

Unit 9 - Natural Disasters

	Title	Reading	Listening	Writing	Speaking
1	A Tragedy and a Miracle	Article	----	Thank you letter	Opinion
2	What to Do in an Emergency in LA	---	Interview	Opinion	Explanation
3	Preparing for a Natural Disaster	Information Poster	----	Prioritizing	Personal Experience
4	I Know What to Do!	Informative	Presentations	Description / Instructional Poster	Listing
5	Neighborhood Help	----	Interview	Opinion	Personal interaction
6	Survival Story	Article	----	Point of view	Prior knowledge
7	Forest Fires	----	----	Tips & Opinion Essay	Expressing opinions / Agreeing and disagreeing
8	The Aftermath of an Earthquake	Informative	---	Rules and Explanations	Background Knowledge
9	Natural Disasters	Description	Presentations	Guidelines	Putting it all together

Overall performance objectives:

- Can discuss personal experiences
- Can express opinion and preference
- Can describe and organize ideas
- Can create guidelines for a given situation
- Can write an opinion essay
- Can write an informative poster
- Can persuade and discuss a variety of topics orally
- Can identify and discuss alliteration

Vocabulary: New

aftermath	critical	exit	involvement	participated	site
appreciation	declare	exposed	journalist	potential	soldiers
approval	depart	faith	kit	prediction	stability
aspirations	department	forest	landscape	prepared	stressful
authorities	depressing	frequent	material	priorities	substances
barbecue	destroy	imagine	medical	procedure	supplies
burning	destructive	immediate	medicine	produce	surface
civilians	distance (v)	initiative	municipal	provision	suspect
collapse	emergency	injury	obvious	rationale	symbol
comprehensive	error	inspect	ocean	recall	temporary
confident	everywhere	intensely	overall	resistant	unfortunately
confirmed	excessive	intensity	panic	satisfactory	valuable
crisis	exclude	investment	paramedic	severe	zone

Chunks, idioms and sayings

about to	turn out
human error	turn to
in the event	turn up
turn down	

Reentered / Reviewed

accurate	complex equipment	experienced	look out for sb	skill
acquire	concern	expertise	maintain	so as to
advanced	consequences	exposed	material	specialize
announce	considerate	extent	municipality	standards
anxious	consists of	failure	occur	structure
anxious	contains	faith	option	suffer
apartment	convey	financial	organization	suitable
apparent	cope with	founded	participate	surrounded
assist	crucial	guidelines	perform	survive
assistance	damaged	in case of ...	place (v)	survivor
assume	destruction	in conclusion	predict	sustained
avoid	diminish	in conclusion	prevent	tendency
break out	document	indicate	properly	valuable
breathe (v)	ensure	intense	quality	variety
by far	entire	intense	recommend	vital
certainly	equipment	irresponsible	release	witness
citizens	essential	life-threatening	resident	worthwhile
community	establish	liquid	responding	
completely	expectation	location	secured	
complex	experience (v) + (n)	long term	senior citizen	

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1 – A Tragedy and a Miracle

1. Let's Talk. Have the students look at the pictures and read the questions. Encourage them to discuss their points of view on the different questions.

2.a. Have the students match the words in column A with the meanings in Column B.

Answers:

- | | |
|------|-------|
| 1. m | 8. e |
| 2. h | 9. l |
| 3. a | 10. f |
| 4. j | 11. g |
| 5. b | 12. k |
| 6. i | 13. d |
| 7. c | |

2.b. Have the students complete the sentences with the words from Column A, Exercise 2.a.

Answers:

- | | |
|----------------|-------------------|
| 1. emergency | 8. civilians |
| 2. medical | 9. soldiers |
| 3. injury | 10. Unfortunately |
| 4. severe | 11. collapsed |
| 5. Overall, | 12. satisfactory |
| 6. depressing | 13. appreciation |
| 7. journalists | |

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3. Let's Talk! Have the students express an opinion on the questions below. Note that this is a pre-reading task to get them thinking about what they are going to read. Encourage the students to share their ideas and their answers. Write some of them on the board to relate to after you read.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#).

Ask questions while reading to ensure comprehension.

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5. Have the students answer the questions according to the article they read in Exercise 4.

Answers:

- 3
1. Experts / very good; 2. Very effective / of high quality
- They were pessimistic / They did not expect to find anyone else alive / Their expectations of finding survivors was low.
1. The equipment they were using (indicated / showed) that someone was alive. / 2. the rescue team and the citizens were more (optimistic / hopeful.)
- 1
- The father lost his wife and his home but he found his baby. / The baby lost her mother but she was united with her father.

6. Let's Write! Have the students write a short thank you letter from Mr. Wasike to the head of the rescue team. They should include the reason they are writing (including a few details from the article) and express their feelings about the rescue. They are to write between 50-70 words, in their notebooks.

Encourage the students to share their letters.

You can use the [Writing Templates](#) on page v in the TG to help you teach and review this.

You can use the [Writing Rubrics](#) on page vi in the TG to help you grade this.

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2 – What to Do in an Emergency in Los Angeles

1. Let's Talk! Pair Work. Have the students work in pairs to discuss the questions presented about emergencies. They should share their ideas when they are finished.

Refer them to the **Tip** box to remind them on how to explain something orally.

2. a. Have the students match the words in column A to the definitions in column B.

Answers:

- | | |
|------|------|
| 1. g | 5. d |
| 2. c | 6. a |
| 3. f | 7. e |
| 4. b | |

2. b. Have the students choose the best answer that shows the meaning of the words in bold.

Answers:

- | | |
|------|------|
| 1. a | 5. b |
| 2. b | 6. a |
| 3. c | 7. b |
| 4. c | 8. a |

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3.a. Have the students decide if the word has a negative connotation or not. If yes, they have to give an example to explain in what way it's negative, in their notebooks.

Answers:

- | | |
|---|----------------------------------|
| 1. no | 8. usually yes |
| 2. no | 9. no |
| 3. yes | 10. no |
| 4. yes and no (if they say yes, they could explain that departing could be leaving and it might be sad) | 11. no |
| 5. no | 12. not necessarily but could be |
| 6. yes | 13. no |
| 7. yes | 14. no |
| | 15. no |

3.b. Have the students fill in the missing words to complete the passage. They should use the words in Exercise 3.a.

Answers:

- | | |
|--------------|------------------|
| 1. departed | 6. authorities |
| 2. supplies | 7. comprehensive |
| 3. medicine | 8. crisis |
| 4. zone | 9. initiative |
| 5. excessive | 10. ocean |

4. Listening Comprehension.

Have the students listen to the presentation by Officer Better, to the girls at school in Los Angeles. They should then answer the questions in their books.

It's a good idea to have them read the questions prior to listening.

Play the interview twice to enable the students to check their answers.

Interview Transcript

Principal: Good morning, girls, and welcome to our special program on safety. We are happy to present Officer Betty, from the Los Angeles Police Department, who is here to convey an important message to all of us.

Officer: Good morning girls. As you know, Los Angeles is a beautiful city. However, you are certainly aware of the fact we also experience natural disasters from time to time. First of all, we live in an earthquake zone. I am sure you all remember the earthquake that occurred a few years ago. In addition, there are times when an earthquake in the ocean can bring a tsunami that will cause flooding along the coast. A tsunami can be very dangerous and can endanger anyone near the coast and cause houses to be destroyed. In addition, California often suffers from large forest fires, often caused by human error, such as when people start a fire and do not make sure that it is entirely put out. Forest fires can burn down many trees and sweep across large areas of land, putting people's homes and lives in danger.

Now, I am not here just to mention all the reasons why we might have emergency situations. What I am hoping to do this morning is to teach you how to plan ahead and be prepared for these situations.

The first thing you must do is to have a comprehensive emergency plan - so that in case you do have to leave your home, you can do so quickly and safely. That means that every person in the family must know where to meet in times of danger, and who is in charge of bringing the baby or smaller children to the meeting place. Your parents should have a list of safe locations, such as homes of relatives, where the family can stay until the danger passes. Before departing for a safer place, it is recommended to turn off the electricity, the water, and the gas in the house, therefore there should be a few members of the family who know how to do that. In addition, it is crucial to have an emergency kit that contains a flashlight, medicine, bandages, and any other supplies that the members of the family may need.

Now that I have mentioned a few important points about what to do, I will give you a few examples of the things that you should not do. First of all, don't panic. Take a moment to breathe deeply, and calmly decide which actions are necessary to take. Secondly, do not assume that the safest place for you is at home. If the authorities are recommending that you leave your home and go to a safer place, it is essential that you listen to them. If you live in an apartment building, go down the steps rather than taking the elevator.

Another important point is to avoid excessive use of the phone. In a crisis, it is important to keep the telephone and cellphone lines open. If you have to make an important call, do so, but keep your conversation short so that other people can also use their phones. Using the phone more than necessary is irresponsible, and can prevent others from using the phone for emergency calls.

Lastly, do not forget about your neighbors. If there is an elderly neighbor who lives alone, he or she may be in need of your assistance. Take the initiative and offer to help or find someone else who could help him reach safety.

By following these directions, and with the help of Hashem, we hope that all of the residents of the city will be able to cope with emergencies safely.

Answers to the questions

- a. 1
- b. 3
- c. Any two of the following: gas / water / electricity
- d. 4
- e. 2
- f. An elderly neighbor / a neighbor

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3 – Preparing for a Natural Disaster

1. Let's Talk. Pair work. Have the students discuss helping in an emergency situation. If they have helped, they should share their story. If not, they should tell about someone who has. They are to use the questions to guide them.

Have the pairs share their stories.

2. a. Have the students write the synonym next to each word.

Answers:

- | | | |
|------|------|------|
| 1. d | 4. h | 7. f |
| 2. b | 5. i | 8. c |
| 3. g | 6. e | 9. a |

3. Have the students complete the sentences using the new words in Exercise 2.

Answers:

- | | |
|----------------|--------------|
| a. exit | f. prepared |
| b. destructive | g. stability |
| c. priorities | h. municipal |
| d. predictions | i. resistant |
| e. distance | |

4. Have the students read the sentences and decide if they are true or false. These are all directly connected to earthquake preparedness and knowledge and will serve as a pre-reading to the passage in Exercise 5.

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5. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#).

Ask questions while reading to ensure comprehension.

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6. Have the students answer the questions according to the text they read in Exercise 5, in their notebooks.

Answers:

- a. 1
- b. Anything that shows they understood the fear and what might happen. *They might fall down, they might get hurt, they might be scared, things might fall on them, the walls might collapse.*
- c. *The order shows which are the best options and that you should always try to follow the ones from the beginning.*
- d. *To prevent an explosion*
- e. *It could prevent loss of life and property damage / the building will be resistant to an earthquake and not be destroyed*
- f. Any two of the following: *shelves and heavy objects falling, broken glass from windows or glass doors, fire breaking out, gas leaking causing an explosion.*
- g. 2

7. Have the students choose three items from the list and explain why they think these are the most essential items to have. They are to explain their reasoning behind the choices, in their notebooks.

Encourage the students to share their ideas.

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4 – I Know What to Do!

1. Let's Talk! Group work. Have the students work in small groups of 3-4. They are to make a list of possible emergency situations in each locale presented. When they are done, have the groups present and compare with the other groups. Write the ideas on the board, as they will need it later on. See how many different situations the class was able to come up with.

2. Have the students complete the passage with the words in the bank.

Answers:

- | | |
|----------------|-------------|
| 1. earthquakes | 6. designed |
| 2. priorities | 7. properly |
| 3. prepared | 8. assist |
| 4. advance | 9. distance |
| 5. place | 10. exit |

Do you know? Discuss the issue of phrasal verbs. The students have seen this before but now they are going to learn phrasal verbs with the verb 'turn'.

3. a. Have the students match the phrasal verb with the synonym in the chart.

Answers:

- | | |
|------|------|
| 1. b | 3. a |
| 2. c | 4. d |

3.b. Have the students use the phrasal verbs in Exercise 3.a. to complete the sentences.

Answers:

- | | |
|--------------|----------------|
| 1. turn to | 3. turned out |
| 2. turned up | 4. turned down |

4. a. Let's Write! Have the students choose one of the 4 given situations and write a short paragraph, between 50-70 words, describing the situation and what they would do, in their notebooks.

4.b. Pair Work. Have the students work in pairs. They are to choose one of the two situations worked on in Exercise 4.a. and create an instructional poster to help others learn what to do in the same situation. Their poster should relate to what should be one to help, what steps need to be taken, who to call and any other point they feel is important.

They are to then present the poster to the class.

You can assess the students using the [Speaking Rubrics](#) on page x in the TG.

If it's possible, hang the posters up on the walls in class so the class can read each other's work.

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5 – Neighborly Help

1. Let's Talk. Group Work. Have the students work in small groups of three to discuss the questions provided. They should discuss them for two minutes and then share their ideas with the class.

2. a. Have the students match the words and the definitions.

Answers:

- | | |
|------|------|
| 1. e | 5. b |
| 2. d | 6. h |
| 3. f | 7. a |
| 4. c | 8. g |

2.b. Have the students complete the passage with the words in 2.a.

Answers:

- | | |
|----------------|------------------|
| 1. aspirations | 5. frequent |
| 2. approval | 6. paramedics |
| 3. provision | 7. immediate |
| 4. confident | 8. participation |

3. a. Have the students look at the pictures and read the statements. They are to decide which ones they think they'll hear about that in the interview. If they think they will hear it, they should place a tick in the before listening column. After they listen, they should tick which ones they really heard about. Answers below the transcript.

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3. b. Listening Comprehension.

Have the students listen to the interview between Rabbi Asher Cohen and Yossi, a volunteer from Hachovesh. They should then answer the questions in their books.

It's a good idea to have them read the questions prior to listening.

Play the interview twice to enable the students to check their answers.

Interview Transcript

R. Cohen: Good evening parents of Har Nof. I am Rabbi Asher Cohen. We are happy to have with us this evening a member of the volunteer emergency medical service, Hachovesh, Yossi Berkowitz. Welcome, Yossi.

Yossi: Thank you very much for having me and giving me the opportunity to share information about our organization. I am here to answer questions from the moderator and from the audience.

R. Cohen: Yossi, it was very kind of you to come to this meeting. First of all, can you tell us a little background information about Hachovesh?

Yossi: Certainly. In 1988 about the time that the new Har Nof neighborhood was established the previous Bostoner Rebbi, לצ"ל, may his memory be blessed, who was a resident of the neighborhood, gave his approval and support for the founding of Hachovesh.

R. Cohen: What was the goal of the organization?

Yossi: The organization has two major aspirations. The first one is to maintain the highest medical standards both with the quality of the volunteers and the equipment used. This includes frequent training and retraining of volunteers to keep the treatment at the highest standard. The second one is to keep the strictest halachic rules of Shabbat, with rabbinical approval, along with guarding of human life.

R. Cohen: These are very important aspirations, but how does the organization run?

Yossi: The organization operates a 24 hour a day, seven days a week emergency telephone line. Most of the calls are for an emergency that needs immediate medical assistance. In addition, any resident of the neighborhood can call for advice for a variety of medical situations. Another job Hachovash does is to help find missing children or adults.

R. Cohen: I'm sure that puts the citizens of the neighborhood more at ease. They are confident that if they need emergency help, it is not far away.

Maybe we should turn to the audience and hear some questions from them. Does anyone have a question?

Mr. Levenson: How many people do you have on your staff?

Yossi: The medical team consists of twenty dispatchers, people taking calls in the center, over eighty volunteer emergency medical technicians, professional doctors and paramedics who give provision for that vital first response. Those few extra minutes can often make the differences between life and death. This all takes place 24 hours a day, 365 days a year, including Yom Kippur! We have also just acquired a new, top quality ambulance for our community. Now we can do an even better job.

R. Cohen: How wonderful. Any other questions?

Mr. Shalom: What is the financial situation of your organization?

Yossi: Our organization is financed by donations only. So, we are always looking for more financial support, any donations that come our way, we are grateful to the people who are willing to give us their money.

R. Cohen: We can take one more question.

Mr. Levi: Yes, I would like to know how long it takes for one of your medics to respond to an emergency call.

Yossi: Here, let me give you an example. Last week, at 12: 07 am, in the middle of the night, a call was received. The woman on the phone was very frightened. She said she thinks her husband had a heart attack. He wasn't breathing and she was very scared. The ambulance arrived at the home of the woman and her husband within 2 minutes and by 12:10, the paramedics were already treating the man. At 12:20, after the medical team treated the husband, they took him to the hospital.

R. Cohen: That is an amazing story. Do you have any others that show how Hachovesh emergency responders have help save lives?

Yossi: Of course. Thursday afternoon, a charedi male in his 20s crashed into a pole with his electric bike on Chai Taib Street in the Har Nof neighborhood of the capital. He sustained a moderate head injury. Hachovesh Har Nof treated the victim and transported him to Hadassah Ein Kerem Hospital.

R. Cohen: You make it sound so simple, but it's extraordinary. Can you sum up by telling us another special way Hachovesh first responders helped save people?

Yossi: This story is really exceptional because of the involvement of so many people. In the middle of the night, Mrs. M. woke up to find her husband lying on the bathroom floor. The last thing she did was call the Hachovesh emergency number and then she passed out. The call was traced to find out where the call came from and the ambulance with a team was sent immediately. The volunteers had to break into the apartment and immediately closed the leaky gas line. They then went from room to room finding all ten children and reviving each of them. This was a case where the twelve lives of the M family were saved by the speedy action of the Hachovesh paramedics.

R. Cohen: Yossi, that is such an amazing story. It is so inspiring to hear about the work that Hachovesh does for the Har Nof neighborhood and learn about how many lives were saved because of this organization. Thank you, Yossi for your great work and for sharing with us this evening.

(sound of applause from the audience.)

Yossi: Thank you, Rabbi Cohen, for having me and I hope the parents here tonight will help us in the future and support our cause.

Answers to the questions:

- | | |
|------------------------------------|---------|
| 1. b | 4. c |
| 2. 24 hours a day, 365 days a year | 5. b, e |
| 3. True | 6. c |

Answers to the chart in 3.a.

- | | |
|--------|--------|
| 1. yes | 4. yes |
| 2. yes | 5. no |
| 3. no | 6. no |

5. Let's Write! Have the students write their opinion in a few words. They should write between 40-60 words in their notebooks. Encourage them to share their points of view.

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6 – Survival Story

1. Let's Talk! Have the students look at the pictures and match the name of the storm to the picture.

Then discuss the different types of storms or phenomena and see what each student already knows.

Answers:

- | | |
|--------------|--------------|
| a. hurricane | e. tsunami |
| b. blizzard | f. flood |
| c. tornado | g. ice-storm |
| d. hailstorm | h. firestorm |

NOTE: Here is more information about each type of storm to help you explain them to your students. You might want to write the names of each storm type on the board and then after you explain the significance of each one, then have them identify the pictures.

- A **hurricane** is a storm with winds of 120 kmph or more. Hurricanes are tropical cyclones that form over the warm, humid air near the equator in the Atlantic Ocean and the Caribbean. A hurricane's winds range from 120 kmph and can exceed 250 kmph, and carry 15-30 centimeters of rainfall and bring storm surges near the coast. Most Atlantic hurricanes average nine days but the hurricanes that form in August average 12 days.
- A **blizzard** is a very heavy snowstorm with strong winds.
- A **flood** is an overflowing of a large amount of water beyond its normal confines, especially over what is normally dry land.
- A **tornado** is "a violently rotating column of air, in contact with the ground, or underneath a cloud, and often (but not always) visible as a funnel cloud". For a vortex to be classified as a tornado, it must be in contact with both the ground and the cloud base.
- A **tsunami** is a series of waves in a water body caused by the displacement of a large volume of water, generally in an ocean or a large lake. Earthquakes, volcanic eruptions and other underwater explosions above or below water all have the potential to generate a tsunami.¹
- An **ice storm** is a type of winter storm characterized by freezing rain.
- A **hailstorm** is formed when raindrops are carried upward by thunderstorm updrafts into extremely cold areas of the atmosphere and freeze. Hailstones then grow by colliding with liquid water drops that freeze onto the hailstone's surface
- A **firestorm** is a conflagration which reaches such intensity that it creates and sustains its own wind system. It is most commonly a natural phenomenon, created during some of the largest bushfires and wildfires.

2. Have the students choose the best definition for each word in bold based on context.

Answers:

- | | | |
|------|------|------|
| a. 1 | e. 2 | i. 1 |
| b. 2 | f. 1 | j. 3 |
| c. 2 | g. 1 | k. 2 |
| d. 3 | h. 2 | |

3. Have the students complete the sentences with the words in bold from Exercise 2.

Answers:

- | | |
|-------------------------|------------------------|
| a. landscape, confirmed | e. intensely, critical |
| b. temporary | f. faith |
| c. symbol | g. intensity |
| d. recall, participated | h. valuable |

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4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#).

Ask questions while reading to ensure comprehension.

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5. Have the students answer the questions in their notebooks according to the article in Exercise 4.

Answers:

1. F 2. T 3. T 4. F. 5. T
- 1, 4
- Justin pulled the cable and lifted the door by hand.
- There were fallen trees, smoke and fire all over
- 1, 3, 7
- the only thing that survived is the etrog.
- To show that they were left with nothing/ to show how strong they are to survive after such a loss

6. Let's Write! Have the students write about an item that is valuable to them and whether they would risk their life to save it. Encourage them to share their ideas.

Page 210:

7 – Forest Fires

1. Let's Talk! Have the students discuss the questions presented. Encourage them to express their ideas in as much detail as possible.

Option: Have the students work in small groups to discuss the issue and then present their ideas to the class.

When they are done, have the groups share their findings.

2. a. Have the students match the beginnings to the ends of each sentence.

Answers:

- | | |
|------|------|
| 1. d | 5. g |
| 2. c | 6. e |
| 3. f | 7. b |
| 4. a | |

NOTE: This makes up a short story about preventing forest fires when barbecuing. Discuss the content after you have checked it.

b. Have the students answer the question according to the paragraph they just put together.

Possible answers:

This is because forest fires are caused by human error and if you forget or don't make sure to put out the barbecue fire, it could cause a fire.

3. Let's Talk! Have the students work in pairs to come up with at least 4 tips on how to prevent a kitchen fire in their homes.

Have them share their ideas with the class.

4. Let's Write! The students are to write an opinion essay on the topic of preventing fires or being ready for an emergency. They are to relate to the questions provided. They can use the information in the unit thus far to help them along.

They are to write between 100-140 words in their notebooks.

Encourage them to share their ideas.

You can use the [Writing Templates](#) on page v in the TG to help you teach and review this.

You can use the [Writing Rubrics](#) on page vi in the TG to help you grade this.

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8 – The Aftermath of an Earthquake

1. Let's Talk! Have the students discuss the questions. Remind them that they learned about earthquake safety in lesson 3 and see what else they know.

2.a. Have the students choose the correct meaning for the words in bold.

Answers:

- | | | |
|------|------|-------|
| 1. a | 5. a | 9. a |
| 2. c | 6. a | 10. b |
| 3. b | 7. c | |
| 4. b | 8. b | |

2.b. Have the students choose the word that is **NOT** an example of something being described.

Answers:

- | | |
|------|------|
| 1. c | 3. b |
| 2. b | 4. a |

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3. Have the students write a sentence that relates to the description given in each one. They should use the vocabulary words in bold in their sentences.

Encourage them to share their sentences with the class.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

Text based on <https://www.usgs.gov/faqs/what-do-i-do-after-earthquake>

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5. Have the students answer the questions according to the article they read in Exercise 4.

Answers:

- 4
- Damaged electric wires & broken gas pipes. They MUST note that they are broken or damaged, hence the possibility to cause a fire.*
- 2, 3
- 3
- Rules and Rationale*
 - Wipe up any surface on which there are signs of medicine or cleaning liquids.*
 - Keep your feet protected when you first come home after an earthquake.*
 - Open closets carefully as things may fall off the shelves.*
- a

6. Let's Write! Have the students write a short paragraph expressing their opinion on which of the rules is extremely important in Israel too and which one isn't at all. They should write between 50-70 words in their notebooks. Encourage them to share their ideas.

You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Page 214:

9 – Natural Disasters

1. Let's Talk! Have the students express their ideas and opinions on the questions presented. Encourage them to talk about as many different points of view as they can. This is based on the information they have acquired this unit and their own personal knowledge.

2. Have the students write the correct word for each explanation.

Answers:

- a. stressful
- b. produce
- c. procedure
- d. in the event
- e. imagine
- f. panic

3. Let's Talk and Write! Group Work. Have the students work in small groups of 3-4 to plan and write up guidelines for keeping the campers safe in the event of a hurricane. The students can use their answers in Exercise 3.b. and the questions provided in this exercise to guide them.

They should write their guidelines in an organized fashion, as a set of rules.

You can use the [Writing Rubrics](#) on page vi in the TG to help you grade this.

4. Let's Present! Have each group present their guidelines to the class. Have the students note if they have similar ideas. While they listen they should write down the ideas that are the same as their own and any that they feel are good but their group didn't think of.

You can assess the students using the [Speaking Rubrics](#) on page x in the TG.