Coping with Disasters and Emergencies

UNIT 5

Warm-Up

Which of these disasters are caused by humans? Which are natural disasters? Which might be a combination of both?

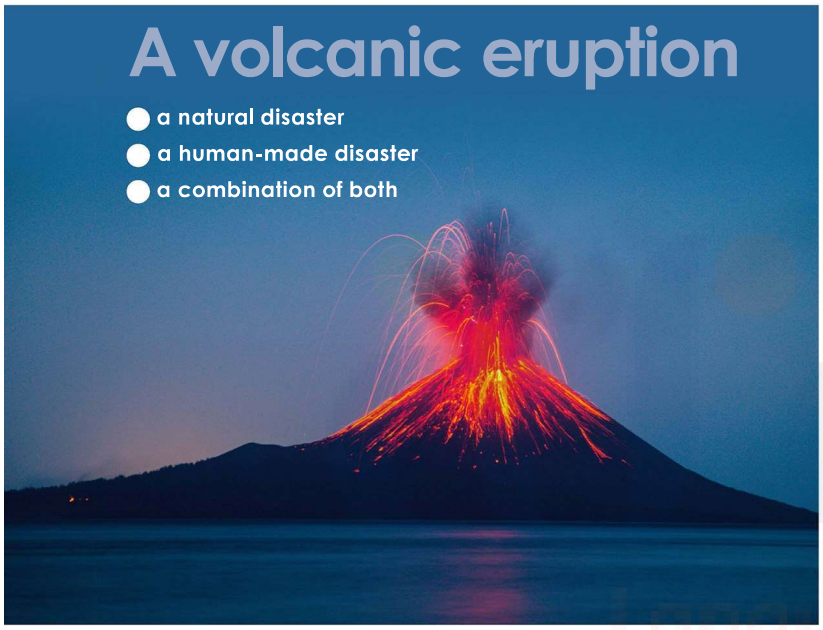


A volcanic eruption is a natural disaster. No one can cause one or prevent one.

PRONUNCIATION | Listen and repeat.

A volcanic eruption

- a natural disaster
- a human-made disaster
- a combination of both



A famine

- a natural disaster
- a human-made disaster
- a combination of both



A forest fire

- a natural disaster
- a human-made disaster
- a combination of both



A shipwreck

- a natural disaster
- a human-made disaster
- a combination of both



UNIT 5 COMMUNICATION GOALS

Lesson 1 Warn of a dangerous situation

Lesson 2 Start a conversation about a disaster in the news

Lesson 3 Discuss epidemics

Lesson 4 Prepare for a local emergency

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Topic Warm-Up

A EMERGENCY CHECKLIST | Read the checklist of things to have on hand for an emergency.



B VOCABULARY | Emergency supplies | Read and listen. Then listen again and repeat.

C PAIR WORK | Discuss the purpose of each item on the checklist.

You need blankets to stay warm if you have to sleep outside in an emergency and the weather is cold.

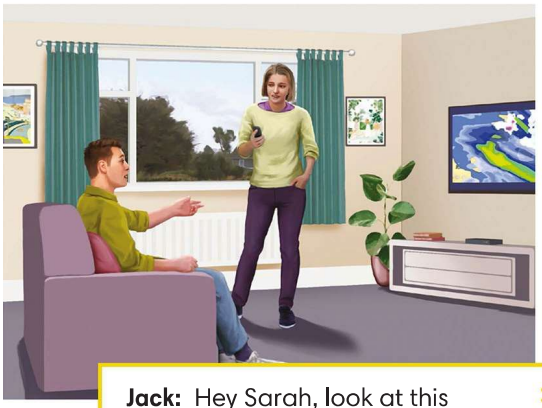
And you need scissors if you have to cut sterile gauze if someone has an injury.

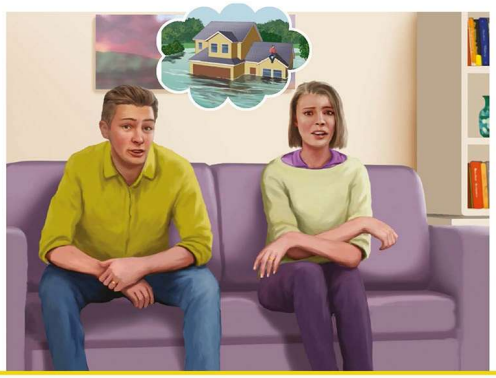
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Language Warm-Up

A ZOOM-IN | Read and listen to a conversation about preparing for a storm. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Jack = American English (regional)
Sarah = American English (standard)







Jack: Hey Sarah, look at this breaking news! You know that monster storm in the Midwest?

Sarah: I just read about it online. They say it's going to hit here late tomorrow or early Wednesday. And it's already raining cats and dogs now!

Jack: Yeah. This is like the third huge storm in two months. What is going on with the weather?

Sarah: Who knows? They say it's global warming.

Jack: Look at those pictures! Everything's underwater! And the people in boats! And that guy on the roof! What a catastrophe!

Sarah: And it's still coming down in buckets there. Man oh man. Is that what's in store for us?

Jack: Let's hope not. But everything's already so wet here from the last two storms. Mud everywhere.

Sarah: You know, Jack, this is serious. The weather service said not to take it lightly.

Jack: They're right. Should we go to your mom's? She's up in the hills.

Sarah: We're OK for the time being. We won't know until tomorrow. Maybe let's wait till morning to decide. We've got a tank full of gas, and lots of emergency supplies.

Jack: OK. What do you say we pack up the car now so we can leave on a moment's notice if necessary tomorrow?

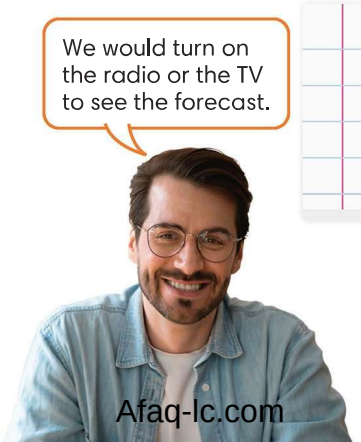
Sarah: Good idea. Then let's get a good night's sleep!

B UNDERSTAND FROM CONTEXT | Find the featured words and phrases in the conversation. Answer the questions with a partner.

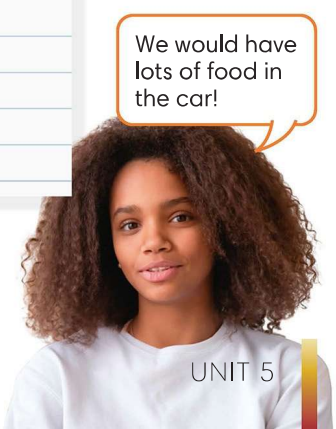
> "Breaking news is news that's happening right now."

1 What's the difference between "news" and "breaking news"?
2 What are two ways to tell someone that it's raining really hard outside?
3 How does Jack express the fact that the storm in the Midwest is a disaster?
4 What's Sarah wondering when she says, "Is that what's in store for us?"
5 What did the weather service mean when it said "not to take (the storm) lightly"?
6 If you're OK "for the time being," how long are you OK for—a long time or just right now?
7 When Jack says they can leave "on a moment's notice" if necessary, what does he mean?

SPEAKING PAIR WORK | If you and your partner were Sarah and Jack, what would you put on your to-do and to-have lists for the next morning?



To do	To have in the car



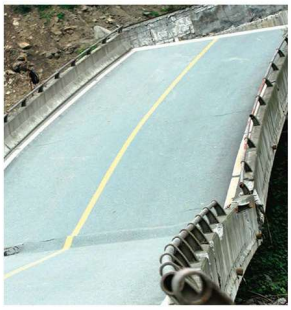
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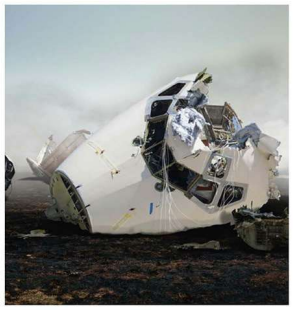
1 COMMUNICATION GOAL Warn of a dangerous situation

A VOCABULARY | Other disasters | Read and listen. Then listen again and repeat.


an explosion


an oil spill


a bridge collapse


a plane crash


a train wreck

B ACTIVATE THE VOCABULARY | Tell your partner about a disaster you've heard of. Say when and where it was.

> "There was an oil spill near the beaches last year. It was terrible. It caused the deaths of a lot of birds and fish."

C COACH GRAMMAR | Indirect speech: imperatives



You can report what someone says, using direct or indirect speech.

Direct speech records exactly what another person says, using quotation marks.
Jeanette said, **"Turn on the news."**

Indirect speech reports what someone says without quoting his or her exact words.
Jeanette said **to turn on the news**.

An imperative in direct speech becomes an infinitive in indirect speech.
He said, "**Bring** a flashlight." → He said **to bring** a flashlight.
The announcer said, "**Don't take** the warning lightly." → The announcer said **not to take** the warning lightly.

Change the pronouns in indirect speech as necessary for logic.
Eric said, "Tell **me** when **you** hear the news." → Eric said to tell **him** when **I** hear the news.
He told her, "Please text **me** when **you** get back." → He told her to text **him** when **she** gets back.

Note:
The speech reported in direct and indirect speech is a noun clause. It functions as the direct object of a reporting verb such as say, tell, or ask.

GRAMMAR EXPANDER p. 134
Direct speech: punctuation rules

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E NOTICE THE GRAMMAR | Find and underline three examples of indirect speech in Zoom-In on page 51.

F GRAMMAR PRACTICE | Rewrite each statement in indirect speech. Make necessary changes to the pronouns.

1 Martha told them not to go out until the danger is over.

1 Martha told them, "Don't go out until the danger is over."
2 The newspaper says, "Get emergency supplies of food in case the roads are closed."
3 Mark told me, "Call me when you find out what's going on with the oil spill."
4 My sister is saying, "Leave home before the fire spreads to this neighborhood."
5 The radio news just said, "Keep your doors and windows closed."

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G **PAIR WORK** | **For each sentence, say what you think the speaker's original words were. Take turns.**

1 She told him to call her when the trains are running again.
2 They told their daughter and son-in-law to read the emergency instructions in the newspaper.
3 Dan told me to call the local police for information about the explosion.
4 My grandparents called to tell me to turn on the TV to see pictures of the oil spill.
5 Rob told me not to wait until the fire gets too close.
6 They told the passengers not to get off the bus.

> "Please call me when the trains are running again."

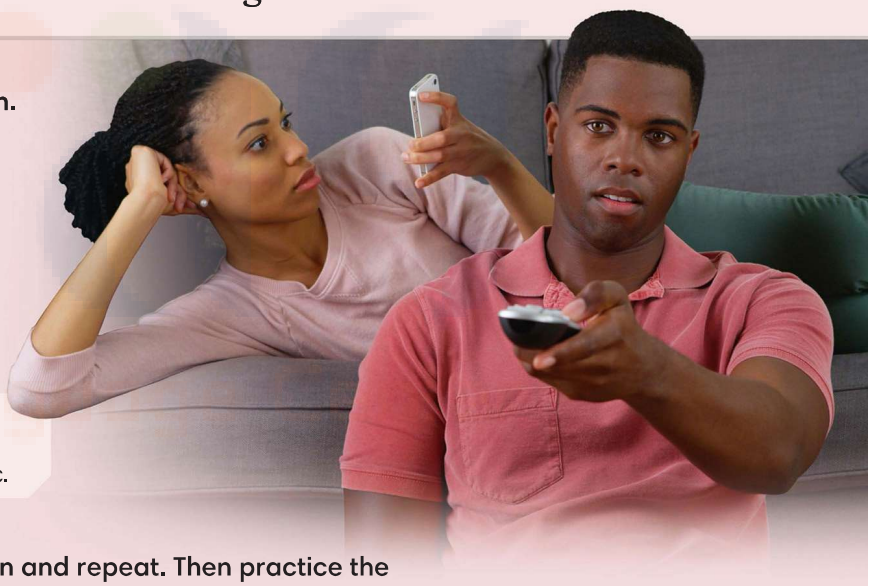
H COACH **PRONUNCIATION** | **Direct and indirect speech: Rhythm** | **Read and listen. Then listen again and repeat.**

1 She said, [*pause*] "Be home before dark." → She said to be home before dark.
2 I told my classmates, [*pause*] "Don't go out until the teacher says it's safe." → I told my classmates not to go out until the teacher says it's safe.

I **PAIR WORK** | **Take turns reading aloud sentences from Exercise F on page 52. Read both the original sentences and the sentences you wrote, using correct rhythm for direct and indirect speech.**

COMMUNICATION ACTIVATOR

Now let's warn of a dangerous situation.



A **CONVERSATION MODEL** | **Read and listen.**

A: John! You won't believe what's going on.
B: What?
A: An explosion and a fire downtown. Your dad just texted to tell us to turn on the TV.
B: OK. . . . Just a second.
A: Oh, wow. Look at that!
B: No way. Let's hope no one got hurt!

Social language
To ask someone to wait, say:
Just a second. One second / minute. Hold on a sec.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Change the conversation, using another disaster. Change what you've been told to do, using an infinitive. Then change roles.**

A ..... ! You won't believe what's going on.
B: What?
A: .... just ..... to tell us ..... .
B: OK. . . . .
A: Oh, wow. Look at ..... !
B: ....

Ideas
- turn on the TV
- look out the window
- go online
- look in the newspaper
- call [George]

KEEP TALKING! ●●●

Say more about what you see or hear.
That looks awful, doesn't it?
There must be a lot of injuries.
I wonder what caused it.

Watch the video for ideas!

D **CHANGE PARTNERS** | **Change the conversation again.**

RECYCLE THIS LANGUAGE

What a catastrophe!	I'd like to know if . . .
I can't believe it!	Let's hope not.
I'm wondering if . . .	Thanks for the heads-up.

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2 COMMUNICATION GOAL

Start a conversation about a disaster in the news

A VOCABULARY | Natural disasters | Read and listen. Then listen again and repeat.


a hurricane / a typhoon


a tornado


an earthquake


a flood


a landslide


a drought


a tsunami / a tidal wave

B LISTEN TO INFER | Listen to the news reports. Write the kind of event each report describes.

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....

C LISTEN FOR DETAILS | Listen again. Write T (true) or F (false) about each statement. Then, with a partner, correct the false statements.

..... **Report 1:** It hasn't rained in fourteen days.
..... **Report 2:** It will continue to rain for at least the next six hours.
..... **Report 3:** The rain has damaged the corn and vegetable crops.
..... **Report 4:** He said the water had come in during the night.
..... **Report 5:** Tall buildings outside the city were damaged the most.
..... **Report 6:** Mud and stones began to move suddenly down the mountain.
..... **Report 7:** People should go to their basements to avoid danger.

"False. It's been raining for fourteen days."

D COACH GRAMMAR | Indirect speech: say and tell—tense changes

In indirect speech, use tell when you mention the listener. Use say when you don't.
I **told my children** to close the windows. (listeners mentioned)
I **said** to close the windows. (listeners not mentioned)

When the reporting verbs say and tell are in the simple past tense, the verb in the indirect speech statement will often shift to a past form if the statement is reporting a past event.
She told me, "Tom **is** here." → She told me (that) Tom **was** there.
I said, "It**'s raining** cats and dogs." → I said (that) it **was raining** cats and dogs.
Ana said, "We **forgot** the key." → Ana said (that) they **had forgotten** the key.
Bob said, "I**'ll be** home soon." → Bob said (that) he **would be** home soon.
She told me, "They **can leave**." → She told me (that) they **could leave**.

Backshifts in indirect speech
Present becomes past.
Present continuous becomes past continuous.
Past becomes past perfect.
Present perfect becomes past perfect.
Will becomes would.
Can becomes could.
May becomes might.

Be careful!
If the reporting verbs are in the present tense, the verbs don't usually change: She **says**, "I**'m arriving** at 3:00." → She **says** she**'s arriving** at 3:00.

GRAMMAR EXPANDER p. 134
Indirect speech: optional tense changes

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

F GRAMMAR PRACTICE | Circle the correct verbs.

1 They (said / told) the drought was terrible.
2 We (said / told) everyone in the family to just stay home until after the hurricane.
3 No one (said / told) us there was a flood downtown.
4 The newspaper (said / told) that public transportation wasn't working today.
5 She (said / told) she thanked her lucky stars that the firefighters had been able to put out the fire quickly.

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G GRAMMAR PRACTICE | Change each statement from direct speech to indirect speech. Change the verb tense in the indirect speech statement.

1 She said, "The earthquake in Chile was one of the worst in history."
2 She went on to say, "It caused a tremendous tsunami as well."
3 I called to tell my family, "Our house escaped damage."
4 I also said, "No one was hurt."
5 They said on TV, "There will be a hurricane within a day and a half."
6 The newspaper article said, "People can find shelter in the high school gym."
7 They told us, "People may be stuck in traffic because of the train wreck."

She said the earthquake in Chile had been one of the worst in history.

COMMUNICATION ACTIVATOR

Now let's start a conversation about a disaster in the news.



A CONVERSATION MODEL | Read and listen.

A: You know that earthquake yesterday in Albania?
B: Yeah. I'm reading about it right now. What a horror.
A: Would you believe there was just another one?
B: You're kidding.
A: I wish I were. I just saw it in the *Post Online*. It says thousands of people have been killed.
B: Let me have a look.
A: Sure. Here you go.

Social language
To begin a conversation about something recent in the news, say:
You know that ___ ?

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Read the headlines. To prepare for Exercise D, rewrite each one, using indirect speech.

The Post says thousands of people have been killed.

NORTH INDIA JOURNAL
Heavy rain causes severe floods and landslides
Thousands of houses underwater

DAILY TIMES
Severe drought in Catalonian region of Spain
Barcelona has to import water by ship from France for the second time in ten years

Digital News
People flee monster storm in Caribbean Islands
Tornados touch down at multiple locations

HOUSTON HERALD
Hurricane hits Florida coast
Winds reach 200 kilometers per hour
Storm will continue for the next two days

Weekly Gazette
15,000 killed in huge earthquake and tsunami
More than 80,000 homeless on Pacific coast

D CONVERSATION PAIR WORK | Change the conversation, using one of the headlines. Then change roles and headlines.

A: You know ..... in ..... ?
B: Yeah. I'm ..... What a ..... .
A: Would you believe ..... ?
B: You're kidding.
A: I wish I were. I just saw it in the ..... . It says ..... .
B: . . .

KEEP TALKING!
- Discuss other disasters in the news.
- Express your reaction to the news.

Watch the video for ideas!

RECYCLE THIS LANGUAGE

Respond with concern
Oh, no!
How awful!
I'm sorry to hear that.
That's terrible.

Respond with relief
Thank goodness.
What a relief!

E CHANGE PARTNERS | Change the conversation again.

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3 COMMUNICATION GOAL Discuss epidemics

A READING | Read the article. What's the difference between an epidemic and a pandemic?

CONTAGION: THE DEADLIEST OUTBREAKS

Everyone catches one or two colds or minor stomach viruses in a year, and these are, for the most part, more of an inconvenience than a true health threat. And most people over 50 remember local epidemics of contagious childhood diseases like measles, mumps, or chicken pox that seemed to spread to every child in their school or neighborhood. These are now largely prevented by routine vaccinations. Though some of these diseases, especially measles, can cause life-threatening complications, most people survive them with no long-term ill effects. Contagion is generally limited to local areas, not spread all over the world in a short period of time

Throughout history, however, outbreaks of some deadly contagious diseases, such as Ebola, have begun locally and then spread to create a regional epidemic. Others, such as influenza, SARS, MERS, and COVID-19, have spread more widely, reaching people in countries all over the world. Epidemics of this size are referred to as pandemics. Pandemics have occurred periodically for thousands of years.

There is evidence that one such deadly contagious disease, smallpox, afflicted Egyptians 3,000 years ago, but it's believed that it has infected humans for at least 10,000 years. In the twentieth century alone, smallpox killed between 300 and 500 million people before a vaccine eradicated it worldwide in 1980. Over the centuries, smallpox was responsible for repeated epidemics and pandemics on all continents of the globe, killing on average 30% of people infected.

Attempts to prevent smallpox have existed since the late tenth century. At that time, Chinese doctors "inoculated" people with material taken from the skin of sick patients, hoping it would make healthy people immune so they would be unable to get the disease. Inoculation with smallpox virus, however, was dangerous because in some cases, patients developed the actual disease from it. In 1796, Edward Jenner discovered that inoculation with material from a related less serious



Jenner administering the first safe smallpox vaccine

disease, cowpox, could safely make a person immune to smallpox without the risk of causing smallpox. Jenner called inoculation with cowpox "vaccination," from the word *vacca*, which is Latin for *cow*. Modern vaccinations for smallpox are made from another related virus—vaccinia, not cowpox.

Although there are successful vaccines against measles and smallpox (among others), epidemics and pandemics of other diseases continue to occur. Until there are vaccines or effective treatments for contagious diseases, public health measures can limit their spread. Some, such as these, have been used with success for hundreds of years.

- ✓ careful and frequent handwashing
- ✓ wearing face masks
- ✓ quarantining of sick people away from others
- ✓ social (physical) distancing

B UNDERSTAND FROM CONTEXT | Circle the answers, according to the article.

1 Which is more serious, a threat or an inconvenience?
   a a threat
   b an inconvenience
2 What's a contagious disease?
   a a disease people can catch from each other
   b a serious disease
3 Who usually got measles, mumps, and chickenpox before there was a vaccine?
   a people over 50
   b children
4 What does a vaccination do?
   a It treats a disease.
   b It prevents a disease.
5 What are complications?
   a symptoms
   b remedies
6 What's another way to say someone is infected with a disease?
   a He or she has gotten it.
   b He or she has died from it.
7 If a disease has been eradicated worldwide what happens?
   a It has spread worldwide.
   b No one in the world gets it anymore.
8 What does a treatment do?
   a It prevents a disease.
   b It fights a disease.

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C **CONFIRM FACTS** | **Answer the questions, according to information in the article. Use indirect speech. Begin each answer with "The article says that . . . "**

1 What do most people over the age of 50 remember?
2 What can measles cause?
3 What is a modern vaccine for smallpox made of?
4 What is an example of a public health measure that has been successful in limiting the spread of contagious diseases?

The article says that most people over 50 remember epidemics of childhood diseases.

COMMUNICATION ACTIVATOR

Now let's discuss epidemics.

A **TALKING POINTS** | **Work with two partners. Each partner reads one fact sheet below and tells the others about it.**

"The Plague of Justinian occurred between 541 and 750. It was spread by rats . . . "

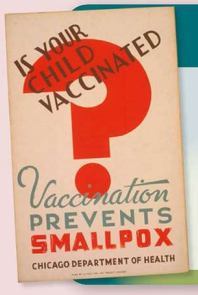


EVENT: PLAGUE OF JUSTINIAN*

Date: 541–750 CE
Place: Byzantine Empire: Constantinople and port cities around the entire Mediterranean Sea
How it was spread: Rats carrying fleas on merchant ships, probably also person to person
Deaths: 25–50 million people
Other fact: At the time of the first outbreak, the plague killed approximately 13% to 26% of the world's population.

EVENT: BLACK DEATH

Date: 1347–1352 CE
Place: Mostly Europe, but also China, India, Persia, Syria, and Egypt
How it was spread: Rats carrying fleas, also person to person
Deaths: 50 million people
Other fact: In five years, it killed approximately 60% of the population of Europe.



EVENT: SMALLPOX

Date: 10,000 BCE to 1979 CE
Place: Throughout the world
How it was spread: Sneezing and contact with infected clothing
Deaths: 500 million people in the last 100 years of its existence
Other fact: Smallpox has been eliminated since 1980 by vaccination.

* All dates and death rates are rough estimates and vary widely since these occurred so long ago and details are difficult to confirm.

B **RESEARCH** | **With a partner, choose an epidemic. Find information about it. Create a fact sheet like the ones above.**

EVENT:
Place: **Date:**
How it was spread:

Deaths or people affected:
Other fact:

Epidemics and pandemics
- Leprosy epidemic of the 11th century
- Fiji measles epidemic of 1875
- Polio epidemic, 1940s and 1950s
- Ebola epidemic of West Africa, 2014–2020
- Seventh Cholera Epidemic, 1961–1975
- Covid-19 pandemic, 2019–

C **PRESENTATION** | **Just for fun, write an imaginary newscast about the epidemic you researched. Present it to your class.**

OPTIONAL Underline new words or phrases in the Reading to use in your Presentation. Example: "There is evidence that . . . "

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4 COMMUNICATION GOAL Prepare for a local emergency

A VOCABULARY | Emergency readiness and supplies | Read and listen. Then listen again and repeat.

evacuate	remove all people from an area that has or will become too dangerous
a shelter	a safe place where people can go when they have been evacuated from their homes
a power outage	an interruption in the flow of electrical power over a large area
a generator	a battery- or gasoline-powered machine that can provide electrical power in a power outage
a first-aid kit	a portable box or package containing supplies to treat minor injuries or illnesses
non-perishable food	food that doesn't need refrigeration, such as canned or dried food

B PAIR WORK | Discuss the questions about possible emergencies in your local area. Use the Vocabulary.

1 If people had to be evacuated from your neighborhood, what would be a good shelter for them?
2 What would happen if there were a power outage in your city or community? What could people do or use to help them cope with the situation?

C LISTEN FOR MAIN IDEAS | Listen to the broadcast. Write one or two sentences to describe the emergency the broadcast is reporting.

D LISTEN FOR DETAILS | Listen again and circle the emergency supplies the broadcaster mentions.

a generator	matches	burn cream	bandages	non-perishable food
flashlights	scissors	bottled water	painkillers	cell phone chargers
batteries	cash	a can opener	antibiotics	a hand-cranked radio
candles	blankets	a first-aid kit	antiseptic	

E LISTEN FOR INSTRUCTIONS | Correct each of the false statements, using indirect speech. Listen again if necessary.

Example: She said people should turn off their refrigerators and freezers.

She said to turn them to very cold and not open them unless necessary.

1 She said people should cover broken windows with wooden boards.
2 She said that you should read the newspapers for the location of shelters in the area.
3 She said people should put valuable documents near the door in case of flooding.

F PARAPHRASE | With a partner, answer each question by paraphrasing what the announcer said. Use indirect speech. Listen again if necessary.

1 What should you do to get your car ready for a possible evacuation?
She said .....
2 What should you do with outdoor furniture?
She said .....
3 What should you buy for flashlights and portable radios?
She said .....
4 What should you take with you if evacuation becomes necessary?
She said .....



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COMMUNICATION ACTIVATOR

Now let's prepare for a local emergency.

A **TALKING POINTS** | **In a small group, choose an emergency from the list. Write some plans for the emergency on the notepad. Provide a reason for each plan.**



Kinds of emergencies
a bridge collapse
a drought
an earthquake
an epidemic
an explosion
a famine
a fire
a flood
a hurricane or typhoon
a landslide
an oil spill
a tornado
a train wreck or shipwreck
a volcanic eruption

Type of emergency: *a hurricane*

Plans	Reasons
Get candles and matches	*To provide light in case of a power outage*

Type of emergency:

Plans	Reasons

B **PRESENTATION** | **Choose one of the options.**

1 Form a group with others who prepared for the same emergency in Talking Points. Combine the plans you made. Tell the class what type of emergency you planned and present your plans to the class.

> "Our group prepared for a possible flood. We said to be sure to charge our cell phones because a power outage might occur. . . ."

SOFT SKILLS BOOSTER p. 157

2 Create an emergency radio broadcast announcing the emergency and providing instructions to the community. Make your broadcast to the class.

WRITING **Write about how to prepare for an emergency. Choose an emergency and include information about what supplies to have and what preparations to make.**

WRITING HANDBOOK p. 148
- Organizing detail statements by order of importance
- Guidance for this writing exercise

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UNIT 5 *Interactive Cool Down*

Say and tell

- Play with a partner. Place your coins at START. Player 1: Flip another coin to move. Heads = 1 space; Tails = 2 spaces. Take turns.
- To play: When you land on a square, your partner chooses one of the direct quotes and reads it aloud. You then change the quote to reported speech two times, once with said and once with told.
- If both your statements are correct, stay on that square; then it's your partner's turn. If only one is correct, move back one square. If neither is correct, move back two squares.

Note: Cross out each direct quote after it is used.

The first partner to reach END wins.

"A big storm is coming."

Lisa told Tony a big storm was coming. / Lisa said a big storm was coming.

Start



1 Lisa ▶ Tony

2 Mr Cox ▶ his wife



3 Amy ▶ you

4 He ▶ her



5 The police officer ▶ the people

6 Katie ▶ her brother



7 The radio announcer ▶ listeners

8 My father ▶ me



9 I ▶ Charlotte

10 Mr Wilson ▶ us

End!

"The main road out of the city is flooded."

"People were buying lots of supplies at the store."

"We don't have electricity because of the storm."

"The water from the flood is two meters high."

"Don't try to leave the house."

"You need to change your travel plans."

"Get extra food and water before the storm arrives."

"A lot of houses were destroyed by the hurricane."

"Move away from all windows during a tornado."

"I'm surprised by the speed of the wind."

"I'm looking at the latest information available."

"Don't believe everything you hear about the storm."

"The landslide didn't cause any injuries."

"Watch TV to find out about the storm."

"Luckily, there won't be a tsunami."

"I haven't heard about any deaths."

"Don't touch any electrical wires or cables on the road after the storm."

"It hasn't rained for over five months."

"A big storm is coming."

"I'm reading the emergency instructions in the newspaper."

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

- ☐ Warn of a dangerous situation.
- ☐ Start a conversation about a disaster in the news.
- ☐ Discuss epidemics.
- ☐ Prepare for a local emergency.

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