

Unit

5

www.apteachers.in

Disasters

Reading A : A Havoc of Flood

Reading B : Grabbing Everything on the Land (Poem)

Reading C : The Ham Radio

SCERT ANDHRA PRADESH

Disasters



Disasters

Disasters

Look at the picture and answer the questions that follow.



1. What made the people stand on the roof-tops?
2. What are the people in the helicopter trying to do?
3. Have you ever seen a situation like this in your life? If yes, when and where did you see it?

A Havoc of Flood

Kurnool, a district with rock soil in Andhra Pradesh in the Krishna river basin, is known as the land of rocky temples in Rayalaseema region. The headquarters of the district with the namesake is a city with a population of 5 lakhs. Thousands of tourists from various parts of the State travel through the city on their way to tourist spots. The people of the city welcome the tourists in a warm mood. This is a part of their daily routine. Every morning is colourful for them.

But on 28th of September 2009 no tourist visited the city from any part of the state. No bus entered the city from any distant village or town. Something terrible happened which stopped the visitors.

On 27 September 2009 the city had a heavy rainfall. As the people had to spend a damp, cold and cloudy day, they finished their business in the evening and reached their dwelling places at early hours hoping a bright morning the next day. They had scarcely arrived at their destinations when the rain poured down. Its pouring continued throughout the night.

As a result, on 28 September 2009 the people of Kurnool had to welcome river waters in gloomy colours to their streets instead of the buses full of tourists. They were got up from their sleep by roaring floods inundating their houses as well as shattering their hopes of getting a bright and colourful morning.



At 10.00 a.m. the Central Water Commission forecast that the inflows to the Srisailem Dam would go up to an enormous level of 20 lakh cusecs of water, the highest in its history, posing a threat to the villages on the banks of the Krishna river. By the noon of the day people bore the brunt of the flood fury as the flood water reached the first storey of several buildings. The Srisailem right bank power house submerged. There were heart-rending scenes of people frantically seeking assistance to rescue them. The people had never experienced before, such a trauma and loss of property.

But the government did not have sufficient number of boats and men to help them. The authorities estimated that about 40,000 people had taken shelter on the roof-tops.

The floods inundated about 60 villages all over the district. Many of them completely submerged. Much of the misery was caused by the Tungabhadra and the Handri Niva rivers, tributaries of the Krishna. Several places, including Mantralayam, the seat of Sri Raghavendra Swamy Mutt, were under a sheet of ten feet of water for four days.

The government was forced to seek the help of the army and the navy. One of the IAF (Indian Air Force) helicopters, requisitioned by the government, rescued 15 farmers trapped in a swollen stream in a daring operation. The Sunkesula barrage across the Tungabhadra breached at two places as it could not discharge the massive flood.



Thirty relief camps were opened in Kurnool to provide food and shelter to at least 25,000 people rendered homeless. Many people lost everything they had. Apart from seeking the help of the army and the navy, the government requisitioned the personnel of the Disaster Management Response Force from Aarkonam in Tamil Nadu, a transport aircraft, 30 inflatable boats and an equal number of fiberglass boats.

Although water rose to the roof level, people were reluctant to leave their houses and were still seen groping for their valuables.



The pathetic plight was that the people of the villages hurried to the safer places for their lives leaving everything they had – houses, properties, lands and cattle. Heart-rending sights welcomed them when they were back home after the flood catastrophe. Poor cattle -- cows and calves, buffalos and bullocks and other domestic animals, unaware of what was to come, had to die as they were fastened in their sheds. The grief-struck people stood aghast at their paddy fields which were about to be reaped engulfed by the massive floods.

The government officials and voluntary organizations that arrived at the spot witnessed the badly damaged roads, railways and collapsed bridges.

The government sent relief teams as early as possible to distribute the emergency relief supplies like food, drinking water and clothing among the flood survivors. The relief teams reached some of the worst-hit areas and found that the people had lost their whole lives, their memories, homes and loved ones. Thousands of people were displaced from their homes. All of them were in need of food and drinking water. They were looking on with wide open eyes for some help to meet their needs. No sooner had the relief teams arrived there than their joy knew no bounds. A sigh of relief rejuvenated their faces. The people were given food, bed sheets, lungis (wraparound skirts worn by men or women) and towels. Some of them were half-naked. No sooner had they received the clothes than they expressed their gratitude with the pulled down faces of two sleepless nights.

One of the sufferers of the flood was Rajeswari, a woman of well past 40. She had been a widow as her husband died some years ago. No sooner had the relief team visited this family than they bitterly cried and held on to the members of the team sharing their problems with tears rolling down the cheeks. She said that when the surging waters rushed into her tiny mud shack, the flimsy structure collapsed. She and her four children had to flee for shelter to a roadside situated above water level. For two days she stayed there with her four children without food to eat and water to drink. She said that she had to watch her young children suffer, not knowing what to do.





The relief team brought her and her four children to a flood relief distribution camp which was being organized by the government in Kurnool. There she received rice, blankets and other supplies her family needed. She felt that the help came as a great relief in her utter despair. Many private donors were moved on seeing her children. They provided the mother with some rice, corn, some pots and pans for cooking. They also constructed a temporary shed for her family. She expressed her gratitude with a beaming face saying that she would remain ever thankful for the help she received.

“Help always pays gratitude.”



Glossary

basin (<i>n</i>)	:	an area of land along a river with streams running down into it
namesake (<i>n</i>)	:	same name
dwelling (<i>adj</i>)	:	living / residing
gloomy (<i>adj</i>)	:	sad
inundate (<i>v</i>)	:	cover with water / submerge
enormous (<i>adj</i>)	:	extremely large / very big in size or amount
bear the brunt (<i>idm</i>)	:	to receive the worst effect of a bad situation
heart-rending (<i>adj</i>)	:	causing grief
frantically (<i>adv</i>)	:	in uncontrolled emotion due to fear or worry
rescue (<i>v</i>)	:	save from danger
tributaries (<i>n</i>)	:	rivers or streams that flow into a larger river
breach (<i>v</i>)	:	to make a hole or an opening
groping (<i>v</i>)	:	searching
pathetic plight	:	a pitiful, difficult and sad situation
catastrophe (<i>n</i>)	:	a sudden disaster that causes many people to suffer
aghast (<i>adj</i>)	:	filled with horror and surprise
engulf (<i>v</i>)	:	flow over / cover completely / immerse
rejuvenate (<i>v</i>)	:	look more lively again
shack (<i>n</i>)	:	hut
flimsy (<i>adj</i>)	:	weak / feeble
donor (<i>n</i>)	:	a person or an organisation who gives something, especially money or things in charity
beaming (<i>adj</i>)	:	cheerful and bright / pleased

Answer the following questions.

1. What mood is highlighted throughout the description? Pick out the words that suggest the mood.
2. Which of the scenes in the text has moved you the most? Why?
3. Who played the key role in the rescue operation of the floods? What steps were taken by the government?

- *4. “The flood victims were looking on with wide open eyes for some help to meet their needs.” Can you guess what their needs may have been?
- *5. “Help always pays gratitude.” In what way is this statement true in the light of the context?
6. How did the roaring floods disturb the lives of the people of Kurnool?
- *7. What relief measures would you suggest for the flood victims?
- *8. What inspiration can you draw from the last two paragraphs of the lesson?



Vocabulary

Read the following sentence and notice the meaning of the underlined word.

They reached their dwelling places hoping a bright morning the next day.

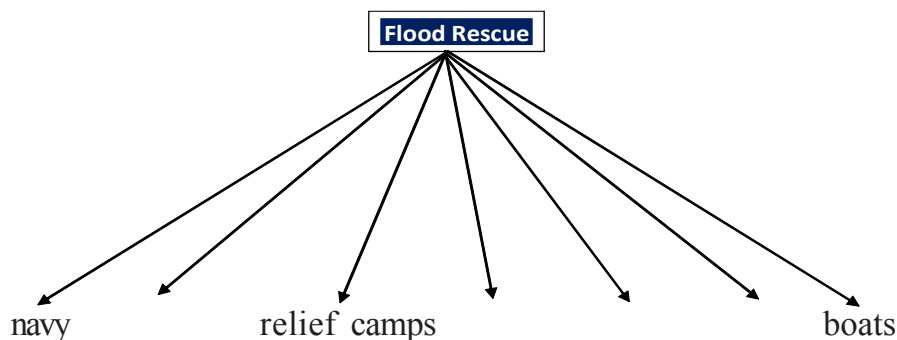
In this sentence ‘bright’ means ‘full of light’ or ‘shining strongly’ or ‘happy.’

I. Identify the meaning of ‘bright’ in each of the following sentences and write your own sentences using ‘bright’ in different meanings.

1. I like bright colours.
2. Tejaswini gave me a bright smile.
3. Sindu is a bright student.
4. Yamuna has bright ideas.
5. This young player has a bright future.
6. We took rest in a bright room.



II. Several people and things are involved in rescue operations. There is a description of a flood rescue operation. Complete the concept map given below with the suitable information from the text:





Grammar

Read the following sentences from the text and notice the underlined words / expressions.

1. No sooner had the relief team arrived there than their joy knew no bounds.
2. They had scarcely arrived at their destinations when the rain poured down.

In the above sentences the expressions “No sooner . . . than” and “scarcely . . . when” are used to suggest that one thing happened very soon after another. The expression ‘hardly . . . when’ is also used to express the same.

Combine the following sentences using the expressions “No sooner... than, scarcely... when, hardly... when.”

One has been done for you.

1. I put the phone down. It rang again.

A: No sooner had I put the phone down than it rang again.

or

B: I had scarcely put the phone down when it rang again.

or

C: I had hardly put the phone down when it rang again.

2. I arrived at the station. Then the bus came in.

A: _____

B: _____

C: _____

3. I closed the door. Somebody knocked again.

A: _____

B: _____

C: _____

4. She finished the meal. She started feeling hungry again.

A: _____

B: _____

C: _____

5. Madhavi opened the door. The dog entered the room.

A: _____
www.apteachers.in

B: _____

C: _____



Writing

I In the reading passage, one of the victims of the flood, Rajeswari shared her sufferings with the flood relief team. On the basis of this, develop an interview by a news reporter.

News Reporter : Rajeswari, could you tell me what had happened?

Rajeswari: _____

N.R. : _____

Rajeswari: _____

N.R. : _____

Rajeswari: _____

N.R. : _____

Rajeswari: _____

N.R. : _____

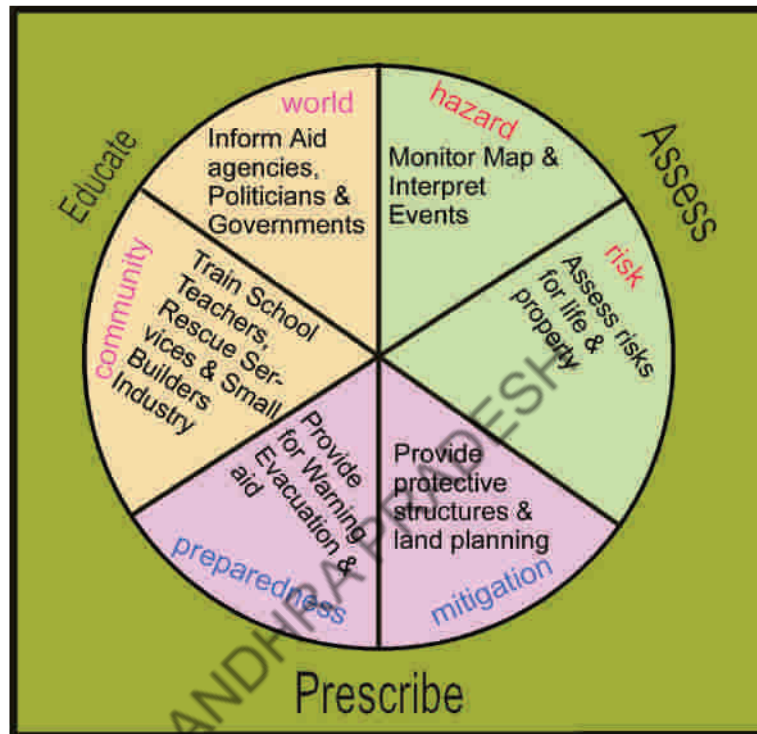
II. Assume that you happened to read some of the articles / news reports on the flood rescues. You were deeply moved by the sorrows of the victims of the floods. You decided to raise funds for the cause. You wanted to share this idea with your classmates and seek their assistance in this matter.

Prepare a speech / a talk that you would like to make to convince the donors about the need for raising funds for the cause.

You may use the ideas given below.

- Floods in Kurnool
- Human suffering and deaths
- Death of animals
- Shortage of basic needs like food, clothing and shelter.
- Importance of relief operations
- Moral responsibility
- Damage occurred
- Loss of property
- Loss of crops

- III Assume that you were one of the victims of the flood and received some help from a donor. Write a letter thanking him and expressing your gratitude.
- IV On the basis of the diagram given below write a paragraph stating the sequential series of actions / methods (preparation before, during and after) that can be taken for disaster management.



Study Skills

Note - Making

We take notes when we read a book in order to record information for future reference. Such notes help us to revise lessons easily before examinations.

Let's know the process of note-making.

- Read the passage once quickly
- Underline the key terms during the second reading
- Note only the most important information
- Condense the information
- Omit examples and illustrations
- Organize the condensed information in a suitable format
- Keep a suitable title

Some strategies for condensing information.

- Use numbers instead of words
e.g. sixty eight written as 68
- Use short substitutes for long words
e.g. maths for mathematics
- Use reduced verb forms
e.g. Killed instead of was killed
- Use the 'to-infinitive' to indicate future time
e.g. relief teams to help the people
- Use abbreviations and acronyms
e.g. IAF, AIR
- Use condensed spelling of words
e.g. Dept. for Department, Dr. for Doctor

Here is a model answer for paragraphs 2 – 5 from your Reading Passage- A

Heading: Floods in Kurnool

I. 28-9-2009

- No tourists
- No buses

II. 27-9-2009

- heavy rainfall
- damp, cold and cloudy climate
- pouring rain

III. 28-9-2009

- river waters entered the streets
- flood inundating houses
- 20 lakh cusecs inflow to the Srisailem Dam
- threat of flood on the banks of the Krishna
- heart-rending scenes
- people seeking help to rescue them



Now make notes from the following passage and then summarise it.

The word “disaster” is derived from Middle French “desastre” and from old Latin “disastro”. A disaster can be defined as any tragic event that can cause damage to life, property and destroy the economic, social and cultural life.

The natural disaster is a consequence when a natural hazard affects humans or built environment. Human vulnerability and lack of appropriate emergency management lead to financial, environmental and human loss. The resulting loss depends on the capacity of the population to support or resist the disaster. Disasters occur when hazards meet vulnerability. A natural hazard will never result in a natural disaster in areas without vulnerability.

Various phenomena like earthquakes, landslides, volcanic eruptions, floods and cyclones are all natural hazards that kill thousands of people and destroy a lot of money and property each year.

Natural hazards can strike in unpopulated areas and never develop into disasters. The rapid growth of the world’s population and its increased concentration often in hazardous environments has escalated both the frequency and severity of natural disasters. Tropical climate, unstable land forms, deforestation and non-engineered constructions make the disaster-prone areas more vulnerable. Developing countries suffer more or less chronically by natural disasters.



Listening

Listen to the “News Bulletin” and answer the following questions.

1. What was the havoc caused by the flood?
2. What relief measures were taken by the Government of A.P.?
3. What are the other highlights of the news bulletin?



Oral Activity

Read the lesson “A Havoc of Flood” once again. On the basis of the ideas in it, prepare a mock interview for a TV / newspaper.

Work in groups and collect the information about the havoc caused, relief operations etc from the following.

1. Victims
2. Officials
3. Doctors
4. N.G.Os. (Non-Governmental Organisations / Voluntary Organisations)

In each group one member will be the reporter and the others will play the other roles. Afterwards each group will make the presentation.