

# The Storm

## Teacher's Notes and Key

### Pre-reading

The pre-reading activities are essential as they lead the student through the process of becoming a critically aware reader. Most of the answers students will give in this section are, by their very nature, subjective and will probably reflect some creative endeavour.

1. Either show the slide show of pictures of a gathering storm or show the printed pictures in the same order. Do not simply allow the students to look at the pictures on their worksheet: allowing a timed sequence for the events unfolding is part of creating a narrative framework.

When they have seen the sequence twice, ask basic questions (e.g. 'What was happening?' 'What is going on in this picture?'(point to one)) tell the students they have to construct a simple story which follows the sequence of the slides (imagine the pictures in the sequence they were seen to be the backdrop or scenery of a story). They should not write anything down, except perhaps notes to aid memory. They should work in small groups and be prepared to tell their story to the rest of the class later.

2. When the stories have been told (either to the whole class or groups to groups) get students to individually examine the quotes from Louise Cooper's story. Get them to think if the story is like their own stories or different. They are most likely different. Get them to decide in which ways the stories are different. Why? How do they think Louise Cooper's story might develop and end?

### Reading

Reading always presents the problem of choosing the best way to read in a class. A quick reader will take less than two minutes to read the story, most, however will take three or four or more. One way of dealing with this is to prepare some questions to ask at key moments in the story. This allows comprehension to be checked, prediction to be stimulated and allows fast and slower readers to achieve a near parity of speed. (See suggestions below).

Another way of dealing with the situation is to play the recording of the author reading the story, with the students following along in with the text. Of course, reading aloud is another possibility, but the teacher would need to be sure that this would not create other problems for some students due to the fear of reading aloud. Many students will remain unable to follow the text if they think their 'turn' may be coming up next.

Whichever way you choose, do not give students the final paragraph of the story to read or to listen to just yet. Allow them time to speculate on what information the final paragraph might contain. If you haven't already done the textual intervention questions suggested below, then now would be a good time to introduce them.

Textual intervention suggestions: What does referring to 'the' father and 'the' mother imply. Is this usual in English? (hint: the use of 'the' distances the figures, preparing the reader for

them being non-human). Which words are unusual in the context? (e.g. why are 'hot and stinging' and 'coughing.....and half-poisoned' strange descriptions in a rain storm?)

Finally either play the final audio part or show the final paragraph. Allow students to comment but do not try to guide or influence.

## After Reading

### Tsunami

1. When her head came out of the wave she sputtered and coughed as she tried to take in air.
2. Everyone was so mesmerised with what they saw that they couldn't move.
3. He blinked his eyes in disbelief at what he was seeing.
4. The beach was covered in stones so many people stumbled as they ran.
5. The wall couldn't contain the wave and the water spilled over into the town.
6. She was battered by heavy objects hidden under the surface of the water, one breaking her leg.
7. A sheet of razor-edged metal cut his arm deeply.
8. The force of the wave washed out every single thing in the bathroom, including the toilet seat.
9. The water was forced up through the streets and weaved its way around the buildings.
10. The wave approached the beach turning it into a life-threatening swell.

### Floods at Home

#### Gas, electricity and water

- Put plugs into sinks and weigh them down with something heavy
- Turn off gas, electricity and water supplies at the mains. Find out where these are well in advance of any flood
- Unplug all electrical items and store upstairs or as high up as possible

#### Reduce flood water getting into your home

- Silicone sealant - open doors and windows, smear a layer of this around the frame, then shut and lock the door/window.
- Ideally, cover doors, windows and airbricks with plywood, sandbags or metal sheeting. Download our guide, below, for detailed instructions

#### Furniture and appliances

- Move as much furniture and electrical items as you can upstairs. Alternatively raise them up on bricks or blocks - this may be very helpful for large appliances such as fridge/freezers
- Move furniture away from walls, as this helps when drying your property later
- If you can, roll up carpets and rugs and put them upstairs
- If there is no time to remove curtains, hang them up over the rail so they are kept above flood water
- Leave internal doors open, or ideally, remove them and store them upstairs

#### Personal Items

- You cannot replace sentimental items. Think about permanently moving these upstairs, so you do not forget to move them in the case of a flood
- Keep important personal documents in a sealed bag, and in a location safe from floodwater

### Outside the house

- Move anything not fixed down into a safer location, e.g. dustbins, garden chemicals car oil and similar
- Move your car to higher ground to avoid damage
- Weigh down manhole covers outside the house to prevent them floating away and leaving a hazardous hole

### Word Work

1.

Describes sounds	Describes movement
<b>grunted</b> <b>hissing</b> <b>screamed</b> <b>sobbed</b> <b>thundering roar</b>	<b>drag</b> <b>fell</b> <b>hammered</b> <b>rushed</b> <b>scattered</b> <b>stumped</b> <b>sweeping</b>

2.

Adj (x3)
Vb
Adj
Vb (x2)

Then the rain began. It was a drenching downpour, hot and stinging and choking. Everyone scattered, desperately trying to reach shelter. But there was no shelter from that rain. Screams rang out above the roaring sky. Bodies fell, struck down by the deadly storm. The father tried to drag the mother to safety as the rain hammered down on them. He heard her cry out, saw her collapse. And he was coughing, choking, half drowned and half poisoned. The world blurred. The screams faded. And he fell, to lay dead with her, among the bodies of their children and their neighbours as, at last, the clouds moved on and the rain stopped.

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The main difference is stylistic, with the –ing form concentrating more on continuous action and therefore the time frame in which events happened. It might be argued that using the –ing for or past continuous here loses some of the immediacy that the simple past brings in describing the action. NOTE: in narratives, the –ing form is frequently used to paint a scene or give a background while the simple form of the verb describes quick actions.

A suggestion (other options possible)

Other families had heard the noise and seen the clouds now, and panic was breaking out in the community as all the parents were rushing to gather their children together. But there were so many children, and so many different places for them to be playing.