



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is a disaster declaration?
- 2 When might a leader issue a disaster declaration?

Reading

2 Read the textbook excerpt. Then, choose the correct answers.

- 1 What is the excerpt mostly about?
 - A the economic impact of disaster relief
 - B official declarations made in relation to crises
 - C disasters that result in emergency situations
 - D the proper assistance declaration process
- 2 What can you infer about major disaster declarations?
 - A They are being replaced by emergency declarations.
 - B The head of state can independently issue such a declaration.
 - C They can be issued prior to a disaster actually occurring.
 - D They are more beneficial than emergency declarations.
- 3 What is the problem with federal government funding?
 - A It may not be equal to the damage.
 - B Its economic effect is not proven.
 - C It must pass through the governor's office.
 - D It comes at the expense of other resources.

Emergency Management

Disaster Declarations

In the event of disaster, there are two types of declarations. The **head of state** may **issue** an emergency declaration. This usually occurs when **authorities** have **recognized** a likely threat. The disaster may still be pending. The governor can **request** this declaration. However, the president can also step in if he or she chooses. This official action achieves several goals. It gives additional support to the affected regions. This includes **assistance** with evacuations and public **asset** protection. It **supplements** the efforts of local **leaders**. An emergency declaration offers a limited form of assistance.

The second kind of declaration is a major disaster declaration. A state governor must request one of these. The president makes this form of announcement after a disaster occurs. The impact of the disaster needs to be beyond local **capabilities**. Under these conditions, the government agrees to provide more **resources**. Federal **funds** help states, communities and individuals **recover**. However, the system is not without its flaws. Disasters often have a long-term environmental and **economic** effect. There is no guarantee that government funds will cover the damage. A major disaster declaration certainly allows for additional aid. But the rebuilding and recovery effort can take years.

Vocabulary

3 Read the sentence pairs. Choose which word best fits each blank.

1 recognize / issue

- A The governor asked the president to _____ a major disaster declaration.
- B The emergency management team was able to _____ the threat and avert the crisis.

2 funds / declarations

- A The local government ran out of disaster relief _____.
- B There are two possible kinds of _____ that can be announced.

3 resources / leaders

- A The city's _____ were overburdened and there was not enough equipment.
- B The state _____ gathered to discuss disaster preparedness measures.

4 Match the words or phrases (1-7) with the definitions (A-G).

- 1 ___ asset
- 2 ___ assistance
- 3 ___ authorities
- 4 ___ capability
- 5 ___ economic
- 6 ___ head of state
- 7 ___ request

- A a country's main representative or leader
- B people in official positions of power in a certain country or region
- C property or cash that a government or business owns
- D the ability, power or resources to do something
- E to ask for something in a formal manner
- F associated with the trade, industry and management of money for a specific country or region
- G help or aid that is given to a person or group

5 Listen to and read the textbook excerpt again. When is an emergency declaration usually issued?

Listening

6 Listen to a conversation between an emergency manager and a local leader. Mark the following statements as true (T) or false (F).

- 1 ___ The hurricane damage was not as extensive as anticipated.
- 2 ___ The man suggests seeking federal help.
- 3 ___ The woman has the information the head of state requires.

7 Listen again and complete the conversation.

Emergency Manager: The hurricane was much stronger than we anticipated.

Local Leader: I know. The damage is extensive. I hadn't expected this 1 _____.

Emergency Manager: 2 _____ that ten percent of the local population is unable to return home.

Local Leader: We just don't have 3 _____ to handle that. Obviously, we need to provide shelter and aid to these individuals.

Emergency Manager: Have you considered 4 _____ the governor issue a major disaster declaration?

Local Leader: I've thought about it. Do you think our current circumstances 5 _____ a major disaster?

Emergency Manager: Yes, I do.

Local Leader: We could definitely use the additional 6 _____. I want to provide my citizens with as much assistance as possible.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I hadn't expected ...

Have you considered ...? / I'd advise you to ...

Student A: You are an emergency manager. Talk to Student B about:

- a hurricane damage
- major disaster declarations
- funding and resources

Student B: You are a local leader. Talk to Student A about aid needed after a hurricane disaster.

Writing

9 Use the textbook excerpt and the conversation from Task 8 to write a memo from the emergency manager to the rest of the emergency workers. Include information about the major disaster declaration, possible resources, and the recovery effort.

Glossary

- survivor** [N-COUNT-U11] A **survivor** is someone who continues to live after an event that could have killed them.
- sustainability** [N-UNCOUNT-U14] **Sustainability** is the practice of making sure that something is done by methods that do not harm, or which have a minimal impact on the environment.
- sustainable** [ADJ-U2] If something is **sustainable**, it is able to continue for a long time, at the same level or rate.
- tabletop** [ADJ-U12] If an exercise is **tabletop**, it is an interactive, discussion-based session involving representatives from different organizations who discuss hypothetical events in a casual setting.
- tactful** [ADJ-U9] If someone is **tactful**, they speak and behave in a way that is unlikely to upset, embarrass, or offend others.
- tactical** [ADJ-U4] If something is **tactical**, it is done as part of a plan in order to achieve a bigger goal.
- task** [N-COUNT-U8] A **task** is work or an activity that you have to do, even if it is difficult or unappealing.
- task force** [N-COUNT-U10] A **task force** is a group of people, formed for a short time, in order to deal with a specific problem or situation.
- team** [N-COUNT-U7] A **team** is a group of people who work together to do a specific job.
- temporary** [ADJ-U11] If something is **temporary**, it is done or lasts for a limited period of time.
- THIRA** [ABBREV-U3] **THIRA** (Threat and Hazard Identification and Risk Assessment) is a risk assessment process that FEMA (Federal Emergency Management Agency) began using in 2012. It is a 3-step risk assessment process that helps understand risks and determines the level of capability needed to address them.
- tool** [N-COUNT-U11] **Tools** are types of handheld equipment that you use to do a specific task or job.
- transient** [ADJ-U6] If someone is **transient**, he or she is only staying in a place for a short period of time, such as a tourist.
- transition** [N-COUNT-U10] A **transition** is the process of changing from one form, state, or condition to another.
- triage** [N-UNCOUNT-U7] **Triage** is a method of prioritizing the order in which people receive medical care, according to the severity of their injuries.
- trust** [N-UNCOUNT-U5] **Trust** is the confidence that a person or organization acts in honest or ethical ways.
- two in** [PHRASE-U7] **Two in** is part of a policy that requires a minimum of two firefighters to enter a hazardous area together. They must be able to see or hear each other at all times.
- two out** [PHRASE-U7] **Two out** is part of a policy that requires one of the two firefighters working outside a hazardous area to be responsible for keeping track of, or rescuing the firefighters inside.
- unified** [ADJ-U4] If agencies, teams, forces are **unified**, they are made from more than one individual but they are acting or being treated as a single group.
- unsolicited** [ADJ-U13] If something is **unsolicited**, it is not asked for and is perhaps unwanted.
- verify** [V-T-U8] To **verify** something is to discover or prove whether it is true or accurate.
- void** [N-COUNT-U7] A **void** is an area of entrapment, found inside collapsed or damaged buildings. It is a space where a victim may be stuck or have taken shelter.
- workshop** [N-COUNT-U12] A **workshop** is an occasion when a group of people meet to learn about a specific subject or work toward an established goal. Participants are actively involved in this process.