group. Remember the tips on public announcements you read earlier.



Good morning, ladies and gentlemen. I'm Mohini Sinha from NDRF and my team and I are here to assist you in this difficult time. We promise to do everything possible to see that each one of you is safe as we believe that Every Life Matters.

As you all know, there's been a major fire in the Das factory premises.

First, I request all of you not to panic and to maintain calm. Please follow the instructions I'm giving you very carefully. Let me once again assure you that we at NDRF promise you our complete support at this critical time.

Please listen carefully:

- I request all of you to evacuate the affected area calmly and quickly.
- Please move in the direction opposite to the wind
- Remember to keep a wet handkerchief or piece of cloth/ sari on your face during evacuation
- Inform Fire & Emergency Services, Police and medical services from a safe location by calling 101, 100 and 108 respectively

- At your home, do keep the sick, elderly, weak, handicapped and other people who are unable to evacuate inside the house and close all the doors and windows tightly.
- Please do not consume the uncovered food/ water etc exposed to the air. Drink only from a covered bottle.
- As soon as you reach a safe place, change into fresh clothing and wash your hands properly. Put all contaminated clothes in a bag and wash with care
- Listen to the local radio/ TV channels for advice from district administration/ fire/health/police and other concerned authorities. Please follow all instructions and do as you are told.
- Please do not pay attention to any rumours and DO NOT spread rumours.
- Once again, please remember that we are with you.
- Thank you.



Notes

Let us check our progress	
1.	You must now practice recording your own speech practised above on your mobile phone. You can use the voice recorder app.
2.	Check your voice modulation, clarity of speech and pronunciation along with your tone (which should appear friendly and reassuring).
3.	Play your recording and see if you are satisfied with your speech.
4.	If you feel you the need to improve, record again. Share it with your buddy/ instructor.



WHAT YOU HAVE LEARNT

- In this Lesson you have read about the different hazards people face in and around chemical factories. Many people die and thousands are injured. It is the duty of all of us, including the government, Disaster Management Forces and industry owners to take the right steps towards safety of the community.
- You have also read about the challenges that you face during your service. Taking precautionary steps is better than regretting.
- You have listened to recorded instructions and speeches from which you learn how to speak confidently and in an appropriate style, using accurate language.
- Above all, your own wellbeing is very important, as you can function much better if you are not stressed, get proper sleep, and remain positive even amid difficult situations.
- By taking care of your wellness, you can face challenging situations strongly.

**ANSWERS TO INTEXT QUESTIONS/ACTIVITIES****Notes****ACTIVITY 9.1**

- a. 4
- b. 5
- c. 2
- d. 6
- e. 1
- f. 3

INTEXT QUESTIONS 9.1**I.**

- a. Reporter and Assistant Commandant
- b. It started with massive blast in a container storing hazardous chemicals.
- c. Fifteen fire tenders were rushed to the spot and it took nearly two hours to bring the blaze under control.
- d. Two factory workers got trapped in the store room and could not be extricated. Quite a few were injured. In fact, 10 are in a serious condition. 32 others are being treated for burns, breathing problems, burning in the respiratory tract, blindness and stomach pain and vomiting. One of our NDRF jawans received severe burns and we lost him in the operation. Five more are hospitalised.
- e. Factory owners must follow safety guidelines strictly. They must also ensure that medical facilities are always available in and around the factory to handle such disasters.
- f. NDRF jawans because they made efforts to rescue everyone without fearing their own life.

INTEXT QUESTIONS 9.2**I.**

- 1. d
- 2. g
- 3. a
- 4. e

- | | | | |
|------|-------|------|------|
| 5. I | 6. c | 7. b | 8. J |
| 9. f | 10. h | | |

II.

- | | | | |
|------|-------|------|------|
| 1. i | 2. c, | 3. a | 4. d |
| 5. b | 6. e | 7. f | 8. g |
| 9. k | 10. h | | |

INTEXT QUESTIONS 9.3

I.

1. Densely/evacuated
2. Effective
3. Approximately / explosion
4. Suffering
5. Financial / minimized
6. Unforeseen / confusion / directions
7. Unconscious / transported
8. Irregularity / distribution

II.

1. A
2. A
3. P
4. A
5. P
6. A

III.

1. was filled
2. covered

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3. were seen running
4. have closed
5. taking care

INTEXT QUESTIONS 9.4**I.**

- a. 2
- b. 3
- c. 4
- d. 4
- e. 2

II.

- a. T
- b. F
- c. T
- d. F

A PANAGRAM sentence contains
every letter in the language

A quick brown fox jumped
over the lazy dog



“ARE WE OKAY?”



Notes

INTRODUCTION

Whenever we meet somebody, we begin the conversation by asking “Hello, how are you? Often, this greeting is just a polite way of asking someone’s well-being, or beginning a conversation. Mostly people respond by saying, “Hello, I am fine. How are you”? In English language, this is a common way of exchanging greetings and pleasures.

There are, however, occasions when someone may be unwell, sick, hospitalized, hurt, injured or in a crisis. Then, the question, “How are you?”, becomes very important and meaningful. Asking a person who may be stuck in a scene of a disaster, or asking a survivor, how they are feeling, or if they are hurt, or if they are in a shock becomes the first step in knowing their state of well-being and then providing them with the necessary comfort and help. Let us read and find out more about such incidents and stories, where asking, “Are you okay?” is very important.



LEARNING OUTCOMES

After completing this lesson, the learner-

- asks about the welfare of victim/ survivor of a disaster in an appropriate language;
- uses specific vocabulary/ terminology meant for such situations;
- frames inverted questions and responses to such questions;
- differentiates between inverted questions and ‘wh’ questions;
- differentiates between present participle and gerunds;
- listens to descriptions given by survivor/ victim/ onlookers and narrates them in reported speech;

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- differentiates between the tone/ stress needed for open and closed questions and their responses.

PART 1: ARE YOU OKAY?**10.1 TALKING TO PEOPLE IN DISTRESS***Notes*

There are several ways of enquiring about someone’s well-being. Let us look at some scenarios and different ways of talking to people. Choose the best option, that you would ask in these situations-

1. There has been an earthquake. You have to approach a person who may be stuck under some debris.

You would say- “Hello, how are you? Are you feeling alright? How can I help you?”

2. A person has been rescued from flood waters.

You could ask them-“How are you doing? Is there someone you'd like to talk to?”

3. There have been some casualties in a building collapse. There are people who have lost their dear ones.

“How are you doing? Are you hurt somewhere? Can you move your arms and legs? Can you turn your head?”

4. A person does not know that their family member is no more. How will you break this sad news to them?

A good way of talking to this person is- How are you? I am afraid, I have to inform you that XYZ could not be saved.

Given below are two news reports on two different accidents, where NDRF personnel were deployed, and were responsible for rescue operations. Read the reports and answer the questions that follow.

I. NDRF RESPONSE IN NASHIK BUS ACCIDENT 2020

On 29th January, 2020, a state transport bus collided with an auto rickshaw in Nashik and both the vehicles fell into a roadside well. On receipt of information, one rescue team of NDRF immediately rushed to the incident site and joined the search and rescue operations. NDRF rescuers, along with other rescue agencies, conducted non-stop rescue operations throughout the night. During the operation, the rescue agencies rescued 32 injured persons and shifted them to various hospitals.

II. NDRF RESPONSE IN DEOGHAR ROPEWAY ACCIDENT 2022

On 10 April, 2022, a malfunction/breakage in the rope of the Deoghar Ropeway took place at Triku Hills. In the accident, some persons fell down from the ropeway and got injured. 22 trollies were stranded on the ropeway in which 70 people were stuck. On intimation, mobilization of 02 NDRF teams of 09 Bn was done immediately towards the incident site to join the on-going ops. Persons stuck in 10 trollies near the start and end point were evacuated easily. Food and water was provided to the stranded people through drones. NDRF rescued 57 persons. Unfortunately, 3 people died while being rescued.

You are an NDRF personnel tasked with the responsibility of asking the rescued people if they are okay, and what they may be needing. Below are given 5 questions and some responses. Match the questions with the right responses.

a. Are you feeling unwell?	1. No, it did not. It was locked.
b. Can you stand and walk?	2. Yes, I do. I am very thirsty.
c. Are you hurt somewhere?	3. Yes, I am very hungry after being in the ropeway trolley for 5 hours.
d. Do you need some water?	4. Yes, I am. My leg is bleeding from the knee down
e. Do you need a blanket?	5. Yes, I am feeling a bit dizzy.
f. Would you like to eat something?	6. Yes, I think I can walk, if you can just help me stand first.
	7. No, we all came out of the emergency door of the bus.
	8. No, I am not col

10.2 LET'S LEARN LANGUAGE

I. In Lesson-3 we have already learnt that verbs can be made into nouns by adding suffixes like ‘ment’, ‘tion’, or ‘sion’, etc. We can change verbs into nouns in many other ways as well, such as-

- We can add ‘er’ as in rob/ robber;
- Adding ‘al’ as in refer- referral;
- ‘ance’ or ‘ence’ as in defer- deference; continue- continuance;
- ‘age’ as in pilfer- pilferage, etc.

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ACTIVITY 10.1

Find out words from both the reports, given above, which are the noun forms of the given verbs. One has been done as an example. Write your responses here-

Collide- collision

Inform	
Operate	
Rescue	
Break	
Intimate	
Mobilize	



INTEXT QUESTIONS 10.1

Choose the correct verb from the ones given in the box, change into its noun form and fill in the blanks. One has been done as an example:

Hard times are a test of our endurance and patience. (endure)

Announce; refuse; advertise; achieve; perform; agree; refuse; attend; disappoint; depend; endure; deny

- Thebetween the central and state governments was signed on Monday.
- There is a big of vacancies in NDRF coming up on the internet next week.
- We must feel proud of our and always try to work even harder.
- of a problem, that it exists, cannot last very long. It has to be faced, sooner or later.
- Two people could not be saved in the accident, was a big
- It is compulsory to mark your in the morning exercises session.
- The of the new recruits in the practice drill was quite impressive.
- We should reduce our on fossil fuels.
- The of the company to give long leaves is a new policy.
- An important is going to be made by the prime-minister today.

II. VERBAL NOUNS OR GERUNDS

Using - 'ing' forms such as drinking.

We have already seen that verbs have tenses which denote the time when the action was performed e.g. is in the present, was in the past or will be in the future. In these cases the main verb is accompanied by a helping verb: is, am, was, were, will, etc., to show the progressive tense. (refer to Lesson 2 Hello, I'm Shree Kumar). However, verbs can be used in many other interesting ways as well.

Let's learn one way of using the 'ing' form of a verb as a verbal noun or a gerund.

For example: when we say, 'Drinking water is good for health.' Here, 'drinking' becomes the name of an action or an activity.

Let's look at another example: 'Swimming is a good skill to know.' Here, the word swimming is used as a noun, as a name of an activity.

In both these sentences, the words swimming and drinking are being used as **gerunds** or **verbal nouns**.

Let's identify the gerunds in the following sentences, and understand how they are used. The gerunds are indicated in bold.

1. **Swimming** is a very useful activity. It is a great exercise too. Everyone should know how to swim.
2. **Fighting** fires is not easy. It requires a lot of stamina, patience, and quick thinking.
3. **Driving** beyond the permissible limits can be dangerous. It can pose danger to you, and other people on the road as well.
4. **Knowing** what to do in an emergency is a crucial part of training. One has to be alert all the time.
5. **Protecting** people in difficult situations requires a lot of courage and selflessness.



INTEXT QUESTIONS 10.2

A. Choose the correct verb and fill in each blank with the gerund form of the verb:

Hear; take; exercise; cook; ask; save

1.lives is the main mission of NDRF.
2.regularly is good for health.
3. food is his passion.

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4. After classes in English, I had no problem in communication.
5. We are always interested in about your problems.
6. One of his duties is people if they are okay.

B. Read the following report about the collapse of an old bridge in Morbi, Gujarat that caused many deaths:

A nearly 100-year-old suspension bridge collapsed on October 31, 2022. The bridge was on Machchhu River in Morbi, Gujarat.

Five teams of NDRF, the Army, SDRF and the local administration are carrying out search and rescue operations on a war footing. More than 100 people are feared to have died, and 177 people have been rescued. Several teams of NDRF have been airlifted by the IAF and are leading the search operation. Rescue boats and life jackets are being provided by the fire department. More than 25 ambulances are deployed at the spot. Deep divers from the Navy have also been deployed. The search operations are continuing, and 19 people are under treatment.

You are a news reporter sending news bytes to your TV channel from Ground Zero. Fill in the blanks with the gerund form of the words given below to create news flash for your TV channel. One has been done as an example:

Admit; deploy; airlift; collapse; carry; provide

Collapsing of a nearly 100- year- old bridge in Morbi, Gujarat creates panic.

1.of several teams of NDRF is being done by IAF.
2.out rescue and search operations, NDRF, Army, SDRF, and local administration are working hand in hand.
3.rescue boats and life jackets is being taken care of by the fire department.
4. The Navy is alsodeep divers for the rescue operations.
5. several people in hospitals, more than 25 ambulances, are working round the clock.

10.3 FRAMING QUESTIONS

The following is an account given by a survivor cum savior who was present during the bridge collapse at Morbi, Gujarat. Listen to her firsthand account. You can listen twice, to get a proper understanding.



I am Nagma. I was on the bridge with five of my friends. There were many people on the bridge at that time. We were all standing and talking, when suddenly the bridge collapsed. All of us, along with many other people, fell into the water of the Machhu river. I know how to swim, so with the help of my friends, was able to save 50 to 60 people. I was in the water for more than an hour. I myself got injured, but at that time, all I thought, was to save the people from drowning. I was soon sent in an ambulance to the hospital, and today I'm feeling better.

ACTIVITY 10.2

You are Vinita, an NDRF official. You have been asked to interview Nagma, the day after the tragic incident. Given below are Nagma's responses to certain questions. Based on the account given above, match the responses given by Nagma to the questions.

- When did you realize you were hurt?
- How are you feeling now? Are you okay?
- What happened after that?
- What was your first reaction?
- When were you taken to the hospital?
- What do you think happened?
- Where were you where this incident happened?

1. **(Vinita) NDRF official** - Where were you when this incident occurred?
Nagma- I was standing on the bridge near the entrance.
2. **Vinita-**
Nagma- There were many people on the bridge. Everyone was excited and some children were running here and there. Suddenly, the bridge began to make a strange noise, and then it just broke into two.
3. **Vinita-**
Nagma-Thankfully, I know how to swim. Somebody near me cried for help. I pulled that person out.



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4. **Vinita-**

Nagma-After almost an hour I realized that my arm was hurting, because there had been an injury by falling.

5. **Vinita-**

Nagma- I realized that one of my friends was missing. He did not know how to swim. Nobody had seen him.

6. **Vinita-**

Nagma- The NDRF personnel, helped me into an ambulance, along with the other survivors.

7. **Vinita-**

Nagma- I am okay now. Though, we were six friends on the bridge that day. Only 5 of us came back.

ACTIVITY 10.3

Now listen to some questions and their responses. Listen to how they sound, how the words are stressed and how the tone rises for a question. Notice how the responses sound, and how they are different from the questions in tone and stress.

As you listen to these questions, you can understand that they all end on a rising tone. There is always a stress on the first word (the ‘be’ verb)



1. Are you feeling unwell?	1. Yes, I am feeling a bit dizzy.
2. Can you stand and walk?	2. Yes, I think I can walk, if you can just help me stand first.
3. Are you hurt somewhere?	3. Yes, I am. My leg is paining from the knee down
4. Do you need some water?	4. Yes, I do. I am very thirsty.
5. Do you need a blanket?	5. No, I am not cold.
6. Would you like to eat something?	6. Yes, I am very hungry after being in the ropeway trolley for 5 hours.

Now, in pairs of two, practice asking the questions and giving the response. Observe the change in tone, as a question is asked, and a response is given.

“Are we Okay?”

Record your conversation, and listen to how it sounds. Did you notice the rising tone at the end?



INTEXT QUESTIONS 10.3

Frame questions for the following responses, beginning with auxiliary verbs like Are, Is, Can, Was, Did, Were, Do, Would, etc.



Frame the Questions

1. I am okay now
2. My head is feeling better
3. Yes, I can walk
4. My family member was also injured
5. Yes, somebody came to check me up today
6. Yes, we were able to get timely help
7. I remember we were standing on the bridge and talking when it broke
8. Yes, I am able able to read this text

Notes

10.3 REPORTED SPEECH

When we have to narrate some incident to another person, we use reported speech or indirect speech. It is important that we do not use the first person (I, We, us, etc.) and we change the tenses as well. Listen to the account given by Nagma again, this time in reported speech. Carefully observe the changes that have been made in the narration given below. For your help, the changes that have been made to the tenses and the first person, have been put in bold letters.



Nagma **said that she** was on the bridge with five of **her** friends.

They were all standing and talking.

She said that all of **them** fell into the water.

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She informed the NDRF official that she knew how to swim so with the **help of her friends she was able to** save 50 to 60 people.

She also said, that she was in the water for more than an hour, and **she was herself** injured, but all **she** thought of, was to save people.

She was soon sent to the hospital, and by the next day she was feeling better.

A question changes into a statement when we use indirect speech to narrate something. Let us look at these questions-

1. Are you a graduate?
They asked me if I was a graduate.
2. What did you study for your graduation?
They asked me what Iforgraduation.
3. Do you have any experience in conducting any kind of practical training(like NCC or NSS) in your college?
They asked if.....any experience in conducting practical training incollege.
4. Do you have any experience in handling wireless Radio sets?
I was asked if any experience in handling wireless Radio sets.
5. What qualities do you have which will help you in the efficient performance of your duties as a sub Instructor in NDRF?
6. I was asked what qualities efficient performance of duties as a sub Instructor in NDRF.

10.4 PRONUNCIATION



Let’s learn some fun rules which make English different from many other languages.

Rule 1: Sometimes ‘h’ is silent: Most of the time ‘h’ sound is aspirated like a Hindi ‘h’, and it is spoken like hot, humble, humming etc. However, there are some words which we write with an h, but speak as if there is no ‘h’. (confusing, is it?) eg. Honest, Honour, Hour, etc.

By the way, have you heard this joke?

When I was in class 7, I used to ask a lot of questions. One day, I asked my English teacher:

"Why do we ignore some letters in pronunciation like the letter 'H' in 'Hour', 'Honor', etc?"

My English teacher said:

"We do not ignore them; they're considered silent."

I was even more confused !

During the lunch break, my teacher gave me her packed lunch and asked me to heat it in the Cafeteria. I ate all the food and returned her the empty container.

My English teacher said:

"What happened? I told you to go and HEAT my food, you are returning me an empty container."

I replied:'

"Madam, I thought 'H' was silent.

Rule 2: When there is a 'oo' before a 'k', it is pronounced as a short 'u' sound:

Confusing? Not really!

Usually a 'double o' sounds like a long oo sound as in bloom or school, but, when it is followed by a 'k', it becomes a short 'u' sound eg- book, or look, or crook .

Rule 3: Y is both a consonant and a vowel. Isn't that interesting?

Y is a very unique letter in English alphabet: it acts both like a vowel and a consonant. When it is placed at the beginning of a word, it is treated as a consonant like young, you, your. It has that hindi y sound, but when it is in the middle of a word or at the end of a word, it acquires different vowel sounds eg. cyst, gym or cycle, bicycle. It could be fully, truly or fly, try etc.

Rule 4: G and K are always silent before N at the beginning of a word

In many European languages all consonants must be pronounced, (even in native Indian languages that's the case), but in English language, many consonants are silent. One example is 'k' or 'g' before 'n'. Similarly 'p' is silent before 's' as in Psychology, Psychic. Let us look at these examples: gnat, gnarl, knot, know, knock, psychology, psychic.

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Notes

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Let us recap-



Notes

Spoken h	Silent h	Long oo	Short oo	Y as consonant sound	Y as vowel sound	Silent g	Silent k	Silent p
Hot	Hon-	School	Book	Young	Fly	Gnat	Knot	Psychol-
Heat	our	Fool	Shook	Youth	Cycle	Gnarl	Know	ogy
Humble	Hour	Food	Took	Yelp	Rhyme	gnash	knock	Psychic
hem-	Honest	tool	look	year	Rhythm			psycho
ming	what				Actually			
					truly			

10.5 INVERTED AND ‘WH’ QUESTIONS

Observe these questions carefully. They are all inverted questions, which can get an answer as yes or no.

1. Are you okay now?
2. Is your head feeling better?
3. Can you walk?
4. Was your family also injured?
5. Did anybody come to check you up today?
6. Were you able to get timely help?
7. Do you remember what exactly you were doing at that time?
8. Would you be able to read this text?

The same questions can be asked in a different way, where they get or need a specific answer/ response. These questions also begin with a question word – when, what, why, where, who, why, whose, whom, how etc. These are also called **definite or open questions**. They are open because you cannot answer them in a ‘yes’ or ‘no’. you have to give the whole answer.

Let’s practice asking some questions ourselves and observe the difference in the tone and stress.

Instructions-

1. Read aloud the questions and their responses. Did you notice that all these questions end on a falling tone? Did you also notice a slight stress that falls on the question words?
2. Now get into pairs. Take one role each – that of an NDRF official of a survivor.
3. You can practice first. Remember to use all the speaking skills you have learnt so far.
4. You can record the conversation on your mobile phone in order to know how effectively you are asking and responding to questions.
5. After one round, you can switch roles.
6. In the third round, each pair will give a demonstration in front of everybody.



Notes

Questions	Answers
1. How are you feeling now?	I am feeling much better
2. How is your head injury?	It is healing. The dizziness is less.
3. When did you realize that your leg is hurt?	I tried to get up, but could not stand on my legs. Then I realized, my leg was hurt.
4. Where is your family?	Thankfully, they were not there. My family is safe.
5. What time will the doctor come to check the patients?	The doctor came in the morning. Now he will come in the evening
6. Who helped you out of the rubble?	Some NDRF personnel pulled me out, they heard me shouting for help.
7. What were you doing when the earthquake occurred?	I was managing some inventory in my shop.
8. Why is your eye still bandaged?	It is bandaged because it is wounded, and my vision is still blurred.

PART 2- AM I OKAY?

We have already read in the previous lessons about the commendable job that is being done by NDRF. They are the ones who are always looking out for the people in distress both within the country and even outside. While they are asking if the people in need are okay, is anyone asking them whether they are okay? In order to be able to help those who are in distress, it is important that the saviors (NDRF Personnel) themselves

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are in good health, both physically and mentally. There could be many reasons why these people could be in distress themselves: they are away from family; they work in hard physical conditions; they see a lot of tragedy from up close; they work in challenging situations, etc.



Notes

10.6 MAINTAINING WELLNESS

Read the article given below

Have a group discussion on the feelings and emotions you or your colleagues and friends may have had in various situations, both personal and professional.

Understanding someone’s behavior or psychology is very difficult. No two people will behave in the same way in the same situation. Particularly in a disaster situation, both providers as well as sufferers face several psychological problems. To bring their life to normalcy, it becomes important to manage these situations effectively.

The rescue operation can be more effective if the psychological needs of survivors and providers are recognized. Open, honest expression of emotions as a self-protection mechanism is very useful in coping with the stress. In disaster situations, we sometimes forget that even the rescue workers (the NDRF personnel) can experience physiological and psychological symptoms related to the suffering and tragedy that they see from up close. Their symptoms could range from sleep disorders, mood swings, depression, home sickness and elevated blood pressure etc.

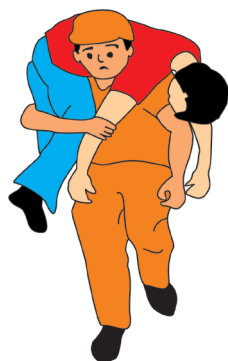
Workers who may be in stress may be counselled or briefed in the following ways:

1. **Proper briefing:** Before the operation begins, it is necessary to explain what the operation is about, and how much time it will take, and what problems may have to be faced.
2. **Emphasize Teamwork:** It is very important to distribute the workload, which is as much physical as emotional. Only then can a positive attitude towards the work and the victims be developed.
3. **Rotate Personnel:** It is very important for rescuers to get some rest after a tiring job. Their schedule should be rotational to avoid becoming overtired and to break the monotony.
4. **Encourage Breaks:** Rescues workers should be encouraged to take breaks away from the incident area, so that it will provide some relief.
5. **Proper Nutrition:** Adequate nutrition should be provided for rescue workers, they should be encouraged to take food, water etc. in between the work, to maintain the energy levels.

6. **Phase Out Workers Gradually:** Abrupt removal from duty may cause additional stress to rescuers.

Extracted from Psychological Management

By Inspector, B Biswal (NDRF)



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Notes

From your own experience, discuss other strategies/ initiatives that may have helped the smooth functioning of a relief operation.

Listening Activity-2



Yoga is a scientific process that activates, detoxifies, and strengthens every part of the body through a series of postures, breathing exercises, relaxation techniques and meditation. Each component takes care of something different in the body, and yet they all work together, contributing to the success of the other. It's never too late, and one is never too old to start yoga from the scratch. Yoga is friendly for beginners, and a holistic system to flush out toxins from all parts of the body. Yoga is easy: it is to start with, stretching your body, relaxing it, and allowing the muscles to loosen and open up. Yoga is best done empty stomach or having eaten a light meal 2 to 3 hours before the practice. Yoga is a big step towards positive thinking, a calm mind, and a higher purpose in life. For normal people, it is a discipline to improve one's inherent capacity in a balanced manner to achieve desired success in life.

On the initiative of Shri Narendra Modi, Prime Minister of India, the United Nation has declared 21st June as the International Yoga Day, recognizing the ancient Indian Science's "holistic approach of health and well-being". On the occasion of

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1st International Yoga Day, NDRF personnel actively performed different Postures, Asans, Kriyas at its HQ in New Delhi as well as in all NDRF Battalions.



Notes



Group Discussion: Each member of the group can speak on-

- The kind of physical fitness regimen you or your friends and family members follow
- what goals you would like to achieve
- what the organization could do to support healthier habits amongst its workforce.



WHAT YOU HAVE LEARNT

You have learnt how to

- ask about the welfare of victim/ survivor of a disaster in an appropriate language
- pronounce silent ‘h’ sound in English language
- frame inverted questions and respond to such questions
- know the difference between inverted questions and ‘wh’ questions
- differentiate between present participle and gerunds

- How to narrate an incident in reported speech
- Ask open and closed questions with correct stress and right tone



ANSWERS TO INTEXT QUESTIONS

10.1

II Right response

- a. (5)
- b. (6)
- c. (4)
- d. (2)
- e. (8)
- f. (3)

ACTIVITY 10.1

Inform- information

Operate- operations

Rescue- rescuers

Break- breakage

Intimate- intimation

Mobilize- mobilization

INTEXT QUESTIONS 10.1

1. Agreement
2. Advertisement
3. Achievements
4. Denial
5. Disappointment
6. Attendance



Notes

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Notes

7. Performance
8. Dependence
9. Refusal
10. announcement

INTEXT QUESTIONS 10.2

A.

1. Saving
2. Exercising
3. Cooking
4. Taking
5. Hearing
6. Asking

B.

1. Airlifting
1. Carrying
1. Providing
1. Deploying
1. Admitting

ACTIVITY 10.2

1. Where were you when this incident occurred?
2. What do you think, happened?
3. What was your first reaction?
4. When did you realize you were hurt?
5. What happened after that?
6. When were you taken to the hospital?
7. How are you feeling now? Are you okay?

ACTIVITY 10.3

1. Yes, I am feeling a bit dizzy.
2. Yes, I think I can walk, if you can just help me stand first.
3. Yes, I am. My leg is paining from the knee down
4. Yes, I do. I am very thirsty.
5. No, I am not cold.
6. Yes, I am very hungry after being in the ropeway trolley for 5 hours.

INTEXT QUESTIONS 10.3

1. Are you okay now?
2. Is your head feeling better?
3. Can you walk?
4. Were your family members also injured?
5. Did somebody come to check you today?
6. Were you able to get timely help?
7. What were you doing on the bridge when it broke?
8. Are you able to read this text?

10.3 REPORTED SPEECH

A question changes into a statement when we use indirect speech to narrate something. Let us look at these questions-

1. They asked me if I was a graduate.
2. They asked me what I had studied for my Graduation.
3. Yes, I am. My leg is paining from the knee down/
4. Yes, I do. I am very thirsty.
5. I was asked if I had any experience in handling wireless Radio sets.
6. I was asked what qualities I had which would help me in the efficient performance of my duties as a sub Instructor in NDRF.

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Notes

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Extended Learning

https://www.ndrf.gov.in/sites/default/files/IMG_7583.JPG-https://www.ndrf.gov.in/sites/default/files/IMG_7610.JPG-

Notes

THE SOUND OF SILENCED LETTERS

We know the letter B doesn't belong in subtle
 But what has the letter C got to do in a muscle?
 The role of the D in Wednesday we can't define
 Why should G be present in a gnat or in a sign?

To be honest, does the H in rhyme ring a bell?
 And can the J in marijuana anybody smell?
 Who knows why the K in knee won't knock
 And why the L in walk or in calf would not talk

The first M in mnemonic is hard to understand
 Would the damned N in the column ever stand?
 We can't say the P in psalm or in psychology
 And S alone gets tossed out from the debris

Is the T heard when you listen to a whistle?
 W is not write, it's wrong, don't try to wrestle
 X is the mistake in a faux pas, get the clue?
 Hush, no rendezvous with Z, goodbye, adieu !!!