



Planning for Emergencies



1

Warmer

You just heard a hurricane will hit your city in 24 hours.

How will you prepare to stay safe?

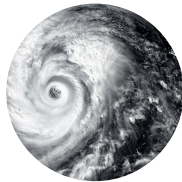
2

Vocabulary

Look at the picture. What natural disaster is in each picture?



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



Discuss

Answer the questions with a partner/teacher.

1. What natural disasters are common in your country?
2. What would you do to stay safe in different disasters?

3

Reading

Skim the text. Choose the best title for the text.

- A. Staying Safe During a Hurricane.
- B. How to Stop Hurricanes.
- C. How to Be Prepared for a Hurricane.

Comprehension

Read the text. Are the following statements true or false?

1. Hurricane Iota caused less damage than Hurricane Eta.
2. The 2020 Atlantic hurricane season was the most active ever recorded, with 30 storms forming.
3. Scientists are sure that climate change has increased the number of hurricanes.
4. Creating a family emergency plan is an important step to prepare for a hurricane.
5. After a hurricane, you should only return home once officials confirm it is safe.



In November, Hurricane Eta hit Central America, causing destruction from Panama to Florida. Two weeks later, Hurricane Iota arrived, bringing even stronger winds and heavier rain to areas already flooded. The president of Honduras, Juan Orlando Hernández, called Iota a “bomb” that would leave the region left **in tatters**.

According to the National Oceanic and Atmospheric Administration (NOAA), the 2020 Atlantic hurricane season was the most active ever recorded. Hurricane Iota was the 30th storm to **brew** in the Atlantic and the 13th to turn into a **full-blown** hurricane.

Scientists say climate change is making storms worse. They are not sure if there are more storms because of climate change, but they know storms are becoming stronger and more dangerous.

James P. Kossin, a climate scientist from the NOAA, explains that **greenhouse gas emissions** are changing storms. “These storms have a human fingerprint on them,” he told TIME.

With increased hurricane activity, it’s important that you know how to prepare for the incoming disaster.

What to Do Before a Hurricane

If you live in an area where hurricanes happen, it’s important to prepare before the storm comes. Here are some tips:

1. Know Your Zone: Check if you live in a hurricane **evacuation zone**. Contact your local government or emergency management office to find out.
2. Make a Family Emergency Plan: Talk to your family or close friends about what to do in an emergency. Decide how you will contact each other, where you will go, and what you will do if a hurricane happens.
3. Prepare an Emergency Supplies Kit: **Put together** a basic kit with important items like food, water, medicine, flashlights, and batteries, and check your emergency equipment.

After a Hurricane

- Stay Updated: Keep listening to Weather Radio or local news for the latest information. Only return home after officials confirm it is safe to do so.
- Stay Cautious: Drive only if it is absolutely necessary. **Avoid** roads that are flooded or have damaged bridges. If you need to go out, **be on the lookout** for fallen objects, downed power lines, and weakened structures.
- Check for Damage: Carefully inspect the outside of your home. Look for any loose electrical wires, gas leaks, or structural damage.

Taking these steps before a hurricane can help you stay safe and protect your loved ones.

(Adapted from Time for Kids, by Brian S. McGrath, January 15, 2021, and the National Weather Service Hurricane Safety Guide:

<https://www.weather.gov/media/owlie/HurricaneSafety-OnePager-07-03-18.pdf>)



4

Vocabulary**Match the word to the correct definition.**

- | | |
|----------------------|--|
| 1. Left in tatters | A. gases that keep heat in the atmosphere |
| 2. To brew | B. completely developed |
| 3. Full-blown | C. stop oneself from doing |
| 4. Greenhouse gas | D. something released into the atmosphere |
| 5. Emission | E. create |
| 6. Evacuation zone | F. about to happen |
| 7. Put together | G. be watchful |
| 8. To avoid | H. an area for people to leave in an emergency |
| 9. Be on the lookout | I. destroyed, ripped apart |

Practice**Complete the sentences with the words above.**

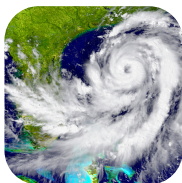
1. Factories and vehicles are two major sources of _____ that contribute to air pollution.
2. A small storm turned into a _____ hurricane within just 24 hours.
3. Scientists predict that a powerful storm is starting _____ in the Atlantic Ocean.
4. Before the hurricane arrived, residents in the _____ were told to leave their homes.
5. Drivers were warned _____ flooded roads because the water might be deeper than it looks.
6. When walking outside after a storm, always _____ for downed power lines and falling debris.
7. After the hurricane, the town was _____, with buildings destroyed and trees knocked down.
8. Reducing _____ is important to slow down climate change and protect the planet.
9. It's important to _____ an emergency kit with food, water, and other supplies before a disaster strikes.



5

Apply

Use the images below and the vocabulary to create a story about the natural disaster.



6

Grammar

Read the survival guide below. What disaster is it talking about?

In the event of a _____, please follow the guide below.

- Seek shelter underground; the basement will provide protection.
- If you don't have a basement, hide in a space like the bathroom or a closet.
- Avoid being near windows or doors that lead outside.

In the event that you are outside.

- Stay as low to the ground as possible.
- Seek shelter in the nearest building, and never stay in your car. It is one of the most dangerous places to be.
- Most importantly, remain calm. Losing composure may do more harm than good.

Read the text again. Which words are used to give instructions?



Imperative verbs

The imperative is used to give instructions, commands, advice or warnings, and directions.

- “Sit down”, “Help me”, “Don’t touch!”

The imperative is formed using the **base form** of the verb.

Do not use a subject with the imperative. (It’s typically implied that ‘you’ are the subject.)

- Instead of saying, “You open the door,” say, “Open the door.”

Add ‘don’t’ before the verb to make the sentence negative.

- “Don’t open the door.” “Don’t say that.”

Practice

Change the sentences to the imperative

1. Can you please read the text?

2. Ron, could you answer the questions?

3. You need to go to the doctor.

4. You should read every night before bed.

5. Could you please help me with the groceries?

6. You shouldn’t be late for the meeting tomorrow.

7. You may want to go to bed earlier.

8. You have to drink more water to stay hydrated.

9. You shouldn’t drive so fast.

10. You must go to Greece, it’s beautiful!



Practice 2

Look at the picture and tell each person what to do.



7

Apply

You've been tasked with creating an emergency guide for a natural disaster.

Think about:

- which natural disaster you will choose
- what to buy
- where to go
- what to do and not to do.

8

Cooldown

Answer the questions with your partner.

1. Do you think natural disasters are getting worse?
2. What do you think are the most effective ways to help communities affected by natural disasters?
3. How can technology help predict or reduce the impact of natural disasters?
4. If you were mayor of a city, what steps would you take to make it safer from natural disasters?

Can Do Statement

I can...

- talk about natural disasters
- give instructions
- plan for an emergency situation



1

Warmer

Tell Ss that by the end of this lesson, they will be able to talk about emergency situations and give instructions.

Answers will vary. Encourage students to explain why they chose their answer.

2

Vocabulary

Ss work alone. Ss work with a partner to check their answers. Have Ss repeat the words for pronunciation. Ss work together and answer the discussion questions.

Flood 2. Hurricane 3. Tornado 4. Wildfire 5. Blizzard 6. Tsunami 7. Earthquake 8. Drought

Allow Ss to discuss the questions in the discussion.

3

Reading

Give Ss 60-90 seconds to skim the text and give the text a suitable title.

How to Be Prepared for a Hurricane.

Give Ss 4-5 minutes to read the text and complete the true or false questions. Have them work with a partner to check their answers. Check answers as a class.

1. F 2. T 3. F 4. T 5. T

4

Vocabulary

Ss work alone and match the words to the correct definition. Ss check answers with a partner before checking as a class.

1. I 2. F 3. B 4. A 5. D 6. H 7. E 8. C 9. G

Practice

1. Emissions 2. Full-blown 3. To brew 4. Evacuation zone 5. To avoid 6. Be on the lookout 7. Left in tatters 8. Greenhouse gas
9. To put together.

5

Apply

This can be a speaking or writing task, and Ss can work alone or with a partner.

Speaking- monitor to make sure Ss are using the new vocabulary. Encourage them to be creative.

Writing - monitor to make sure Ss are using the language. Ss can exchange papers for peer correction or present their disaster report to the class.

Optional You can give students different disasters so the presentations aren't repetitive.

6

Grammar

Ss read the emergency instructions and guess what the disaster is. **A tornado**

Ss read again and find the words to give instructions.

Seek - Hide - Avoid - Stay - Remain

Highlight that we often preface emergency instruction with phrases like "In the event of/that..."



Read or have the Ss read about the imperative.

***You can make this interactive by requesting Ss to do certain tasks in the classroom. For example: Raise your hand or open the window.**

Optional: Have Ss tell their partner to do something using the imperative.

G

Practice:

1. Read the text. 2. Answer the question. 3. Go to the doctor. 4. Read every night. 5. Help me with the groceries.
6. Don't be late. 7. Go to bed. 8. Drink more water. 9. Don't drive so fast. 10. Go to Greece.

Practice 2:

Ss work with a partner. Monitor to make sure Ss are using the imperatives correctly. Encourage them to use both positive and negative sentences. Elicit different answers from the classroom and correct any mistakes.

7

Apply

Group or individual task.

Ss create their emergency guidebook using the language from the lesson. Monitor for correct language.

Ss present their guidebooks to the class.

Optional: Depending on the amount of time, Ss can design an emergency guidebook instead of just writing to make it look more official.

8

Cooldown

Ss discuss the questions with a partner/group/or class.

Go over the 'Can do' statement and reinforce the fact that they can now do those things.