CHAPTER: THE TSUNAMI

Grade: **8**
Board: **CBSE**
Book: **Honeydew, NCERT**

1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]

At the end of the chapter, the student should be able to:

- Describe how the people and animals behaved, before, during and after the tsunami.
- Recognize the various emotions displayed during the calamity.
- Analyze the message conveyed by the text.
- Understand the text to be able to answer questions set on it.
- Apply the knowledge of Active Passive Voice and Verbs.

2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.

1. DAZE

Meaning: A state of stunned confusion.

Sentence: We were in a daze after we heard the shocking news of my cousin's accident.

Synonyms: Stupor, shock.

Antonym: Understanding.

2. CLINGING

Meaning: Holding on tightly to.

Sentence: The child was clinging on to her mother in the crowded market.

Synonyms: Clutching, gripping, grasping.

No antonyms.

3. FOAM

Meaning: A mass of small bubbles formed on liquid.

Sentence: There was foam on top of my milk.

Synonyms*:* Froth.

No antonyms.

4. FORWARNED

Meaning: Inform someone of a possible future danger or problem.

Sentence: We were forewarned about the heavy rains.

Synonyms: Prewarn, appraise, advise.

No antonyms.

5. SLAMMED

Meaning: Crashed into, collided heavily with.

Sentence: The door was slammed in my face.

Synonyms*:* Smashed, rammed.

Antonym: Tapped.

6. FLED

Meaning: Run away from a place or situation of danger.

Sentence: The villagers fled to the city to escape from the torture of the terrorists.

Synonyms: Escape, abscond.

Antonyms: Stay, wait.

7. ENTICED

Meaning: Attract or tempt by offering advantage.

Sentence: My mother enticed me with the promise of a chocolate.

Synonyms: Tempt, lure.

Antonyms: Repulsed, repelled.

8. PERISHED

Meaning: Die, especially in a violent or sudden way.

Sentence: Many people perished in the flash floods.

Synonyms: Die, expire.

Antonyms: Revived, born.

3.

TEACHING PLAN

While teaching this chapter, the teacher may employ the following methods

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: 'Natural Disaster'

Broad instructions:

Discussion Points:

- Ask the students what do they understand by a 'Natural Disaster'. Accept the answer: *A natural event such as a flood, earthquake or hurricane that causes great damage or loss of life.*
- Then have they ever witnessed one?
- How should one behave during such an event?

Accept the answers:

- *In a calm way.*
- *Try not to panic.*
- *Save oneself and help others.*
- *Use your knowledge to your advantage.*

Instructions for the teachers for the class discussion:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts on what one should do in a natural disaster.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

Concluding the discussion:

Conclude your discussion with the following sentence:

Now let us read how a natural disaster like tsunami affected the lives of different people.

II. READING THE CHAPTER

- Ask students to take turns and read the text.
- To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
- Check for pronunciation and pauses.
- After reading of each paragraph, briefly explain the content.
- Allow students to express their own opinion.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Discuss the message of the story which is: ***To realize the importance of doing whatever possible to save human and animal life, to participate in relief work and to understand the concept of disaster management.***
- Questions should be asked frequently to test their understanding of the text. The teacher can ask the following questions:

1. What is a tsunami?
2. What was Ignesious's job?
3. What happened in the confusion?
4. Where did Sanjeev work?
5. Who did he try to help?
6. How did Meghna reach the shore?
7. Why had Almos Javed's family gone to Nancowry island?
8. Where was the Smith family celebrating Christmas?
9. What had the tsunami waves been triggered by?
10. Tilly Smith recalled which lesson?
11. What had she seen a video of?
12. Who seemed to know about what was going to happen?
13. Who couldn't be enticed to come out of their shelter?
14. The Yala National Park is home to which animals?

- Use simple vocabulary and also introduce students to new words listed above.

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record how you would react in a natural disaster and play it for the students.
- **Worksheet 2** can be given after the class for reinforcing vocabulary learnt.

IV. Literature section preparation:

The teacher may highlight the important points such as:

1. Details of what happened.
2. Courage and compassion shown by the various people.
3. How Tilly saved so many lives.
4. Sixth sense of animals.
5. Message of the story.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to express their thoughts in a one minute speech.

General instructions:

- Ask the students to deliver a one minute speech on ‘Disaster Management’.
- They can get the information for their speech from the library or the net.
- Every student has to take part.
- Instruct the students on the do’s and don’ts.
- Tell them the importance of sticking to the time limit.
- Inform them that they have to memorize the speech.
- They cannot copy.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.
- They must make an effort to do their best.
- They can remember the points covered in their speech instead of trying to memorize the entire speech.
- Listen carefully to others.
- Stand straight with a good posture.
- If feeling nervous look above the heads of your audience.

Conclusion:

Sum up the activity by discussing the social relevance of the task performed. It should make them realize the importance of being prepared for a natural disaster.
Point out the words and expressions used.
Applaud the ones who have provided useful information.

4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.

WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment

Reference to context:

Q.1. Then the family rushed out of the house.
a. Whose family rushed out of the house?
b. Why did they do so?
c. How many of the members survived?

Q.2. She was a student of Carmel Convent in Port Blair where her father had a petrol pump.
a. Who is 'she'?
b. Where was she when the tsunami struck?
c. How old was she?

Q.3. Their parents were Penny and Colin Smith.
a. Whose parents are these?
b. Where were they?
c. Why were they there?

Q.4. The family took refuge on the third floor of the hotel.
a. Which family is this?
b. Why did they take refuge?
c. Who had urged them to do so?

Q.5. They fled to safety.
a. Who are 'they'?
b. Why did they flee?
c. According to some people what had warned them?

Short answer questions:

Q.1. What happened to Ignesious's family?
Q.2. Why did Sanjeev jump into the water?
Q.3. What had happened to Meghna?
Q.4. What did Alma's father see?
Q.5. What saved Tilly and her family?

Brain Teaser:

Q.1. Which qualities are important/required to deal with a natural calamity?

WORKSHEET 2:GRAMMAR

Best used: Class work or home work at the end.

Q.1. Read the following sentences and identify whether they are in Active or Passive Voice:
a. The judge found him guilty.
b. Why do you tease the child?
c. The lessons are done well by good pupils.
d. People avoid noisy places.
e. Are goods also carried by this train?
f. Is she not known to you?

Q.2. Change the following sentences into Passive Voice:
a. Aladin lights his magic lamp.
b. The Hindus worship Lord Shiva.
c. Mother cooks food for all of us.
d. Do you read this in school?
e. Sita is reading her book.

Q.3. Fill in the blanks with the correct form of verbs in the brackets:
a. I could hear _____ coming from the children's room. (laugh)
b. Tilly was able to save her parents because of her _____ about tsunami. (know)
c. I didn't want to go but I wasn't given any _____. (choose)
d. Our country's _____ is very precious. (free)
e. There was no _____ on the road after midnight. (move)

WORKSHEET 3: VOCABULARY

Best used: Class work at the end or as a home work.

Q.1. You have read these words in the story. Choose their synonyms:

a. Chaos.
i. Calm ii. Turmoil iii. Order iv. Harmony

b. Recede.
i. Abate ii. Enhance iii. Expand iv. Begin

c. Massive.
i. Little ii. Slight iii. Colossal iv. Tiny

d. Hysterical.
i. Calm ii. Pleased iii. Cool iv. Distraught

e. Refuge.
i. Shelter ii. Closure iii. Solid iv. Permanent

f. Abandoned
i. Adopted ii. Defended iii. Supported iv. Left

WORKSHEET 3: VOCABULARY

Q.2. What are these things? Choose from the box.

Lightning, drought, earthquake, hurricane, explosion.

a. A sudden strong shaking of the ground.
b. A storm with very strong winds.
c. A long time when there is not enough rain.
d. Bursting suddenly with a very loud noise.
b. A sudden bright light in the sky when there is a storm.

WORKSHEET 4:WRITING SKILLS

Best used: Home work.

Q.1. Imagine you are Tilly's younger sister. Express in a diary entry how you felt stranded on the third floor of the hotel.

Q.2. You have just read a story where people showed courage when faced with danger. Have you ever been in a situation where you were in danger? Write your experience in a paragraph of about 90-100 words.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Reference to context:

Q.1. a. Ignesious's.
b. They felt the tremors.
c. Only Ignesious and his three children.
Q.2. a. Almas Javed.
b. Nancowry Island.
c. 10.
Q.3. a. Tilly and her sister.
b. Beach resort in Southern Thailand.
c. They were celebrating Christmas.
Q.4. a. The Smith family.
b. Tsunami had struck the island.
c. Tilly.
Q.5. a. Wild and domestic animals.
b. Seemed to know what was about to happen.
c. Their sixth sense.

Short answer questions:

Q.1. Swept away in the tsunami, his wife, her father and brother, two children.
Q.2. To save the wife of John, the guesthouse cook.
Q.3. Swept away to sea, spent two days floating holding on to a wooden door, brought to shore by a wave.
Q.4. Sea water recede.
Q.5. Her presence of mind, remembered her geography lesson, warned her family, made them leave the beach.

Brain Teaser:

Q.1. Bravery, courage, compassion, selfless attitude, presence of mind.

WORKSHEET 2: GRAMMAR

Q.1. a. Active.
b. Active.
c. Passive.
d. Active.
e. Passive.
f. Passive.

Q.2. a. The magic lamp is lit by Aladin.
b. Lord Shiva is worshipped by the Hindus.
c. Food is cooked for all of us by mother.
d. Is this read by you in school?
c. Her book is being read by Sita.

Q.3. a. Laughter.
b. Knowledge.
c. Choice.
d. Freedom.
e. Movement.

WORKSHEET 3: Vocabulary

Q.1. a. Turmoil.
b. Abate.
c. Colossal.
d. Distraught.
e. Shelter.
f. Left.

Q.2. a. Earthquake.
b. Hurricane.
c. Drought.
d. Explosion.
e. Lightning.

WORKSHEET 4: WRITING SKILLS

Q.1. The answer should have:
- The correct format.
- Scared.
- Proud of your sister.
- Grateful your family was safe.
- Relieved that you left the beach on time.

Q.2. The answer should have:
- Name of the danger.
- Who else was involved?
- What did you do?
- What did you feel?

5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand

Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level.

Youtube videos:

- https://www.youtube.com/watch?v=OZX7j5CAtP0
- https://www.youtube.com/watchv=AAL6RFDL25k

Reading List:

- https://www.extrachai.com/inspiring-stories-bravery-award/