

CHAPTER-II

THE TSUNAMI

I.Comprehension Check

Say whether the following are true or false.

1.Ignesious lost his wife, two children, his father-in-law, and his brother-in-law in the tsunami.

Ans: True

2.Sanjeev made it to safety after the tsunami.

Ans: False

3.Meghna was saved by a relief helicopter.

Ans: False

4.Alma's father realised that a tsunami was going to hit the island.

Ans: True

5. Her mother and aunts were washed away with the tree that they were holding on to.

Ans: True

II. Comprehension Check

Answer the following in a phrase or sentence.

1. Why did Tilly's family come to Thailand?

Ans:

Tilly Smith's family visited a beach resort in southern Thailand from England, to celebrate Christmas at the beach resort.

2. What were the warning signs that both Tilly and her mother saw?

Ans:

Tilly's mother saw that the beach was getting smaller and smaller. They had already experienced massive earthquakes, early that morning, off the coast of Northern Sumatra.

3. Do you think Tilly's mother was alarmed by them?

Ans:

Tilly's mother didn't know what a tsunami was. She could not understand what was happening but got serious when Tilly got frightened and told her about what it actually was.

4. Where had Tilly seen the sea behaving in the same strange fashion?

Ans:

A video of a tsunami was shown to Tilly in a class by her geography teacher. That was the first time Tilly saw the sea behaving in such a strange fashion.

5. Where did the Smith family and the others on the beach go to escape from the tsunami?

Ans:

They all ran back to the hotel and took refuge on the 3rd floor. This was a good escape plan.

6.How do you think her geography teacher felt when he heard about what Tilly had done in Phuket?

Ans:

Since the geography teacher's lesson helped Tilly and it made her aware of what a tsunami was, she must have felt happy that because of her lesson she could save her family and many other families because of the knowledge provided.

III.Comprehension Check

Answer using a phrase or a sentence.

1.In the tsunami 150,000 people died. How many animals died?

Ans:

Less number of animals died than humans. However, there is no specific data related to that in the story.

2.How many people and animals died in Yala National Park?

Ans:

Dead bodies of two water buffaloes and sixty visitors who visited the park were found in Yala National Park

3.What do people say about the elephants of Yala National Park?

Ans:

The elephants ran away from the Patanangala beach about an hour before the tsunami hit. People who visited the park saw it.

4.What did the dogs in Galle do?

Ans:

The dogs refused to go for their daily walk in Gale.

Working With Text

Discuss the Following in Class. Then Write Your Own Answers.

1. When he felt the earthquake, do you think Ignacious immediately worked about a tsunami? Give reasons for your answer. Which sentence in the text tells you that the Ignacious family did not have any time to discuss and plan their course of action after the tsunami struck?

Ans:

Ignacious didn't get an idea about the tsunami when the earthquake came. They concluded that they were just tremors and took the television off the table and placed it on the ground. After the tsunami struck, there wasn't enough time to discuss and plan their course of action and it led to only chaos and confusion. The following tells it clearly: "In the chaos and confusion, two of his children caught hold of the hands of their mother's father and mother's brother and rushed in the opposite directions."

2. Which words in the list below describe Sanjeev, in your opinion? (Look up the dictionary for words that you are not sure of.)

**cheerful ambitious brash brave
careless**

heroic selfless heartless humorous

Answer:

brave, heroic, selfless

Use Words From the List to Complete the Three Sentences Below.

**(i) I don't know if Sanjeev was cheerful,
_____ or _____.**

Ans:

I don't know if Sanjeev was cheerful, ambitious or humorous.

**(ii) I think that he was very brave,
_____ and _____.**

Ans:

I think that he was very brave, heroic and selfless.

(iii) Sanjeev was not heartless, _____ or _____.

Ans:

Sanjeev was not heartless, brash or careless.

3. How are Meghna and Almas's stories similar?

Ans:

Meghna and Almas were the only members of their families who were saved after the tsunami hit. The rest of the family was washed away in the tsunami. Both were floating in the sea for days. Meghna held onto a wooden door and floated in the sea for about two days. She was brought to the shore by a wave. Almas fainted after she climbed onto a log of wood and woke up in the hospital. Almas after the incident couldn't talk about it and Meghna was seen walking on the seashore in a daze.

4. What are the different ways in which Tilly's parents could have reacted to her behaviour? What would you have done if you were in their place?

Ans:

Tilly's parents instead of listening to her, alternatively, could have calmed her down and told her that there was nothing to worry about. If they would have done that the family would have been washed away by the tsunami. If I were in their place, I would have done the same and realised that we were in danger and acted the way she would have guided.

5. If Tilly's award was to be shared, who do you think she should share it with - her parents or her geography teacher?

Ans:

I believe she should share her award with her geography teacher. She was a dedicated teacher and taught her students about tsunamis and the awareness helped her to save many lives.

6. What are the two different ideas about why so few animals were killed in the tsunami? Which idea do you find more believable?

Ans:

The first idea is that animals have a heightened sixth sense. When they felt the earth trembling, they ran away from the place. This protected most of the animals from the tsunami. The second idea is that they have a heightened sense of hearing. They could hear the vibrations produced from the earth. The acute sense of hearing and feeling the vibrations of the earth helped them to protect themselves, before the human being could even realize what was happening.

Working With The Language

Question 1:

Go through Part-I carefully, and make a list of as many words as you can find that indicate movement of different kinds. (There is one word that occurs repeatedly-count how many times!). Put them into three categories.

fast movement slow movement neither slow nor fast
Can you explain why there are many words in one column and not in the others?

Answer:

Fast movement	Slow movement	Neither slow nor fast
fall (once) rushed (3 times) swept away (3 times) washed away (once)	rising recede	floating

There are more words in column A. These are related to fast movements of escape from the tsunami. It was natural for men and animals to make fast movements in such situation. The waves also overtook some people very fast and washed them away.

2. Fill in the blanks in the sentences below (the verbs given in brackets will give you a clue).

(i)The earth trembled, but not many people felt the _____ . (tremble)

Ans:

The earth trembled, but not many people felt the trembling.

(ii)When the zoo was flooded, there was a lot of _____ and many animals escaped into the countryside. (confuse)

Ans:

When the zoo was flooded, there was a lot of confusion and many animals escaped into the countryside.

(iii)We heard with _____ that the lion had been recaptured. (relieve)

Ans:

We heard with relief that the lion had been recaptured.

**(iv)The zookeeper was stuck in a tree and his_____ was filmed by the TV crew.
(rescue)**

Ans:

The zookeeper was stuck in a tree and his rescue was filmed by the TV crew.

**(v)There was much_____ in the village
when the snake charmer came visiting. (excite)**

Ans:

There was much excitement in the village when the snake charmer came visiting.

3. Say whether the following sentences are in the Active or the Passive voice. Write A or P after each sentence as shown in the first sentence.

(i)Someone stole my bicycle.

Ans: A

(ii)The tyres were deflated by the traffic police.

Ans: P

(iii) I found it last night in a ditch near my house.

Ans: A

(iv) It had been thrown there.

Ans: P

(v) My father gave it to the mechanic.

Ans: A

(vi) The mechanic repaired it for me.

Ans: A

Speaking And Writing

Question 1:

Suppose you are one of the volunteers who went to the Andaman and Nicobar Islands for relief work after the tsunami. You work in the relief camps, distributing food, water and medicine among the victims. You listen to the various stories of bravery of ordinary people even as they fight against odds to bring about some semblance of normalcy in their lives. You admire their grit and determination. Write a diary entry.

You may start in this way.

31 December, 2004

The killer tsunami struck these islands five days ago. But the victims are being brought in even now. Each one has a story to tell....

Answer:

The killer tsunami struck these islands five days ago. But the victims are being brought in even now. Each one has a story to tell. Their stories are hair raising as well as heartening or inspiring. Many were determined to start a new life. They don't want to stay in the camp for long. They feel small because living on charity was disgraceful. Most of them want to return to their cottages which are no more there, and to get a fishing boat to earn their livelihood. One woman, though old, recalled how she had saved a child from drowning.

Question 2:

The story shows how a little girl saved the lives of many tourists when a tsunami struck the beach, thanks to the geography lesson that she had learnt at school. She remembered the visuals of a tsunami and warned her parents.

Do you remember any incident when something that you learnt in the classroom helped you in some way outside the classroom?

Write your experiences in a paragraph of about 90-100 words or narrate it to the whole class like an anecdote.

Answer:

For self-attempt

Summary of The Tsunami

In this article, you will be reading The Tsunami summary. This chapter has three different parts. The stories in the first part are from the Andaman and Nicobar Islands. In the first story, Ignacious's wife woke him up sensing an earthquake but it was the sea rising. The Tsunami had struck them. He lost his wife and two children in this calamity along with his father-in-law and brother-in-law. The second story is about Sanjeev who got drowned while saving his cook's wife along with her. The third incident is about Meghna who was brought to shore and was thus safe. The fourth incident is about Almas whose whole family swept in the Tsunami except her.

The story in the second part is from Thailand. It is a story of a young girl Tilly. She sensed the coming of Tsunami and got alarmed. She saved the life of her family as well as other people. The third part of the chapter speaks about that animals have a sixth sense better than humans. About 1,50,000 people were killed in Tsunami but only a few animals died. Some of the animals also saved the life of their masters.

GEOGRAPHY LESSON

Working with the poem

Question 1:

Find three or four phrases in stanzas one and two which are likely to occur in a geography lesson.

Answer:

Some of the three or four phrases which are likely to occur in a geography lesson are listed below:

“the city had developed the way it had”

“it scaled six inches to the mile”

“the country had cities where the rivers ran”

“the valleys were populated”

“land and water attracted man”

Question 2:

Seen from the window of an aeroplane, the city appears

(i) as haphazard as on ground.

(ii) as neat as a map.

(iii) as developed as necessary.

Mark the right answer.

Answer:

(iii) as developed as necessary.

3. Which of the following statements are examples of “the logic of geography”?

(i) There are cities where there are rivers.

(ii) Cities appear as they are not from six miles above the ground.

(iii) It is easy to understand why valleys are populated.

(iv) It is difficult to understand why humans hate and kill one another.

(v) The earth is round, and it has more sea than land.

Answer:

Statements (i), (iii) and (v) are examples of the “logic of geography”.

Question 4:

Mention two things that are

(i) clear from the height.

(ii) not clear from the height.

Answer:

(i) From the height, it is clear that the cities and valleys of the various countries are populated near the rivers. Besides, it also implies that the earth is round and that it has more sea than land.

(ii) From the height, it is difficult to understand why the men on the earth find reasons to hate each other and build walls across cities and want to kill. This implies that Nature does not restrict itself in boundaries, but human beings are always trying hard to divide the beautiful planet by building walls among themselves.

Summary of Geography Lesson

In this article, we will be studying Geography Lesson Summary. The author of this poem is Zulfikar Ghose. Ghose was born in India before independence. Eventually, after independence, he settled in Pakistan, and now, he resides in the USA. This is a single stanza poem of 24 lines and does not have any rhyme scheme. In this poem, Ghose talks about three things, firstly, how everything looks from the sky, secondly, how civilization was set up, and lastly, why people hate each other.

The poet says that when he sees the city from a jet, he finds that the cities are not well-planned. He realizes that water is very essential for various activities such as agriculture, transport, business, etc. As the jet moves higher, he reflects that people have built boundaries and hate each other.