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Addressing Linguistic Isolation through Community Based ESL and Emergency Preparedness

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Addressing Linguistic Isolation through Community Based ESL and Emergency Preparedness

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Lisa Guay
December 2023

Addressing Linguistic Isolation through Community Based ESL and Emergency Preparedness

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by
Lisa Guay
December 2023

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

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Instructor/Chairperson

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Date

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ABSTRACT

Linguistic isolation acts as a barrier to the well-being and social integration of Limited English Proficient (LEP) adults. Community-based English as a Second Language (ESL) classes, designed with learner-centric curricula, may help LEPs gain access to social and navigational capital in the form of English proficiency, confidence and social integration. Community-based ESL programs provide adult English Language Learners (ELLs) with a path to English proficiency and social integration, but curricula should be geared toward ELLs' needs. There is a need for ESL curricula focused on emergency and disaster preparedness, curricula which may contribute positively to adult ELLs' speaking skills and pragmatic competence when navigating crisis situations. The purpose of this field project is to develop emergency preparedness ESL lessons for adult learners who attend community-based ESL classes.

Document analysis of current textbooks was conducted in order to determine where there were gaps in instruction for adult learners attending ESL classes. This field project is informed by the theoretical frameworks of Malcolm Knowles's theory of andragogy and Tara Yosso's theory of community cultural wealth as these apply to adult English language learners.

The form of the project is a student workbook, the themes of which are emergency and disaster preparedness. The workbook contains exercises in speaking, reading, listening and writing. This workbook is a potential resource for teachers who want to supplement ESL lessons with emergency preparedness exercises.

CHAPTER I

INTRODUCTION

A collaboration between a university and a neighborhood church is one inspiration for this field project. In Spring 2022, I was part of a group from the University of San Francisco's (USF) graduate Teaching English to Speakers of Other Languages (TESOL) program who met with the pastor from Saint Agnes Church, located about six blocks from the university. The purpose of the meeting was to conduct a needs analysis and language assessment for parishioners interested in taking English as a Second Language (ESL) classes. All of the potential English Language Learners (ELLs) were native Spanish speakers. The USF team used test results from that first meeting to assign students to appropriate class levels, to select textbooks, and to create lesson plans. Classes began only a few weeks later, with USF TESOL graduate students teaching the classes, and Saint Agnes volunteers and staff administering the program.

I appreciated the way my USF colleagues quickly developed lesson plans, and in turn supplemented textbook materials with their own exercises tailored to their students' needs. I also appreciated my students, adult novice ELLs who were motivated to attend an evening class after being in the workplace all day. Although these students had lived and worked in San Francisco for years, they didn't use very much English in their daily lives. At different times during the semester, students expressed how difficult it could be to buy a backpack (in English) or to navigate health care (in English). The students' frustration at not having access to English reminded me of a person stranded on a remote island surrounded by ocean water. Water is everywhere but the island-dweller can't access (drink) it. I wondered how and why adult ELLs are motivated to learn, and how instructors could tailor lesson content, grammar and pragmatics to adult learners' specific needs, while taking into account their wealth of life experience. The

USF-Saint Agnes collaboration brought about a ready-made, in-person community just as COVID-19 global pandemic restrictions were easing up; both students and teachers have commented that the environment was welcoming and supportive. The faith-based nature of the program motivated me to explore the question of whether community-based ESL programs fill different social and educational needs than standard community college or refugee ESL programs.

Another inspiration for this project is the volunteer group Neighborhood Emergency Response Team (NERT). NERT is a community-based organization of volunteers who have received training in basic disaster response skills, and who agree to supplement official emergency personnel in the event of a disaster. The Federal Emergency Management Agency (FEMA) oversees NERT; in San Francisco, the San Francisco Fire Department (SFFD) implements the training. NERT training prepares civilians to plan ahead for disasters, to respond rationally in the midst of disasters, and to regroup and rebuild post-disaster. My NERT training was in English; the accompanying Student Manual is written in English. I thought about how some of the NERT advice would be useful if adapted to the needs of St. Agnes students. While their ESL textbooks did feature a chapter on health, these didn't offer lessons on how to deal with local emergencies and disasters. Given the global uptick in extreme weather events, and the fact that San Francisco is affected by both wildfires and earthquakes, ESL lessons tailored to these topics seemed to be a practical idea. The purpose of this field project is to develop emergency preparedness ESL lessons for adult learners who attend community-based ESL classes.

Statement of the Problem

In 2022, immigration to the United States of America started rising again after several years of lull due to the COVID-19 global pandemic (Ward and Batalova, 2023). According to the Migration Policy Institute, the majority of individuals emigrating to the United States are adults, with a median age of 47. Working age adults comprise 77 percent of this demographic, and approximately 34 percent have at least a bachelor's degree (Ward and Batalova, 2023). There are an estimated 43 million people living in the United States who were not born here; this number represents 13 percent of the U.S. population (Ward and Batalova, 2023). Even though many of the country's newest arrivals have college degrees on par with those of American citizens, there are many newcomers and long-term residents who do not speak English very well; the term Limited English Proficient (LEP) refers to persons five years of age and older who do not speak English very well. LEP immigrants make up 46 percent, or 20.8 million people, of the 2021 U.S. immigrant population (Ward and Batalova, 2023). Adult LEPs face various interrelated obstacles which may prevent them from becoming proficient in English and integrating socially into their communities. Meeting the needs of LEPs will continue to be an on-going issue.

Another issue for LEPs is linguistic isolation, a socioeconomic indicator measured by the United States Census Bureau (American Community Service Reports, 2022). Linguistic isolation can act as a barrier to the well-being and social integration of LEP adults. The U.S. Census includes a three-question survey about the languages spoken in the respondent's home environment (American Community Service Reports, 2022). In preparation for the 1990 U.S. Census, the Census Bureau developed a way to measure the demographics of households which might need language assistance in order to communicate with government and social services, or to understand emergency alerts in the event of a disaster. The resulting measurement, linguistic

isolation, refers to the percentage of households where no one over age 14 speaks English well (California Office of Environmental Health Hazard Assessment (OEHHA), 2022). According to OEHHA, a California government agency whose mission is to advance equity and environmental justice by calling attention to the ways disadvantaged groups in the state of California suffer disproportionately from environmental pollutants and environmental hazards, 9% of California households are linguistically isolated. Linguistic isolation, or limited English, is significant because, similar to other socioeconomic indicators such as poverty, unemployment and low education, it correlates with an overall lower quality of life and a lack of access to social, medical, environmental and other community benefits. Linguistic isolation is also significant because it can fluctuate over an individual's lifespan; an LEP adult may easily become linguistically isolated, and therefore cut off from social resources, when other English proficient adults move out of the household (Gubernskaya & Treas, 2020). Access to English instruction potentially affords LEPs access to English language proficiency and social capital (Nawyn, et al., 2012).

English language classes for adult ELLs, however, are in short supply in the United States. The current state of adult ESL classes in the U.S. is less than optimal, with not enough slots available for the millions of adult language learners who need English instruction; one estimate is that only 11% of the non-native population is enrolled in federal and state ESL programs (Eyring, 2014). Non-credit, community-based adult ESL classes can be worthwhile options, and fill an educational gap, for underserved adult LEPs who lack the time and money to take community college classes (Durham & Kim, 2018). Despite this need, community-based ESL classes are an overlooked and under-researched area in the ESL field. The limited research on community-based adult ESL classes suggests that mismatched curricula, lack of standards,

insufficient funding, and inconsistent teacher training are potential issues (Doyle, 2021).
Research also suggests that adult ELLs benefit when community-based ESL programs adapt curricula and lesson plans to adult students' specific needs. In general, community-based ESL programs would benefit by partnering with university-level TESOL departments and the research conducted by those departments (Snell, 2013).

Finally, lack of access to English can present challenges for LEPs who just want to navigate through their daily lives. This includes having access to emergency services and emergency preparedness resources. Non-native speaker (NNS) callers, in the absence of translators or English-speaking family members, may not be able to ask for and receive help during emergency calls (Garcia, 2022). LEP immigrants and residents are disproportionately affected when disasters and emergencies disrupt a community (Eisenman, et al., 2009); however, these communities are often overlooked by federal and community agencies during emergency and disaster preparedness programs. When ELLs don't have a grasp of emergency pragmatics, their spoken output can be misinterpreted, and crucial information may be lost or overlooked. Local governments have the means to include LEPs in emergency preparedness processes, but must be sensitive to culturally targeted community outreach, language proficiency issues, and mistrust on the part of vulnerable populations (Wang, et al., 2008). Government agencies which join forces with community-partner organizations, such as community-based ESL programs, can help ELLs to bridge the information gap over emergency preparedness and to build more resilient communities. In conjunction with disaster preparedness training, an emergency-specific vocabulary instruction approach has the potential to increase ELLs' levels of English language proficiency, acquisition, and confidence in how they use English before, during and after disaster events (Yip et al., 2013).

Purpose of the Project

The purpose of this field project is to develop lesson modules geared toward adult learners who attend community-based ESL classes. Specifically, these learners are adults who are not necessarily bound for community college, but neither are they newcomer, non-English speaking refugees who are only starting to establish themselves in the US. The ELLs for whom this workbook is designed occupy a somewhat under-researched space in the TESOL universe between the two cohorts listed above. For example, they have lived and worked within their communities for years and even decades; they have formed social networks through church, work, school and other social groups; however, they do not enjoy sufficient daily practice in speaking, reading, and writing English to be able to use the language confidently and proficiently. The form of the project is a four-unit workbook comprising content and themes on daily emergency or larger disaster preparedness. Each content-based module will feature exercises in speaking, reading, listening and writing. Additionally, the workbook will feature exercises that work on developing pragmatic skills with respect to emergencies. This workbook is needed because it fills a gap in ESL materials development. In general, adult ESL textbooks are created with content more relevant to college students; alternatively, textbooks designed for newcomer ELLs may focus on developing basic, survival English skills. The workbook also fills a gap because it concerns community-level emergency preparedness, a topic that most textbooks don't cover. The workbook could be of interest to the administrators and instructors of community-based programs who want to supplement their lessons on health and doctor's appointments. Additionally, the workbook may be useful to TESOL graduate students who are looking for ideas for emergency preparedness ESL lessons.

Theoretical Framework

The theory of andragogy and the theory of community and cultural wealth will be used as theoretical frameworks for this field project. The theory of andragogy, developed by Knowles (1978), proposed a theoretical framework for teaching adults. According to Knowles, adult education should be designed with a "curriculum built around the students' needs and interests" (p. 10). Lessons should be situation-based, where a situation is defined as work, free time, family, or community. The learner's prior experience is considered to be the most important resource. Learners value their daily situations, problems, and barriers to well-being. Building on Knowles's original work, Ozuah (2016) describes how andragogy arose because the Western educational system was frozen in the pedagogical approach, which is child-centered and in which learners are viewed as dependent entities. Andragogy assumes that the adult learner is self-directing and independent. Also the adult learner has a readiness to learn and is driven by internal pressure, motivation, and the desire for self-esteem and goal attainment. Most importantly, andragogy posits that curricula be centered around subject matter useful to the learner.

A related work is that of Yosso (2005), who developed a model of community cultural wealth in response to Bourdieu's (1977) theory of cultural capital. Yosso's model challenges the traditional interpretation of cultural capital theory. The claim is that cultural capital theory valorizes only the types of knowledge deemed important to the middle classes. Yosso outlines six types of cultural wealth that have value to marginalized groups: aspirational, social, linguistic, familial, resistant and navigational. The author discusses how community cultural wealth is related to knowledge, skills, abilities, and contacts. For instance, linguistic capital refers to the language proficiency and social skills gained through communication in more than

one language. Social capital is the support provided by "networks of people and community resources" (p. 80). Navigational capital represents the skills and abilities needed to navigate through social institutions, including academia (p. 80). Taken together, these authors provide a rationale for understanding why it is important to tailor curricula and instruction to the linguistic and social needs of adult learners.

Methodology

This field project will be informed by a brief document analysis of instructional materials designed for adult ESL students. Document analysis will be used because there are already many electronic and physical texts containing curricula and lesson plans designed for adult ESL teachers and learners. Because this study has time constraints and will not include original field research, data analysis offers readily available research material. Data collection will include analysis of content and theme-based adult ESL lesson plans. It will also include analysis of curricula designed for small, community-based ESL programs. For example, the TESOL graduate students who teach at the Monterey Institute on International Studies, a community-based ESL program, published an electronic document containing the student needs analysis and curriculum they custom-built for their program. Once the data is collected and analyzed, it will be used to inform my workbook for content and theme-based adult ELL training materials where content is tailored to adult learners' needs.

Significance of the Project

This field project may be of interest to teachers and administrators of community-based adult ESL programs because the workbook will provide ready-made, supplementary teaching resources designed for adult ELLs. It may also be important for TESOL graduate students interested in developing and maintaining a local ESL program. This workbook is needed because it fills a gap in ESL materials development. In general, adult ESL textbooks are created with content more relevant to college students or for newcomer ELLs who need to develop basic, survival English skills. Emergency preparedness ESL lessons may help adult ELLs increase their navigational capital. The workbook also fills a gap because it concerns community-level emergency preparedness, a topic that most textbooks don't cover. The workbook could be of interest to the administrators and instructors of community-based programs who want to supplement the standard lessons on health and doctor's appointments. Additionally, the workbook may be useful to TESOL graduate students who are interested in developing lessons on emergency preparedness. Lastly, the workbook may be of interest to social service agencies who interface with ELLs and LEPs for emergency preparedness training and community discussions.

Definition of Terms

English as a second language (ESL) – the teaching of English to people who speak a different language and who live in a country where English is the main language spoken (The Britannica Dictionary, n.d., Definition 1)

English language learners (ELLs) – students in ESL or EFL programs who cannot communicate in English, and usually come from non-English speaking backgrounds (TESOL International Association)

Limited English Proficient (LEP) – individuals who are five years of age and older who reported on the American Community Survey of the US Census that they spoke English "less than very well." (Migration Policy Institute, 2023)

Linguistic isolation – refers to refers to the percentage of households where no one over age 14 speaks English well (American Community Survey Report, 2022)

Pragmatics – the interpretation of linguistic meaning in context. Linguistic context is the discourse that precedes the phrase or sentence to be interpreted. Situational context refers to knowledge of the world (speaker, hearer, third parties, the belief system of participants, environment, subject of conversation and any other extralinguistic factor which influence the way language is interpreted (Fromkin, 2003)

Teaching English to Speakers of Other Languages (TESOL) - Teaching English to Speakers of Other Languages; the teaching of English to people whose first language is not English, especially in an English-speaking country (Cambridge Dictionary, n.d., Definition 1)

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

The claim of worth for this literature review is that linguistic isolation acts as a barrier to the well-being and social integration of Limited English Proficient (LEP) adults. Community-based English as a Second Language (ESL) classes, designed with learner-centric curricula, may help LEPs gain access to social and navigational capital in the form of English proficiency, confidence and social integration. The body of scholarship that justifies this claim includes three sets of evidence which demonstrate that (a) learning English can help linguistically isolated LEP adults gain access to social and navigational capital; (b) community-based ESL programs provide adult English Language Learners (ELLs) with a path to English proficiency and social integration, but curricula should be geared toward ELLs' needs; and (c) there is a need for ESL curricula focused on emergency and disaster preparedness, and these ESL curricula may contribute positively to adult ELLs' speaking skills and pragmatic competence when navigating crisis situations. The theory of andragogy can be used to frame this body of scholarship. Joint reasoning is used to justify the claim that linguistic isolation acts as a barrier to LEP social integration; community-based ESL classes designed around learner-centric curricula may help LEPs gain access to social and navigational capital in the form of English ability, confidence and social integration. The individual sets of evidence cannot stand alone. However, when the sets of evidence are added together, they warrant the final conclusion. A visual representation of the logic equation is as follows: $(R1, + R2 + R3) \therefore C$ (Machi & McEvoy, 2012, p. 97).

Theoretical Framework: Andragogy and Community Cultural Wealth

This literature review uses a theoretical framework comprising the theory of andragogy and the theory of community and cultural wealth to support the claim that community-based ESL classes may help LEPs gain access to social and navigational capital in the form of English ability, confidence and social integration. In brief, andragogy claims that adult learning and adult learning processes differ from pedagogical ones. This section includes a brief history of the theory of andragogy and begins with a summary of Knowles's (1978) original scholarship proposing a theoretical framework for teaching adults. Building on the work of Knowles, Ozuah (2016) describes how andragogy has been used to develop new theories about adult learners. A work by Yosso (2005) reconceptualizes cultural capital through a Critical Race Theory (CRT) lens, and is used along with andragogy to frame this literature review. The theory of andragogy is used to describe the motivation and needs of adult language learners, while the theory of community and cultural wealth explains the existing forms of social and navigational capital that can be used by language learners who identify as people of color, to support the learning process.

Coined in 1833 by the German educator Alexander Kapp, andragogy refers to learning centered on the needs of adults, in contrast to pedagogy, or learning focused on the needs of children. After the First World War, andragogy became popular in Europe and the United States as a theory of adult learning. In 1926, the American educator and social reformer Eduard C. Lindeman, expanding on the term, defined andragogy as an approach to adult learning based on problem solving, learner self-evaluation of their experiences, and learner assessment of obstacles to self-fulfillment (Ozuah, 2016, p. 83). In Lindeman's view, the teacher's role is that of a guide to learning, rather than that of an authority figure ruling the classroom. In 1978, Knowles's scholarship on andragogy proposed a critical framework for teaching adults and for defining

adult learning abilities. According to Knowles, adult education ought to be situation-based, rather than subject-based, with a "curriculum built around the students' needs and interests" (p.10). A situation could include the domains of work, free time, family, or community. Andragogy treats a learner's prior experience as the most important resource, and values the way learners conceptualize their daily situations, problems, and barriers to well-being.

In 2016, Ozuah, building on Knowles's original work, illustrated how andragogy arose in response to the Western educational system's insistence on the pedagogical approach, which treats learners as dependent entities. Andragogy was used to develop new assumptions about adult learners, namely that the adult learner is self-directing and independent. In an andragogical approach, an adult learner's prior experiences are a robust resource. Also, the adult learner is seen as having a readiness to learn and is driven by internal pressure, motivation, and the desire for self-esteem and goal attainment. Most importantly, andragogy posited that curricula be centered around subject matter useful to the learner. For these reasons, the theory of andragogy provides a useful frame when planning and implementing curricula for adult English Language Learners.

In addition to the theory of andragogy, this literature review will also make use of Yosso's (2005) theory of community cultural wealth. As a critique of Bourdieu's (1977) theory of cultural capital, Yosso's model challenges the traditional interpretation of social capital theory, which views communities of color as culturally deficient and impoverished (the deficit model). Pierre Bourdieu (1977) argued that the types of knowledge and values held by the upper and middle classes in a hierarchical society constitute a form of capital. People born into families outside of these two classes can gain access to this capital via education. Bourdieu's theory also assumed that only specific forms of knowledge (the knowledge of the middle and elite classes)

qualify as valuable. Yosso challenged this theory by identifying six types of cultural wealth present among marginalized groups: aspirational, social, linguistic, familial, navigational, and resistance capital. Three of these forms of capital - linguistic, social and navigational - are relevant to this literature review. Linguistic capital refers to the language proficiency and social skills gained through communication in more than one language; multilingual individuals possess a range of communication skills, including storytelling skills, knowledge of language registers or styles in varying contexts, and cross-cultural awareness (Yosso, p. 78). Yosso provides the example of bilingual children who gain "real-world literacy skills" (p. 79) when translating on behalf of their LEP parents in front of different audiences. Social capital is the positive support provided by "networks of people and community resources" (p. 80); peer groups and organizations can offer resource support, assets, shared knowledge, and emotional support. Navigational capital is the ability to maneuver through large social institutions such as schools, the job market and healthcare systems (Yosso, p. 80), even when these organizations are unsupportive, hostile or ill-designed for communities of color. Navigational capital valorizes individual agency and resilience in the face of institutional constraints.

In summary, this literature review will be framed by two theories, the theory of andragogy and the theory of community and cultural wealth. Andragogy offers a framework for teaching adults and for defining adult learning ability. This is accomplished by assuming the learner is an autonomous being and that learning should be "problem-centered, task-centered, or life-centered" (Ozuah, 2016, p.84). In addition to andragogy, Yosso's (2005) theory of community and cultural wealth, which reconceptualizes social capital through a CRT lens, will be used. Together, these two theories provide a frame for understanding the unique educational profiles of adult ELLs.

Learning English Helps LEPs to Gain Access to Social Capital

There is a body of research which demonstrates that learning English can help linguistically isolated adults gain access to social and navigational capital. This includes a study illustrating how language can be a form of non-economic social capital which helps immigrants access and navigate community-level resources (Nawyn et al., 2012). It also includes Pellegrino's 2017 research demonstrating that acquisition of English as a second language is important for LEPs because it disrupts linguistic isolation, and affords access to knowledge and resources. Finally, a government report which correlates linguistically isolated households with an overall lower quality of life (California Office of Environmental Health Hazard Assessment (OEHHA), 2021) is discussed. These are important because, taken together, the studies show how linguistic isolation acts as a barrier to the well-being and social integration of Limited English Proficient adults (LEPs). Community-based ESL classes, designed with learner-centric curricula, may help LEPs gain access to social and navigational capital in the form of English proficiency, confidence and social integration.

In 2012, Nawyn et al. addressed the problem that most scholarship on immigrants and second language acquisition treated second language proficiency solely as an economic variable, related to employment opportunities, rather than as a non-economic resource which could potentially benefit immigrant integration and provide immigrants with non-economic social capital. The purpose of the study was to explore whether linguistically isolated immigrants experienced language as noneconomic social capital, i.e., language which affords access to necessary information and constitutes an act of social power. The study examined the barriers which either prevented participants from accessing English or which limited their social integration into their receiving communities. The study also examined the non-economic

consequences of the absence or presence of weak ties to English speakers. Nawyn et al. conducted a grounded theory qualitative study during which they personally interviewed Burundian and Burmese refugees who had been recently resettled in Grand Rapids and Lansing, two cities located in the U.S. state of Michigan.

The authors found that study participants' primary concerns were their lack of access to basic information, such as finding a hospital or advocating for themselves, rather than employment. Participants felt they benefited from their ties to bilingual co-nationals, who effectively functioned as bridges linking them to community-level English speakers and resources. The authors also concluded that immigrants' inability to comprehend English inhibited their social integration into their communities. Linguistic isolation correlated negatively with migrants' social citizenship–belonging to a polity and having all of a polity member's rights to resources such as social services or education. Based on the results of this study, the authors recommended that immigration resettlement agencies develop more community-level, as opposed to state-level, programs. Additionally, they recommended that immigration scholars focus on the role of language as non-economic social capital. Finally, the authors advised that there should be more funding for ESL instruction. Nawyn et al. 's work shares similarities with Pellegrino's 2017 study on immigrant linguistic isolation and social integration into English-speaking receiving communities.

New immigrants are often linguistically isolated from the dominant culture into which they resettle; moreover, it can be challenging to build the strong community ties which enable successful social integration. In 2017, Pellegrino explored the difficulties faced by refugees resettling in English-speaking receiving communities in the United States. In this critical event narrative approach qualitative study, Pellegrino described the barriers to refugees' acquisition of

English as a second language, barriers such as linguistic, social and navigational isolation, among others. Pellegrino's study comprised in-depth, open ended interviews with Burmese refugees attending ESL classes in a non-specified city in the U.S. state of Missouri.

A key result of Pellegrino's study was that the Burmese refugee participants felt their inability to use English kept them socially isolated from Americans and hindered their access to social resources and support. Unlike the participants in Nawyn et al.'s study, Pellegrino's participants believed that their English ability limitations negatively affected their job search prospects. Another finding was that a lack of Burmese interpreters and translators led to increased linguistic isolation and decreased assimilation on the part of refugees. The authors concluded that an immigrant's inability to comprehend English can lead to distress and anxiety, especially in relation to accessing basic information. ESL classes are beneficial to refugee assimilation, but educators should be aware of cross-cultural differences. Pellegrino's recommendations were for case workers, educators, religious and community leaders to support refugees by inviting them to social events and community activities, and to introduce them to Americans and other Burmese immigrants in order to develop social ties with English speakers. The ability to speak English is important for refugees because it disrupts linguistic isolation. Pellegrino's work is related to the findings of the California Office of Environmental Health Hazard Assessment (2021) which examines linguistic isolation and its relationship to well-being.

Related to the findings of Nawyn et al. (2012) and Pellegrino (2017), the California Office of Environmental Health Hazard Assessment (OEHHA, 2021) addresses environmental injustice and its impact on linguistically isolated Californians; linguistically isolated households are households where no adults speak English well at all. OEHHA, basing its research on U.S. Census data, estimates the number of households to represent 9% of the California population,

while 18% of the state's population speaks English "less than very well"(p.181). OEHHA's

mission statement is to advance equity and environmental justice by calling attention to the ways

disadvantaged groups in the state of California are affected by pollution and other environmental

hazards. One of the ways OEHHA achieves this is through its *CalEnviroScreen 4.0* Report and

its accompanying CalEnviroScreen mapping tool; the report and the tool map out the

demographics of communities by census tract and by the pollution burdens they bear. In the

report, linguistic isolation is a major Socioeconomic Factor indicator, along with education level,

low-income households, poverty and unemployment – indicators that correlate with increased

vulnerability to pollutants.

The report's key findings are that linguistically isolated households are less likely to have

health insurance and regular medical care; often do not benefit from social programs; are more

likely to experience racial discrimination; and are less likely to participate in surveys that affect

decision-making processes in urban planning and social policy. Moreover, linguistically isolated

adults may have trouble performing daily activities, and are more likely to experience an overall

lower quality of life. On the other hand, the report also found that linguistically isolated

communities may also have higher community cultural capital than non-linguistically isolated

communities.

In summary, research demonstrates that learning English can help linguistically isolated

adults gain access to social and navigational capital. Linguistic isolation can negatively impact

LEPs' general health (environmental, social, political) and quality of life; it is a serious,

measurable social issue, on a par with poverty, that acts as a barrier to an LEP's well-being.

LEPs gain access to the social and navigational capital needed to function well as residents in

their receiving countries when they have access to ESL classes as well as weak social ties with

English speakers. Research on this topic includes a study illustrating how language can be a form of both non-economic social and navigational capital which helps immigrants access community-level resources; research demonstrating that English second-language acquisition is important for LEPs because it disrupts linguistic isolation, and affords access to knowledge and resources; and a government report which correlates linguistically isolated households with an overall lower quality of life. Taken together, this body of research justifies the claim that learning English can help linguistically isolated LEP adults gain access to social and navigational capital. Related to this is a body of scholarship which demonstrates how community-based ESL programs provide adult English language learners (ELLs) with a path to English proficiency and social integration.

Path to English Proficiency and Social Integration via Community-Based ESL

Research demonstrates that community-based ESL programs provide adult English Language Learners (ELLs) with a path to English proficiency and social integration, but advises that curricula should be geared toward ELLs' needs. This section first reviews a study that illustrates how non-credit adult ESL learners could benefit from improved teacher training and materials development (Eyring, 2014). Following that, a study claiming that ELLs should collaborate with their teachers, in order to discuss their specific learning needs, is summarized (Durham & Kim, 2018). A third study describes how instructors can use their conceptual understanding to adapt and develop materials to better suit students' needs (Doyle, 2021). The section ends with a discussion of a study which explores how partnerships between community-based ESL organizations and university TESOL programs can address the challenges faced by the ESL programs (Snell, 2013). This is important because taken together, these studies show that community-based ESL classes, designed with learner-centric curricula, may help LEPs gain

access to social and navigational capital in the form of English proficiency, confidence and social integration.

In 2014, Eyring addressed the problem that non-credit adult ESL classes in the United States comprise an often-overlooked population of students whose needs may not be adequately met due to deficiencies in materials development and teacher training. The purpose of Eyring's study was to define the current state of adult ESL classes in the United States. Eyring conducted a comprehensive literature review examining the research on adult ESL learners enrolled in non-credit public and private ESL classes. The author first reviewed the demographics of adult ESL students nation-wide in order to identify the characteristics of adult learners as well as the settings in which they took classes. Next, the author examined ESL professional standards and teacher training. Finally, Eyring looked at the different types of curricular models used for teaching English literacy.

Key findings were that, although there is scant information about these classes, adult ESL classes make up 45.6% of the US adult education pie, and community-based adult ESL classes represent 24% of all adult ESL classes in the United States. Discussing the various models for developing ELLs' literacy ability, Eyring mentions that many community-based ESL organizations prefer the more liberal, constructivist-based New Literacy Studies approach because it involves tailoring materials to learners' specific needs; Eyring advocates creating more "home-grown materials" (p. 139) for the ELLs enrolled in these programs. The author concluded that community-based adult ESL programs should match content and instruction with the diverse needs of learners. Additionally, Eyring recommended that non-credit ESL programs adopt wider perspectives with respect to curriculum design and technology use in order to meet the second language learning needs of ELLs in the USA. Eyring's work is related to the work of

Durham & Kim (2018) who examined faith-based community ESL programs in the United States.

Similar to the work of Eyring, Durham & Kim (2018) addressed the issue that the U.S. adult education system cannot meet the needs of all immigrants who need English instruction. Community and faith-based programs fill a gap for underserved ELLs who are unable to attend for-credit ESL classes, whether due to lack of availability, expense or time factors. However, according to Durham and Kim, it is often the case that community-based ESL programs are marginalized and lack funding for resources, instructors and relevant, up-to-date curricula. The authors conducted a literature review in which they examined the status of adult ESL education in the United States; they placed particular emphasis on research dealing with small, volunteer-run, faith-based ESL programs.

The authors concluded that community and faith-based programs have the potential to provide much-needed instruction to underserved ELLs; however, these same programs are woefully overlooked in terms of research, funding, and importance within their communities. Durham and Kim stressed the need for more research on community-based programs. The authors also recommended that community-based program administrators and instructors gather the opinions of adult ELLs with respect to their specific learning needs and context of instruction. An additional recommendation was for volunteer instructors involved with these programs to receive adequate training in assessing student needs and cultural issues. Faith-based programs offer learners English proficiency as well as social and cultural integration into the community. Durham & Kim's work is related to the work of Doyle (2021) who studied community-based ESL literacy programs in the United States.

Related to the findings of Eyring (2014) and Durham & Kim (2018), Doyle (2021) also examined the extent to which community-based adult ESL literacy education in the United States is an overlooked and understudied area. The author explored the following issues with community-based volunteer ESL programs: lack of teaching methodologies, ineffective approaches to volunteer training, and absence of teaching philosophy or philosophies undergirding instructional practices. Doyle conducted a qualitative study at the Northeast Literacy Center (NELC), a pseudonym for a small, non-profit literacy organization located in an unnamed mid-Atlantic state. The participants in the study were nine NELC volunteer ESL instructors who attended the author's Sociocultural Theory (SCT) informed professional development intervention. The intervention comprised three professional development workshops, two observations and debriefs, and a final debrief meeting with the author, all of which took place over the course of a 15-week semester. The goal of the workshop was to help volunteer instructors gain teaching expertise by introducing them to pedagogical concepts centered around teaching practices and course materials relevant to students' needs.

Upon conclusion of the study, the instructor-participants explained that they had developed an understanding about how to center their teaching to their learners' goals and needs; this included an awareness of their own limitations around developing materials related to learner goals and needs. The author concluded that the instructor-participants had gained agency in the way they selected and used instructional materials; going forward, under the influence of "language as social practice" (Doyle, 2021, p.5), instructor-participants would reevaluate and adapt materials to meet the needs and goals of their ELLs. This is related to the work of Snell (2013), who explored learner-centric curriculum development in community-based programs in the American Midwest.

In 2013, Snell conducted a critical policy analysis whose topic was the challenges faced by community-based ESL programs in Indiana. These challenges included lack of funding, high ELL attrition, curriculum design unsuitable to learner needs and lack of accountability, among others. The author's purpose was to explore how TESOL practitioners across Indiana could extend the recent gains in TESOL research to the under-examined area of community-based ESL programs. The analysis suggested that community-based ESL programs ought to partner with a university TESOL program whose researchers had the resources to address some of the challenges faced by community-based programs. Specifically, Snell recommended that these partnerships could develop curricula based on topics of interest to ELLs, for example, medicine or the workplace. Instructors could stretch learners to focus on practical goals (writing a resume) and also complex issues in language use (discrimination). Snell also recommended that these partnerships operate within community-based contexts, so that ELLs had better opportunities to navigate within their communities, to meet other immigrants, and to participate in experiences requiring the use of the English language.

In summary, research demonstrates that community-based ESL programs provide adult English language learners (ELLs) with a path to English proficiency and social integration, but curricula should be geared toward ELLs' needs. Community-based programs fill a gap in the U.S. adult ESL education system, which currently is unable to meet the demands of the millions of adult, non-English speaking immigrants who reside in the United States. Community-based programs have the potential to help the underserved population of LEPs who cannot afford or do not qualify for college classes; however, LEPs in community-based programs could benefit from materials development geared toward their specific second language acquisition needs. The scant research on community-based programs, reviewed in this section, includes a study of teacher

training and materials development for teachers of non-credit adult ELLs, and a study that explored the specific learning needs of adult ELLs as defined by the students themselves. It also included a study claiming that instructors can use their conceptual understanding to adapt and develop materials to better suit students' needs. This section closed with a summary of a study which suggests that community-based ESL programs which partner with university TESOL programs can address some of the challenges faced by community-based ESL programs. Taken together, this body of research helps to justify the claim that community-based ESL classes, designed with learner-centric curricula, may help LEPs gain access to social and navigational capital in the form of English proficiency, confidence and social integration. Related to this, the next section explores ESL curricula focused on emergency and disaster preparedness, as well as adult ELL speaking and pragmatic competencies.

Emergency Preparedness ESL Benefits LEP Speaking and Pragmatics

Research demonstrates that ESL curricula focused on emergency and disaster preparedness may contribute positively to adult ELLs' speaking and pragmatic competencies when navigating crisis situations. This section discusses several studies that demonstrate this and begins with a study showing how non-native speakers of English (NNSs) who lack pragmatic competence risk serious communication disjuncture when calling emergency 9-1-1 services (Garcia 2022). Following that, a study describes the creation of a community-based program targeting disaster preparedness for low income LEPs (Eisenman, et al. 2009). A third study recommends a framework for how local governments can include LEPS in emergency planning and disaster preparedness (Wang, et al., 2008). Finally, this section concludes with a study highlighting the importance of how LEPs perceive their ability to manage emergency situations and to determine when help is needed (Yip, et al., 2013). This is important because taken

together, these studies show the need for ESL curricula focused on emergency and disaster preparedness; these curricula may contribute positively to adult ELLs' speaking skills and pragmatic competence when navigating crisis situations.

In 2022, Garcia addressed the problem of how failures in the pragmatics of communication can hinder non-native speakers of English (NNSs) from successfully making emergency service calls, when the 9-1-1 call centers are staffed by native English speaker (NS) call-takers. In the absence of translators, NNS speaker accent, semantic choices, lack of sequential organization and misinformation can create intersubjective misunderstandings between NSS callers and NS call-takers. Garcia researched this issue by conducting a qualitative case study of three emergency service calls from a public records cache of 96 actual emergency service calls. The calls were selected based on whether the caller sounded "NNS", meaning there was noticeable speaker accent, or differences in word choice and grammar; at the same time the caller indicated a willingness to continue the call without using an interpreter. After listening to the calls, the author transcribed them according to the protocols of the conversation analytic method.

Garcia offered a sobering example of how crucial information fell by the wayside during one of these NNS caller-NS call-taker communications. An NNS man, carjacked and kidnapped by two men claiming to be Boston Marathon bombers, successfully escaped and sought help from a clerk at a Mobil Gas Station minimart located across the street. The NNS station cashier phoned 9-1-1, spoke briefly with an NS call-taker, and then handed the phone to the NSS victim, who explained his plight. Both the NSS cashier and victim had several speech production challenges: articulating the name of the station, using correct grammar, understanding and answering questions, and describing accurately the sequence of events. After the NS call-taker

employed a series of confirmation and repair communication techniques to elicit clearer responses, the NSS victim-caller eventually made his situation understood. However, the identification of the carjackers as Boston Marathon bombers was not communicated successfully; Boston law enforcement agencies missed a potential opportunity to apprehend the suspects, who were parked at a different gas station nearby. The NSS caller-victim's misfit responses and difficulty in using ordinary places in the conversation to tell a story (Garcia, p. 228) led to important information being overlooked or deemed as irrelevant.

Garcia's study found that consequences arising from miscommunication led to "potential delays of provision of services, transmission of inaccurate information, and failure to transmit important information which may be consequential for the callers, the police or others" (p. 225). The author concluded that NNS callers, in the absence of translators or English-speaking family members, may not be able to ask for and receive help during emergency calls; even worse, they might not initiate any 9-1-1 calls if they believe they can't make themselves understood. Garcia recommended that emergency call centers increase the number of available translators. Another recommendation was that NS call-takers gain a better understanding of callers' accents, respond with more simplified emergency vocabulary, and partner with ESL professionals to understand NNS callers' needs (Garcia, p.231). This has implications for NNS and LEP callers who could benefit from ESL lessons designed around the pragmatics of conversation during emergency calls.

Garcia's study indirectly touched upon the way a localized urban terrorist act such as the Boston Marathon bombing could reverberate through an entire community and affect LEP individuals not directly connected to the event. Eisenman, et al. (2009) examined how low-income immigrants are disproportionately affected when disasters and emergencies disrupt a

community. The authors addressed the problem that U.S. racial and ethnic minority groups are less prepared for disasters than Whites (p. 330), and have trouble getting access to emergency alerts and disaster preparedness resources. Eisenman, et al. developed and tested Project PREP (*Programa Para Responder a Emergencias con Preparación*), a community-based, culturally-sensitive disaster preparedness program designed for low income Latino immigrants residing in Los Angeles County.

The authors wanted to explore study participants' attitudes towards disaster planning, including communication planning, and some of the cultural and social norms related to emergency preparedness. The authors also wanted to gain a better understanding of which disasters were considered most important to participants. Eisenman, et al. conducted a qualitative, participatory action research study centered around 12 focus groups held from August to December 2005. The participants and setting included low-income immigrant Latinos, from Mexico and Central America, living in Los Angeles. There were from six to ten people per group; each group session lasted two hours; and sessions were held in both English and Spanish. Focus group questions included interview questions about disaster, home and family preparation in advance of disaster, preferred terminology to be used for disaster and disaster supplies management.

Several key findings of the study shed light on participants' attitudes towards disasters. Participants worried about a range of disasters, from natural ones such as fire and earthquakes to human-caused emergencies such as acts of terror, bombings, and school shootings (Eisenman, et al. p. 337). Participants stressed the importance of exhibiting self-control or "having presence of mind during an earthquake" (p. 338). Other participants requested more "hands-on learning experience"(p. 342) on emergency preparedness; watching alerts on television during an actual

crisis (p. 336) was deemed inadequate. Several focus groups appreciated the small group discussions and informal meetings (*platicas*) format of the study, which reminded them of socially beneficial neighborhood meetings (p. 340); these groups suggested training sessions in the form of *platicas* or *charlas* would be beneficial to disseminate information (p. 343). Study participants also asked for specific information about the amount of emergency food and water to keep on hand; storing supplies posed a difficulty for some participants due to living space and financial constraints. The authors recommended setting up additional discussions about how to deal with essential service shut downs post-disaster; the need to use familiar terms or define them well in disaster training sessions; more and simplified information about safety procedures ("duck and cover"); and the importance of providing more hands-on learning experiences (p. 342).

Related to the work of Eisenman, et al. (2009) is the work of Wang, et al. (2008), who examined the challenges faced by public agencies in meeting the needs of immigrant and refugee LEP populations. LEP populations are vulnerable in healthcare situations and emergencies, often due to a combination of isolation, limited English skills and mistrust of public agencies. The purpose of Wang, et al.'s (2008) study was to explore the effects of the inclusion of limited English proficient (LEP) residents in disaster-preparedness and emergency planning processes. The author's report is a framework for how local governments can include LEPs in these processes; the report also emphasized the importance of partnerships with a variety of social organizations, including community-based centers, to develop best practices for emergencies and to build community resilience.

The author's critical policy analysis begins with a description of U.S. demographics - a large influx of immigrants to the United States has resulted in demographic changes to the

general population. Many of the newcomers are LEPs. When considering community disaster

preparedness, emergency and disaster planners often fail to account for the needs of vulnerable

LEP populations; additionally, emergency service agencies have to overcome language

proficiency issues and mistrust when doing outreach within vulnerable communities. However,

some agencies are successful in developing disaster awareness in these same communities.

Wang, et al. offer the example of Collaborating Agencies on Responding to Disasters (CARD), a

network of organizations which helps community-based organizations build emergency

preparedness into their activities. CARD's training sessions are unique in that they teach

empowerment, instead of fear and the threat of disasters, as the context for preparedness action;

CARD offers specific steps to help vulnerable populations strengthen themselves both before and

during emergencies (p. 3). Wang, et al. recommended that government agencies take steps to

research the target languages, cultural constraints, and living conditions of vulnerable

populations. Another recommendation was for government agencies to work with partner

organizations with ties to LEPs, such as ESL adult education programs and community and faith-

based programs (p. 6), the reason being that these community organizations understand the needs

of LEPs and can develop relevant and meaningful training sessions on crisis preparedness.

Lastly, the authors advocated the use of small discussion groups with LEP populations to address

questions such as where LEPs get their information about public services, whom they rely upon

in emergency situations, and what forms of communication they prefer (p. 11). The study's

implications are that outreach and training of the LEP population in emergency preparedness will

benefit the entire community. Moreover, the tools developed for emergency preparedness can be

repurposed for other situations to improve communications with LEP residents and to encourage

their participation in community and civic activities (p. 18). Similar to Wang, et al., is the work

of Yip, et al. (2013), who also explores LEPs and lack of access to emergency preparedness planning.

The final study in this section examines LEP attitudes toward disasters and disaster preparedness. Yip et al. (2013) explored the way an LEP individual's lack of access to emergency preparedness, response, and recovery training can contribute to negative outcomes in disaster situations. Similar to Wang, et al. (2008), the authors addressed the problem that LEP communities are "disproportionately at risk during emergencies and disasters" (p. 401). The purpose of this exploratory study was to understand how LEPs perceive the status of emergency situations and how this influences their decision to ask for help. The authors used the findings from the study to develop an emergency response model for Chinese LEPs.

The study was conducted in 2009 by The Northwest Preparedness and Emergency Response Research Center (NWPERRC) at the University of Washington. The authors led four focus groups with 36 adult Chinese LEP speakers who lived in Seattle. Focus groups were led in Mandarin and Cantonese. Participants answered questions about emergencies they had experienced, and how they determined whether a situation was *serious* or *urgent*. They also responded to questions about the concept of self-efficacy, defined as confidence in one's ability to master a task successfully.

Key findings of the study were that self-efficacy and sense-making are fundamental to the process of crisis response (p.406). An LEP's self-efficacy can positively affect their response to emergency situations; in contrast, an LEP who cannot manage a crisis situation and who is unable to access life-saving and community resources may experience a reduction in self-efficacy as well as feelings of hopelessness. Training LEPs in advance of disasters promotes confidence (p. 405), and in turn, the successful management of one emergency can build LEP

confidence when dealing with future emergencies (p.400). The authors recommended that risk

communication messages should include language about self-efficacy to engage LEPs in

emergency preparedness, and to explain the concepts of "urgency" and "seriousness" to help

LEPs frame emergencies. Another recommendation was that designing risk communication

messages to align with emergency planning (such as "3 days/3 ways") may engage more Chinese

LEPs in disaster preparedness (p. 406). Access to relevant information (resources, evacuation

plans, how much extra food and water to have at hand) may increase an LEP's sense of "mastery

of the emergency situation" (p. 401).

     In summary, research demonstrates that ESL curricula focused on emergency and disaster

preparedness may contribute positively to adult ELLs' speaking skills and pragmatic competence

when navigating crisis situations. The findings suggest a need for ESL emergency preparedness

lessons built around simplified emergency vocabulary, pragmatics exercises on crisis

communication, and speaking exercises which simulate emergency calls. Research reviewed in

this area included a study showing how non-native speakers of English (NNSs) who lack

pragmatic competence risk serious communication disjuncture when calling emergency 9-1-1

services. A second study explored LEP participants' attitudes expressed during focus groups on

disaster planning. Another study reported on a framework for how local governments can include

LEPs in emergency preparedness. The final study in this section examined how an LEP's self-

efficacy can positively affect their response to emergency situations. Taken together with the

research reviewed in the previous sections, this body of research justifies the claim that ESL

classes, designed around learner-centric curricula, may help LEPs gain access to social and

navigational capital in the form of English proficiency, confidence and social integration.

Summary

This literature review claims that linguistic isolation acts as a barrier to the well-being and social integration of limited English proficient (LEP) adults. In order to address this problem, community-based ESL classes may help LEPs gain access to English proficiency, confidence and social integration - all of which can be used to increase social and navigational capital. The justification for this claim is drawn from three sets of evidence that demonstrate that (a) learning English may support LEP adults to gain access to social capital; (b) community-based ESL programs, using curricula tailored to the specific needs and goals of each student, may provide adult ELLs with a path to English ability and social integration; (c) there is a need for ESL curricula focused on emergency and disaster preparedness, and these ESL curricula may contribute positively to adult ELLs' speaking skills and pragmatic competence when navigating crisis situations. The theory of andragogy, as well as Yosso's theory of community cultural wealth, were used to frame this body of scholarship because these theories highlight the unique learning needs of adult language learners. With my field project, I propose to create a workbook for adult ESL students who attend community-based ESL classes. The form of the project is a four-unit workbook comprising content and themes relevant to emergency and disaster preparedness.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

Limited English proficient (LEP) adults face various obstacles which may prevent them from acquiring the linguistic, social and navigational capital needed to access the benefits and resources available within their communities. LEPs are at risk of linguistic isolation, a socioeconomic indicator that correlates limited English with an overall lower quality of life. English as a Second Language (ESL) classes may help LEPs become more proficient in English, but English language classes for adult English language learners (ELLs) are in short supply throughout the United States. Non-credit, community-based adult ESL classes fill an educational gap for underserved adult LEPs who lack the resources to take community college or private classes. Despite the need for community-based adult ESL classes, there is scant information about them. These classes are an overlooked and under-researched area in the adult ESL field. The limited research on community-based adult ESL classes suggests that curricula mismatched to adult learners' needs and insufficient funding are potential issues.

After a review of the literature, it became evident that there was a gap in materials designed for adult ELLs enrolled in community and faith-based programs. Research suggests that adult ELLs benefit when community-based ESL programs adapt curricula and lesson plans to their students' specific needs. The andragogical approach to learning emphasizes the importance of teaching adults applicable, situation-based curricula, focused on domains such as the community or everyday life. While standard ESL textbooks regularly feature chapters on health and medical appointments, they generally don't offer specific lessons on how to manage daily emergencies and more impactful large-scale disasters. LEP immigrants and residents are disproportionately affected when disasters and emergencies disrupt a community. Given the

global uptick in extreme weather events, and the fact that the San Francisco Bay Area is affected

by both wildfires and earthquakes, ESL lessons tailored to emergency preparedness fall under the

category of applicable, relevant, adult, situation-based, community learning.

This project is entitled Emergency ESL: An ESL Workbook for Teaching Emergency and

Disaster Preparedness. The format of Emergency ESL is a four-unit workbook designed along

the themes of emergency and disaster preparedness for adult ELLs. Emergency ESL is intended

to be a supplement to the main textbook used in an adult ESL class. It could work well in

conjunction with lessons about health or community resources. Alternatively, it could be used as

a stand-alone book to be taught over the course of several weeks in an emergency preparedness

mini-course. Emergency ESL has the potential to be adapted into a longer textbook covering a

wider range of emergencies and crisis events.

Emergency ESL is intended for adult ELLs enrolled in community-based ESL programs.

The workbook material is designed for intermediate students. Accordingly, the vocabulary and

grammar used in this workbook correspond with level B1, independent user, of the Common

European Framework of Reference for Languages (CEFR). Level B1 independent users are

described as students who can understand the main points of standard speech at work, school, or

during free time; who can understand readings containing everyday language; and who can offer

opinions or describe plans. The workbook could also be adapted for ESL students at other levels.

Emergency ESL comprises four units. The first two units are prequel units which define

and explain emergencies and disasters. These units are a way to get ELLs to discuss their

opinions about and experiences with emergencies and disasters, and to offer resources for

managing these types of events. The last two units are based around disasters common to the San

Francisco Bay Area – earthquakes and wildfires. These units will outline the types of emergency planning that should take place before, during and after a disastrous event.

Emergency ESL contains the standard exercises found in an adult ESL textbook. Each unit has exercises on vocabulary, grammar, speaking, reading, listening, and writing. Additionally, there are pragmatics exercises centered around how to frame speech acts while in the midst of emergency situations, such as a 9-1-1 call. Each unit concludes with a Putting It All Together exercise, where students collaborate on a small group project related to the unit's main theme.

The hypothetical class format for teaching this material is one 120-minute in-person class per week, facilitated by an instructor, with the ideal number of students being no more than 20. This hypothetical class will work well if it is not a very small class. This is because emergency preparedness classes and training sessions are social events, in the sense that people need to speak with one another, collaborate, and solve problems together. Ideally, the hypothetical class needs a sufficient number of people so that group work and partner work can occur, and students can be assigned to different groups and partners for maximum social interaction. In this way, classes not only mirror some of the beneficial aspects of NERT training, but they will also be similar to neighborhood and community meetings, which have been shown to be preferable ways to learn about emergency preparedness. Eisenman, et al. 's (2009) focus group study on emergency preparedness planning found that many study participants appreciated the small group discussions and informal meeting format (*platicas*) of the study, because these were reminiscent of socially beneficial neighborhood meetings.

Ideally, the hypothetical class should be held in person. This is so that the instructor can demonstrate relevant realia to the students. For example, during NERT trainings, or during

standard employer-sponsored fire, life and safety trainings, it is common for instructors to introduce fire extinguishers, CPR manikins, and AED machines to students. Students are often given hands-on instruction on how to use these devices. The optimal Emergency ESL class session would feature devices such as a fire extinguisher; students would have the opportunity to examine the extinguisher and practice the P-A-S-S maneuver on a controlled burn in a nearby parking lot.

The various skills tested in each unit of Emergency ESL break down as follows:

Vocabulary: Because Emergency ESL is based on the theme of emergency preparedness, the vocabulary, word families and collocations in each unit are related to alerts, warnings, emergency planning and disasters. The sentences and language that make up the various exercises were created after reviewing various online corpora, including the Corpus of Contemporary American English (COCA), so that the language examples used would be authentic to how people write and speak today. Since this is a course based in the San Francisco Bay Area, much of the natural disaster vocabulary concerns earthquakes and wildfires. Each unit presents the student with ten new vocabulary words, and the opportunity to practice them by doing from one to three different exercises: matching (images with definitions), cloze (fill-in-the-blank) or multiple-choice. Each unit also features common idioms and expressions related to emergency planning ("go bag," or "stay calm").

Grammar: Grammar topics in each unit are related to grammar issues which arise during emergency situations. For example, during 9-1-1 calls, some LEPs are unable to explain whether an event has happened or whether it is still in progress because they do not recognize the difference between past tense and present progressive tense verbs. Grammar work will include verb exercises which distinguish the simple past and present progressive verbs from each other.

Since emergency calls often involve a caller having to explain a situation, the unit on

emergencies features grammar practice on the impersonal subject "there" (as in "There was an

accident.") to familiarize students with some of the speech acts and sentence frames they might

need to use to describe an accident or injury. Much of the instructional material on emergency

planning uses the imperative mood of the verb; one reason for this is that it is important to

deliver clear, concise instructions in a direct way. Many English speakers living in earthquake

zones are familiar with the expression "Drop! Cover! Hold!". The third unit, which covers

earthquakes, explains the use of the command form during disaster drills. Emergency and

disaster preparedness drills move people and things from danger to safety. The fourth chapter,

which deals with fires, offers grammar exercises focused on prepositions of movement, including

prepositions used with the verb "to get."

Reading: Each unit contains at least one reading passage relevant to the unit's theme. The

readings are meant to be empowering in that they concern people who positively manage

difficult situations or demonstrate how one can take preemptive steps to prepare for crises. The

unit on emergencies features a news story about two people who survived an unusual car

accident. The other units contain reading passages on the importance of disaster alerts, a timeline

for earthquake planning, and information for preventing house fires. Each reading passage is

followed by from one to three exercises: true/false, matching, or best-of-two word options. There

are also post-reading, speaking activities with a partner.

Listening: Being able to understand disaster alerts on television or the radio, and being

able to follow a dispatcher's instructions during an emergency call require listening skills.

Emergency ESL offers from one to two listening sections per unit, with from one to three follow-

up exercises to test students' comprehension. The listening sections are sourced from YouTube

videos offering practical information dispensed by paramedics and firefighters, extreme weather forecasts from news reports, and earthquake preparedness drills. The YouTube videos were chosen because the narrators in the videos spoke clearly and gave concise instructions. In the case of the weather alerts, the sources were from the types of newscasts one would watch on television. During an actual class, the best practice would be for the instructor to play the videos so that students only hear the audio for the first two iterations; the final replay could include both video and audio. Given time constraints and source material available, it was difficult to find certain types of audio files which would be helpful for ESL students. For example, recordings of 9-1-1 calls could help students to understand the speech acts required by callers and dispatchers during emergency calls. Although there were various caches of 9-1-1 recordings online, these calls were often too gruesome in terms of content to be appropriate for a class. Time constraints did not permit making a public records request of 9-1-1 calls and then sifting through them to find adequate examples. Nevertheless, public records calls could be a good source of audio for future classes.

Speaking: Because disaster preparedness activities are social events and often involve family and neighborhood planning sessions, Emergency ESL features partner and group speaking exercises; discussing disaster planning, agreeing and disagreeing over the best ways to be prepared, and role playing the parts of 9-1-1 dispatchers and callers are good ways for ELLs to practice grammar and gain pragmatic competence during speech acts related to emergencies. In a hypothetical class situation, there would be additional role playing exercises, where instructors and students could conduct mock emergency calls in order to develop better telephone listening and speaking skills.

Writing: Emergency and disaster preparedness training includes a fair amount of record-keeping, lists, and checklists. Emergency ESL offers writing exercises which reflect this. The first unit contains a writing exercise with a graphic organizer to help distinguish between 9-1-1 and 3-1-1 phone calls. Additionally, there is a collaborative exercise where students discuss and write out a list of important local emergency numbers. The following units have writing prompts on creating a family emergency contact list, developing a fire drill plan, and writing instructions in the order in which they need to be performed.

Putting It All Together: Each unit concludes with a called Putting It All Together. The first part of the sections asks students to write about two things they've learned from the unit, and to write about how they will be more prepared for emergencies. The second part of the section is a small groups project, where students discuss, plan and build a first aid kit, or emergency supplies, a Go Bag, and a fire drill. These group projects aim to replicate and encourage the teamwork and decision making skills needed in community planning meetings. Ideally, the projects will help to develop students' hands-on efficacy when managing crisis situations

Answer Key: At the end of the workbook is an answer key with answers to the vocabulary, reading, grammar, and listening exercise questions.

Resources Section: The final section of the workbook is a list of resources where students can get help in the event of an emergency or natural disaster. The resources offered are both local and federal. Local resources include San Francisco-based Alert SF, which sends residents text messages alerts about weather, traffic and other disruptive city-wide events. Federal resources include the extensive Ready website, which offers emergency and disaster plan guidelines, forms, and videos.

Development of the Project

This field project was inspired by two separate organizations for which I volunteer. For the past two years, I have taught adult ESL classes at a community-based organization affiliated with USF. It has been a positive experience; I hope my teaching benefits the students as much as their questions and comments about English help me. The second organization is NERT, the Neighborhood Emergency Response Team organization run by the Federal Emergency Management Association (FEMA) and the San Francisco Fire Department (SFFD). This field project was also inspired by my family's personal planning strategies, whether for recreational activities or extreme weather events.

The biggest influence on Emergency ESL has been my experience teaching at a faith-based, adult ESL program started by St. Agnes Church. The administrators at the church collaborated with the TESOL Program at USF's Department of Education to run two-hour, in-person classes once a week for adult ELLs. The program began in 2022, as COVID-19 restrictions were starting to ease. It was a relief to escape the confines of Zoom classes and actually see and teach students in person. My novice students asked interesting questions, many of them not covered by the chapters in the textbook or the supplemental material I created by deriving exercises from various online sources. This made me think about the ways the textbook did not always meet the practical needs of my adult ELLs. For example, one student was not aware that San Francisco was going to experience a cold snap. She and her husband weren't prepared for the week-long cold weather and did not understand how to access this information in advance of the weather change. There wasn't really a chapter in the textbook about preparedness for these events. It seemed that my supplemental materials could be targeted to help my students better navigate these situations. Linguistically isolated individuals, like many of

my novice students, suffer disproportionately during emergency events. Emergency and disaster planning benefit linguistically isolated individuals as well as the entire community. A community is stronger and more resilient in the face of disaster when all of its members have prepared ahead.

Another inspiration for this project is the NERT Program. I have volunteered as a NERT since 2016. The NERT motto is: "NERTs don't get hurt!" The NERT program runs classes which prepare civilians for daily and large-scale emergency situations. The program provides a framework and guidelines for how to understand and manage crises rationally and sensibly. NERT class sessions are a combination of lecture, demonstration and hands-on experience. For example, students are taught how to use a fire extinguisher on a planned fire, do CPR, extract a manikin from under a pile of lumber, and engage in a table-top emergency management exercise with a small group. The firefighters who teach these classes are engaging and encouraging to the NERT volunteers. They essentially help volunteers develop a narrative around how to handle an emergency. The situational hands-on approach builds confidence; the collaborative exercises with other NERT volunteers helps build community. These classes, however, are only taught in English.

When I was growing up, my family taught me the value of planning for natural weather events, for example, hurricanes and blizzards, by stockpiling food and building emergency kits. Emergency planning wasn't only for emergencies - we also carried supply kits when we camped in the mountains; we took water safety training and rescue classes so we could swim confidently and safely. So preparedness was a kind or norm, or habit. A recent fire and explosion in my neighborhood made me reassess my Go Bag and my ability to evacuate in a hurry.

While all of these experiences have inspired this project, I should also point out that recent global events are equally important influences. The global pandemic upended people's lives, leaving some people isolated and unprepared. Every day the news is filled with reports about extreme global weather events and the people who are displaced by them. The number of refugees from both human-caused and natural disasters is at an all-time high. Refugees often lack the resources to plan for the disasters which eventually displace them. But here in the San Francisco Bay Area, we have the resources to prepare LEPs to plan in advance for emergencies.

In summary, this project is based on my experiences as a volunteer ESL teacher at a community-based ESL program located in San Francisco, CA and a volunteer with NERT. It is also based on my experience growing up in a household where emergency first aid kits and a cellar full of canned goods were the norm. The four-unit workbook format of this field project offers students a means to learn English and to develop disaster preparedness awareness at the same time. The lessons are practical; also, lessons are in keeping with andragogy – exercises are situation based and designed around situations meaningful to adults.

The Project

The project in its entirety can be found in the appendix.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After several years of lull due to COVID -19 global pandemic restrictions, immigration to the United States of America is on the rise (Ward and Batalova, 2023). Many newcomers to the US and long-term residents do not speak English very well. Limited English Proficient (LEP) adults face various interrelated obstacles which may prevent them from becoming proficient in English and integrating socially into their communities. LEPs are at risk of linguistic isolation, the consequences of which are lack of access to social services; lack of preparation in advance of emergencies; inability to understand and respond to alerts sent out in the midst of disasters; and lack of knowledge about resources available to them. Access to English lessons can help adult LEPs gain linguistic, social and navigational capital. Unfortunately, the current state of adult ESL classes in the US is not optimal – there are simply not enough slots available for the adult ELLs who want to take ESL lessons. Community-based adult ESL classes fill an educational gap for adult LEPs who may not be able to attend community college or private language schools. A review of the literature suggests that community-based ESL programs that adapt curricula and lesson plans to adult students' specific needs help LEPs develop English proficiency; additionally, community ESL programs provide LEPs with the skills to socially integrate and navigate throughout the various institutions in their communities. As immigration numbers rise, meeting the linguistic, social and navigational needs of LEPs will continue to be an on-going issue.

The purpose of this field project was to develop ESL lesson materials that meet the specific needs of adult learners who attend community-based ESL classes in the San Francisco

Bay Area. The format of the field project is a four-unit student workbook in an intermediate ESL classroom setting. Because many LEPs suffer disproportionately during emergencies and disasters, the theme of the workbook is emergency and disaster preparedness. Each unit of the workbook includes skills exercises found in ESL textbooks: vocabulary, grammar, reading and writing, speaking and listening, and pragmatics. The workbook is intended to supplement a course textbook; alternatively, it could be a stand-alone book in a short course for emergency planning. This purpose statement was based on the findings of the existing literature, reviewed in Chapter Two. This literature, and the connection to this field project, is summarized below.

The claim made in Chapter Two was that linguistic isolation acts as a barrier to the well-being and social integration of Limited English Proficient (LEP) adults. Community-based English as a Second Language (ESL) classes, designed with learner-centric curricula, may help LEPs gain access to social and navigational capital in the form of English proficiency, confidence and social integration. The evidence used to support that claim included three sets of evidence which demonstrate that (a) learning English can help linguistically isolated LEP adults gain access to social and navigational capital; (b) community-based ESL programs provide adult English Language Learners (ELLs) with a path to English proficiency and social integration, but curricula should be geared toward ELLs' needs; and (c) there is need for ESL curricula focused on emergency and disaster preparedness, and these ESL curricula may contribute positively to adult ELLs' speaking skills and pragmatic competence when navigating crisis situations. This is important because in the US there is a growing need for alternative and community-based adult ESL classes to accommodate the increasing number of LEPs who need access to English. Adult ELLs have specific learning needs; they also need to integrate socially and navigate successfully through their communities. The literature suggests that ESL classes based on themes relevant to

adults, such as disaster preparedness, help adult ELLs develop confidence and competence when managing crisis situations.

As immigration numbers rise, meeting the language and social needs of LEPs will continue to be an on-going issue. The issue is not that LEPs lack cultural capital or life experience. Many long-term LEP residents of the United States have strong social ties to their communities via their jobs, children's schools, community groups and churches. The issue is that limited English proficiency is correlated with not receiving the same emergency preparedness resources as English speakers. Knowing how to behave calmly and rationally in the face of a crisis is not something most people know how to do. Native-English speaking participants in NERT classes are taught to frame disaster preparedness as a kind of narrative. That narrative, or those steps in a process, help people to plan for, survive, and mitigate the effects of disasters and emergencies. Everyone in a community ought to have the right to receive that help, so that the community as a whole is solidly prepared and resilient when crises occur.

This project is significant because it calls attention to some of the gaps in adult ESL education in the United States. The findings of this study also address the way LEPs are a vulnerable population overlooked during community and disaster preparedness planning and training. This field project is important because it both provides intermediate English lessons and also provides valuable, practical information about emergency preparedness. It is a resource for adult ELLs who might need to develop pragmatic communication skills when faced with emergency situations. Given the increase in extreme weather events, human-caused and natural disasters, it is more important than ever for residents of a community to be able to manage and to seek access to help when things get out of control. Successfully managing one emergency can build confidence, or self-efficacy, which increases confidence when handling future

emergencies. Individual self-efficacy benefits the entire community, and builds community resilience.

It is my hope that this field project will serve as a prototype for other emergency preparedness ESL classes or sessions. The workbook could be expanded into a larger book covering more aspects of emergency preparedness. It could easily be adapted for locations other than the San Francisco Bay Area. It can also be adapted for different levels of students.

Recommendations

My first recommendation is that this handbook be used for community-based, adult ESL classes in the San Francisco Bay Area. The workbook is designed for the types of disasters endemic to this region. The administrators of faith-based and community-based ESL programs form strong social networks with their LEP participants, and understand their specific needs. A community-based organization provides an empowering and non-threatening environment for frank, informal discussions about difficult topics – in this case, emergencies and disasters. Research has shown that some LEPs prefer receiving emergency preparedness information during informal chat groups, because these groups are similar to neighborhood social groups. The workbook could be adapted for communities that face a different set of disasters.

Another recommendation is aimed at community and faith-based organizations trying to establish adult ESL programs. Community organizations may benefit from partnerships with TESOL departments at local universities. TESOL departments have the resources to build curricula, develop materials, provide testing and assessment, and advise on which books and supplemental material work best for adult students. MA TESOL students can benefit from these

partnerships; community-based organizations are a good way to learn about teaching in the form of a practicum or an externship.

A final recommendation is that community-based programs work in collaboration with NERT and local social services agencies to build emergency preparedness and safety skills into the curriculum for their ESL programs. NERT runs a series of training sessions throughout the year; twice a year they run a city-wide drill, where participants practice triage, do ham (amateur) radio exercises, and do group work emergency drills. While these sessions are very lengthy and involved and would not fit well in a short ESL class, many of the NERT exercises and drills would work as individual exercises. For example, students could participate in vocabulary and grammar exercises designed around the use of a fire extinguisher. The lesson could be followed up by practice on an actual fire extinguisher. LEPs in focus groups have requested more hands-on experience in disaster preparedness.

<div align="center">**Summary**</div>

In summary, community-based adult ESL classes fill an educational gap for adult LEPs who may not be able to attend community college or private language schools. A review of the literature suggests that community-based ESL programs which adapt curricula and lesson plans to adult students' specific needs help LEPs develop English proficiency; additionally, community ESL programs provide LEPs with the skills to socially integrate and navigate throughout the various institutions in their communities. Emergency ESL provides context-based lessons on emergency preparedness which will help ELLs build self-efficacy in response to crisis situations.

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APPENDIX

Emergency ESL:

An ESL Workbook for Teaching Emergency and Disaster Preparedness

EMERGENCY ESL

An ESL Workbook for Teaching Emergency and Disaster Preparedness

EMERGENCY ESL

An ESL Workbook for Teaching Emergency and Disaster Preparedness

Lisa Guay

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UNIT ONE

EMERGENCIES

What is an **emergency**? An **emergency** is an unexpected situation which is usually dangerous to people or property; immediate action is required to correct the issue.

VOCABULARY: EMERGENCIES
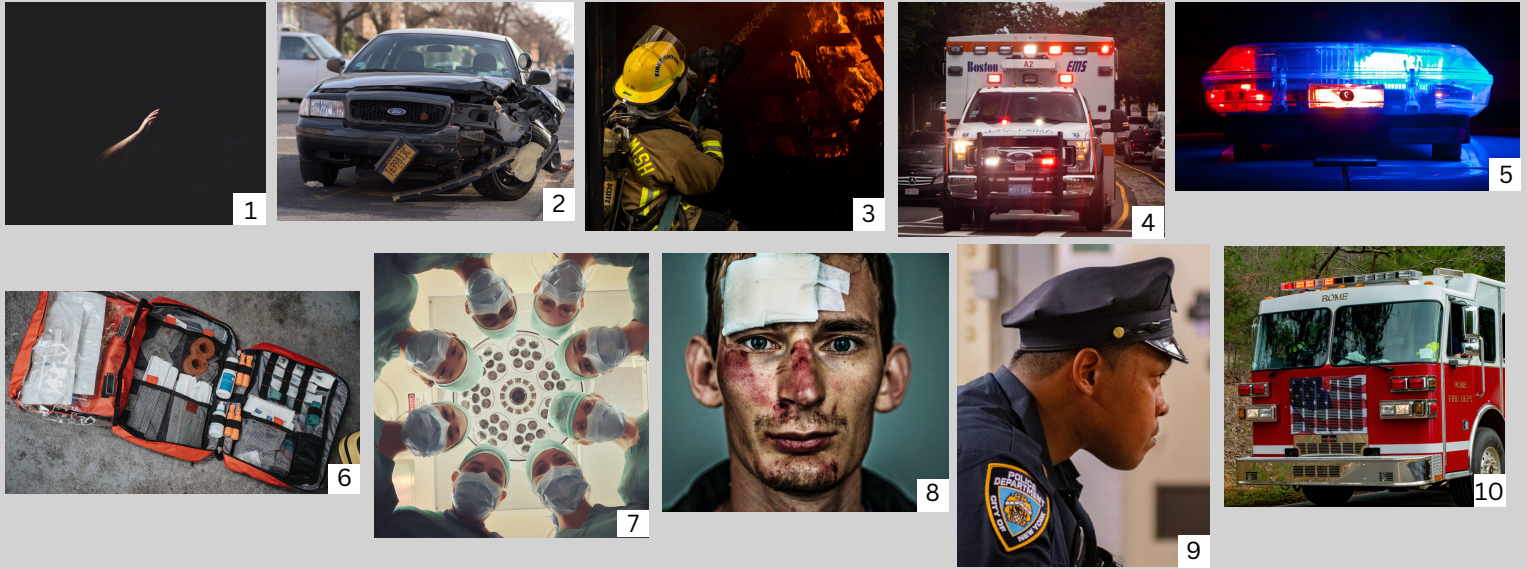
Emergency Vocabulary: Definitions

Accident: an unexpected event, sometimes resulting in harm to people or property; a mistake

Ambulance: a special vehicle used to take sick or injured people to the hospital

Firefighter: a person whose job it is to put out fires and treat some medical emergencies

Fire Engine: a large vehicle that carries firefighters and their equipment to a fire; also called a fire truck

First aid kit: a box or bag containing basic medical equipment such as bandages, burn cream, aspirin

Hospital: a place where sick or injured people are taken care of by doctors and nurses

Injury: physical damage to someone's body, caused by an accident or an attack

Police officer: a member of the police force, responsible for enforcing the law, solving crimes and protecting people

Police car: an official car used by the police; a police car usually has sirens on top

Power outage: an event where the supply of electricity is shut off; an outage could affect a house, or an entire neighborhood

VOCABULARY: EMERGENCIES

Vocabulary Exercise 1.1. Matching. Look at the photos and definitions on page 6. Select the photo that works best with the definition. Fill in the number of the photo in the correct blank below.

Accident__*2*____	Ambulance_____	Fire Engine_____	Fire Fighter_____	First Aid Kit_____
Hospital_____	Injury_____	Police Officer_____	Police Car_____	Power Outage_____

Vocabulary Exercise 1.2. Fill in the blanks. Complete each sentence with the vocabulary words from page 6.

1) The San Mateo City Council has approved the purchase of a new _____. The new ladder truck will allow the city's fire department to service high-rise buildings.

2) He was given a ticket by the _____ after he accidentally drove through a stop sign.

3) She told the doctors that she has not been in the _____ since she gave birth to her child.

4) The _____ rescued the whole family before the house was destroyed by flames.

5) Her brother saw a very bad accident. He sat in the back of the _____ while the officer interviewed him.

6) Last July, he collapsed while having a heart attack and died in the _____ on the way to the hospital.

7) The California Highway Patrol reported that the victim suffered injuries consistent with being in a(n) _____. They included a seat belt bruise and a cut on the forehead.

8) He won't be playing football this season because he received a(n) _____ to his shoulder during a practice game.

9) My family keeps a(n) _____ and extra food and water on a special shelf in the garage.

10) Heavy winds caused a(n) _____ in their neighborhood tonight. They are using flashlights to see.

SPEAKING: EMERGENCIES

Speaking, listening and writing. Work with a partner.

Have you experienced an emergency or emergencies? What type? How do you prepare for an emergency? How does your family prepare? Does your family have an emergency kit/emergency supplies? Where do you keep them? Take notes.

_____
_____
_____

READING: EMERGENCIES

Pre-Reading: What is happening in this picture? Read the article from CBS News online about 2 people who experienced an emergency. You can read the article by scanning the QR code to the right, or click on the link to the article: **https://www.cbsnews.com/sanfrancisco/news/sf-firefighters-save-mother-daughter-from-vehicle-electrified-by-live-wire-from-downed-tree/**

Reading Exercise 1.1. True/False. Read each sentence. Circle T for true or F for false.

1) The two people in the article were riding the bus when the accident happened. **T / F**
2) The two people in the article are sisters. **T / F**
3) The accident happened south of Golden Gate Park. **T / F**
4) The fire department responded to the emergency situation. **T / F**
5) The vehicle mentioned in the article was not damaged. **T / F**
6) The situation was very dangerous because of the live electrical wires. **T / F**
7) The two people in the article did not have any injuries. **T / F**

Reading Exercise 1.2. Read each sentence. Circle the correct word in bold.

1) The two people mentioned in the article **left / stayed in** the vehicle.
2) The incident happened on Tuesday at **12:00 pm / 2:00 pm.**
3) The rubber tires on the vehicle **prevented the people from being electrocuted /caused the people to be electrocuted**.
4) The sunroof of the vehicle was **blown out / blown in** by the fallen trees and wires.
5) The power lines fell **onto / away** from the vehicle.
6) The fire chief described the inside of the vehicle as the **safest / most dangerous** place to be
7) Local police **rerouted / did not reroute** local vehicles and buses.
8) The **San Francisco Police Department / Department of Emergency Management** issued an alert about the incident.

Speaking, Listening and Writing: Practice with a Partner.

Have you ever been in this type of situation before? What does the word *electrocute* mean? Have you ever seen a live wire? How do you deal with this type of situation? How do you stay safe?

_____
_____
_____
_____

GRAMMAR: The Impersonal Subject *There*

In English we use the word **there** as an impersonal subject. For example, in the sentence ***There is a hospital in my neighborhood***, the word **there** is an impersonal subject. Another name for this is an empty subject. The real subject in these sentences comes after the verb and determines whether the verb is singular or plural. We use **there is** for singular nouns and **there are** for plural nouns.

We use **there** with the verb **be** to show that something or someone exists or that something or someone is in a specific place. We also use **there** to show that something has happened.

Affirmative sentence: there + be+ subject

There is a fire station in this town. -**or**- There's a fire station in this town. (***fire station*** is a singular subject)
There are many parks in this city. (***parks*** is a plural subject)

Note the short form: ***there + is = there's***
There is not a short form for ***there + are = there're***

Negative sentence: there + be+ no + subject   -**or**-   there + be + not any + subject

There is not a police station in this town. -**or**- There isn't any police station in this town.
There are not any parks in this city. -**or**- There aren't any parks in this city.

Informal speech: When we talk about a group of things (plural subject) during informal speech, we sometimes say ***there is*** or ***there's*** instead of ***there are***.

Informal speech: There's a fire station, a police station and a hospital in this town.
Formal speech and writing: There are a fire station, a police station and a hospital in this town.

Questions and Answers with *there*

We use ***Is there?*** for singular nouns and uncountable nouns and ***Are there?*** for plural nouns.

Is there a police station in this town?
Are there any parks in this city?

To answer questions, we can say:
Yes, there is. -**or**- No, there isn't. (singular subject)
Note: We do not say: Yes, there's.

Yes, there are. -**or**- No, there aren't. (plural subject)

The Conjunction *and*: When there are two singular subjects in the sentence joined by the conjunction ***and***, we use a plural verb.

There are a police station and a fire station in this town.

Be careful: Don't confuse ***there*** in ***there is*** sentences with ***there***, the adverb for location.

There is a fire station on this block.
The station is over **there**, near the garage. (adverb)

GRAMMAR - The Impersonal Subject *There*

Grammar Exercise 1.1. Read each sentence. Circle the correct word in bold.

1) There **is / are** an excellent fire safety training course at the community center.

2) There **isn't / aren't** people from many different countries at my school.

3) **There's / There're** lots of bandages, burn creams and pain pills in my first aid kit.

4) There **is / are** a fire engine parked at the corner.

5) There **was / were** two accidents in the park last week.

6) **Is / Are** there any burn gel left in the bottle?

7) **The / There** person over there is not breathing well.

8) **Was / Were** there a bandage, a bottle of aspirin and a mask in my first aid kit?

Grammar Exercise 1.2. Rewrite the sentences with the correct form of there is (not) or there are (not).

1) Many restaurants are not in my neighborhood. > *There are not many restaurants in my neighborhood.*

2) An accident is on the corner.

3) A lot of wildfires are in the country during the summer.

4) A doctor's office is near my neighborhood.

5) A power outage was in my aunt's city last week.

6) Many police cars are driving down my street very quickly.

Grammar Exercise 1.3. Write three (3) original sentences with vocabulary from this unit. Use the phrases *there is/are, there was/were, Is there/Are there,* or *Was there/Were there.*

1) _____.

2) _____.

3) _____.

Did you know?

In San Francisco, when you make a phone call to 9-1-1 to report an emergency, your calls go to an emergency dispatch center. The verb ***dispatch*** means "to send off or away, usually quickly." The person who answers your 9-1-1 call is an **emergency dispatcher**. This means that their job is to send help to you. The dispatcher will answer your call by saying: "San Francisco 9-1-1. Police, fire, medical." Click on the link to watch the short video about a day in the life of a dispatcher at the San Francisco Emergency Dispatch Center. Pay attention to the questions the dispatchers ask the callers. San Francisco's Emergency Dispatch Center handles as many as 1,900 calls a month!

The Atlantic's Emergency 911: Behind the Scenes of 911 Calls:
https://www.youtube.com/watch?v=C7NvWswqabc

LISTENING: Calling 9-1-1

9-1-1 is an emergency telephone number for the United States and other countries around the world. In the following video, we will see how a city in Washington state uses 9-1-1 and other phone numbers for different situations. Watch the video and then answer the questions below.

You can access the video ***Emergency? When to Call 9-1-1*** at **https://www.youtube.com/watch?v=TJ3t456R7_A** or scan the QR code above.

Listening Exercise 1.1. True/False. Read each sentence. Circle T for true or F for false.

1) You should call 911 any time you have a question. **T / F**

2) You have to dial the area code before you dial 9-1-1. **T / F**

3) There is a separate phone number for non-emergencies. **T / F**

4) A good reason for calling the emergency number is when there is a threat to people or property. **T / F**

5) A severe accident is an example of a non-emergency. **T / F**

6) This video shows the emergency information for Polk County. **T / F**

7) The non-emergency line can be used to report activities that do **not** put people in immediate danger. **T / F**

8) If you aren't sure whether the situation is an emergency, call 9-1-1. The dispatcher will help you. **T / F**

9) Some emergency incidents can be reported online. **T / F**

10) You can text 9-1-1 in situations where it is not safe to speak out loud. **T / F**

WRITING: Calling 9-1-1 or 3-1-1?

San Francisco's Coordinated Street Response Program provides the number 9-1-1 for police, fire and medical emergencies. It provides the number 3-1-1 for non-emergencies, city services and information.

Work with a partner. Fill out the chart below with 5 reasons why you should call 9-1-1 and 5 reasons why you should call 3-1-1. Check your answers against this website: https://sf.gov/coordinated-street-response-program-1

Call 9-1-1	Call 3-1-1
There was an accident.	There is trash on the street.

LISTENING: What to Say When Calling 9-1-1

When you call 9-1-1, a dispatcher answers your call. What do you say to the dispatcher? He or she will ask you questions and you will need to answer clearly. Watch and listen to the video; then answer the questions.

You can access the video **What to Say When You Call 9-1-1 at https://www.youtube.com/watch?v=spGJ9Ii5W3o.** You can also scan the QR code above.

Listening Exercise 1.2 Multiple choice. Complete each sentence with the best option from a, b, or c.

1) The man speaking in the video is a:
a. doctor
b. firefighter
c. paramedic

2) The purpose of this video is to:
a. prepare people to save accident victims
b. prepare people to make 9-1-1 calls
c. prepare people to ride in an ambulance

3) When you call 9-1-1, the dispatcher will ask you:
a. what your emergency is
b. your date of birth
c. your name

4) Before you call 9-1-1, you should:
a. look for an evacuation route
b. plan what to say to the dispatcher
c. wait for someone else to help

5) When you answer the dispatcher's questions, you should:
a. give very detailed descriptions
b. give brief descriptions
c. yell loudly into the phone to show it is urgent

6) The dispatcher needs to know 2 things right away:
a. what is happening, why you need help
b. why you need help, who you are
c. why you need help, where you live

7) The more time you are on the phone with 9-1-1:
a. the more time you have to give an explanation
b. the more time you have to calm down
c. the more time is lost to help the patient

8) According the the man in the video, one of the more important things the dispatcher needs to know is:
a. your location
b. the type of emergency
c. the patient's name

Speaking, Listening and Writing. Practice with a Partner.

Have you ever called 9-1-1? Was it an emergency? How do you prepare your family and household to manage emergencies? What do you think Matt means when he says "prepare a checklist in your mind"?

_____
_____
_____
_____

LISTENING: What to Say When Calling 9-1-1

Listening Exercise 1.3. Listen to the first minute of the video again. Fill in the blanks with the words that you hear.

My name is Matt, I'm a _____, and today I want to _____ with you what you _____ when you call 911. When you're _____ those numbers, the _____ are high and _____ can get the best of you. So it's important to _____ a little _____ in your mind, before you hear the _____ saying: "9-1-1, what's your _____?"

So, let's go through that _____ together. So, _____ the dispatcher asks you what's your emergency, you want to state what is _____ and why you need _____. You want to keep this part very _____. You don't want to _____ on and on, giving a super _____ explanation about what _____, when you could have said roughly the same thing in 5 or 10 _____.

Listening Exercise 1.4. Matching. Match the words from the video on the left with their definitions on the right.

1) checklist   a) taking place

2) concise   b) talk for a long time

3) cross street   c) giving lots of information

4) detailed   d) things you must remember to do

5) happening   e) intersects the road you are on

6) ramble on   f) brief and clear

The expression *by accident*

In English, we use the noun ***accident*** to mean something bad that happens to someone or something. An accident is an event that is not expected and it can cause damage or injury.

We also use the expression ***by accident***. ***By accident*** means 'in a way that is not intended or planned.' It can also indicate a mistake or error was made. ***By accident*** is another way to say ***accidentally***.

Examples:

He deleted your number on his phone by accident. (He did not mean to do this. He made a mistake).

He accidentally deleted your number.

The fire started by accident. (The fire was not planned).

SPEAKING - *By Accident*

In English we use the noun ***accident*** to mean something bad that happens to someone or something. An ***accident*** is something that is not expected and it can cause damage or injury.

We also use the expression ***by accident***. ***By accident*** means 'in a way that is not intended or planned.' It can also indicate a mistake or error was made. ***By accident*** is another way to say ***accidentally***.
Example:
He deleted your number on his phone by accident. (He did not mean to do this. He made a mistake).
He accidentally deleted your number.
The fire started by accident. (The fire was unplanned).

Calling 9-1-1 by Accident

What do you do if you call 911 by accident? Don't hang up! Stay on the line and explain what happened. In the short conversations below, the caller has accidentally called 9-1-1. Fill in the blanks with the correct word from the word bank.Then practice with a partner. Take turns playing the part of the 9-1-1 dispatcher and the caller. What else could you say on this type of call?

Word Bank: don't okay emergency by accident help mistake any number isn't

9-1-1 Dispatcher: 9-1-1. Police, fire, medical.
Caller: Hello, I called _____. There is no _____ .

911 Dispatcher: 9-1-1- What is your emergency?
Caller: I am sorry, I made a _____. I called the wrong _____. There _____ _____ emergency.

911 Dispatcher: 9-1-1- Do you need _____?
Caller: No I _____ need help. I am _____ .

Speaking, Listening and Writing. Group Work. In groups of 4-5, discuss the following questions.

Have you ever called 9-1-1? Was it difficult to understand the dispatcher who answered your call? Could the dispatcher understand you? Do you think it is easier to speak English in person or when you are on the phone? Why? Why is one way harder than the other? How can you make this easier? Take notes.
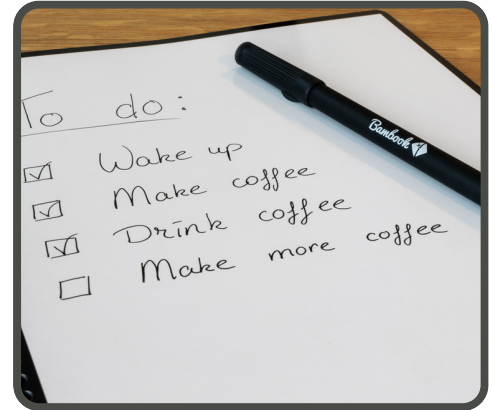
_____
_____
_____
_____

WRITING - CHECKLIST FOR 9-1-1

In the video **What to Do When You Call 9-1-1**, Matt says that it is important to **prepare a checklist in your mind** before you call 9-1-1. A checklist is a simple to-do list that helps you put your tasks in order. A checklist can help us to organize our thoughts.

Practice with a Partner. Practice with a partner by preparing a checklist on paper. Imagine there is an emergency situation and you need to describe it to a 9-1-1 dispatcher. Write down the sentences you would say using the first three (3) questions Matt mentioned. For the fourth question, what do you think the dispatcher will say? The four questions are in the chart below. You can make up your own sentences, or you can use the example sentences in the chart. Write sentences for 5 emergencies.

#1 What is happening? What happened?	#2 Why do you need help?	#3 Where are you? What is your location?	#4 What instructions did the dispatcher tell you?
I am injured. Someone is injured. I saw an accident. There is/was an accident. There is a fire. There is a crime.	I need/don't need help. I am safe/not safe. Someone else needs help. car accident child/person injured crime fire mental health issue overdose person not breathing	1750 Fulton Street Masonic and Oak Street gas station at Fell/Masonic Alamo Square Park	stay where you are leave the area go to a neighbor's wait for Fire Dept.

Example: <u>(1)There was an accident. (2) 3 people are injured. I am okay. (3) I am on the corner of Page Street and Divisadero.</u>

Emergency Situation 1: _____

Emergency Situation 2: _____

Emergency Situation 3: _____

Emergency Situation 4: _____

Emergency Situation 5: _____

WRITING - EMERGENCY CONTACT NUMBERS

Local Emergency Contact List. It is important to know who to call and what to say in an emergency. One way that you and your family can be prepared is by having a list of important numbers in one place, for example, taped to your refrigerator. That way, your whole family can access the list in a hurry.

Work with a partner. Discuss the types of emergency contact numbers important to you and your household. Complete your own chart for your household. What are some other local emergency numbers you need? Where will you put this list in your home? Will you discuss it with everyone in your home, including children, so they know how and when to use it? You can save these numbers to your mobile phone, but it's important to keep paper copies in case your mobile doesn't work.

LOCAL EMERGENCY CONTACT NUMBERS

EMERGENCY SERVICE	CONTACT INFO (Phone Number/Address)	REASONS FOR CALLING
Emergency 9-1-1	9-1-1	accident,
Non-Emergency 3-1-1	3-1-1	trash in street,
Local Police Station		
Local Fire Station		
Hospital		
Emergency Room		
Community Center		
Church		
Cooling Center		
Local Library		

EMERGENCIES: PUTTING IT ALL TOGETHER

Did you learn anything new about emergencies and emergency preparedness in this unit?
What will you do to make your household be more prepared for emergencies?

_____
_____
_____

GROUP PROJECT - Home First Aid Kit

The pictures above are images of a first aid kit. This is a type of first aid kit that you might see at a workplace or office. **What is a first aid kit**? In English, we use the word *kit* to describe a set of articles or equipment used for a specific purpose. Sometimes a kit is put in a special box or container. A first aid kit is a collection of supplies and equipment used to give immediate medical treatment, to treat injuries or mild and moderate medical conditions.

How do we build a first aid kit that we can use at home? Some of the typical items in a first aid kit are: bandages, tape, gloves, masks, tweezers and antiseptic.

The **American Red Cross (ARC**) is a humanitarian organization which provides emergency assistance and disaster relief in the United States. The ARC's website helps people plan and prepare for emergencies and disasters.

Read about First Aid Kits on the ARC's website Make a First Aid Kit
https://www.redcross.org/get-help/how-to-prepare-for-emergencies/anatomy-of-a-first-aid-kit.html
You can also scan the QR code to the right

Group Work – Work in groups of 4-5 people. Imagine that you all live in the same household and you have discovered that you do not have a first aid kit. Discuss what you will need. Build a kit by making a list of items you will need. What if you are a family with young children, or a baby? What if there are very old people in your household? Where do you keep your kit? Is it separate from the other items you use? Do you have a kit for places other than your home? Where? Where do you store your first aid kit? What if you live alone?

UNIT TWO

DISASTERS

What is a **disaster**? A **disaster** is a natural or human-made event which can result in loss of human life, destruction of the natural world, and destruction of the man-made world. A disaster can happen over a short amount of time (an earthquake) or it may happen over a longer amount of time (climate change). Droughts, wildfires, floods, landslides, and volcanic eruptions are often considered examples of natural disasters. Examples of human-caused disasters are oil spills, high-rise fires, airplane crashes and acts of terrorism.

VOCABULARY: DISASTERS
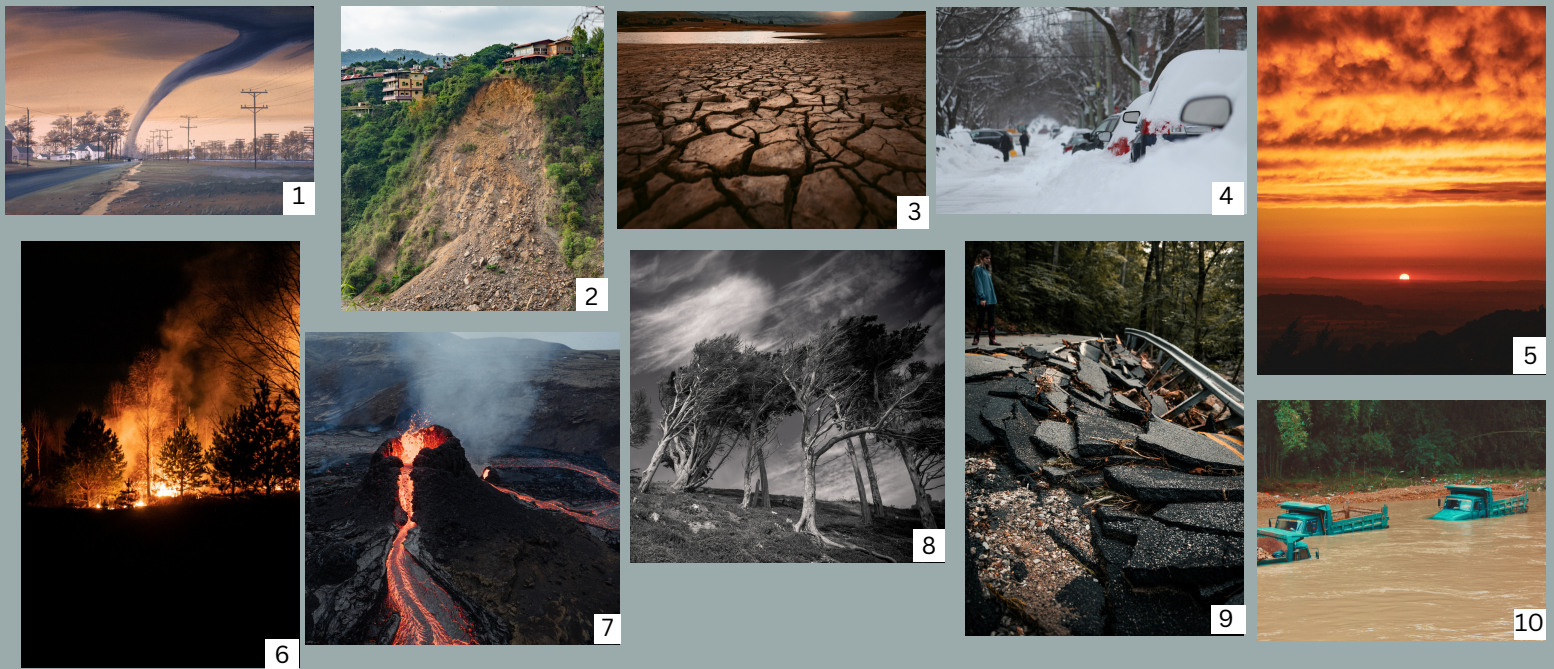
Disaster Vocabulary: Definitions

Drought: a long period with little or no rainfall; there is not enough water

Earthquake: intense shaking of the ground caused by seismic waves passing through the earth's crust

Flood: an overflow of water that completely covers land areas that are normally dry

Heat Wave: extremely hot weather that can last 2 or more days and can endanger animal and plant life

Hurricane: a severe rain storm that brings high winds, rain, thunder, lightning, and flooding

Landslide: the movement of earth and rock down a mountain, cliff or slope

Tornado: a high-speed wind with a funnel-shaped cloud that moves in a narrow path over the land

Volcano: a cone-shaped mountain from which lava, ash, and hot gases emerge during an eruption

Wildfire: an uncontrolled fire that burns in a rural area, forest, grasslands, mountains

Winter Storm: a weather event where there is snow, rain, freezing rain; also called a snowstorm or blizzard

VOCABULARY: DISASTERS

Vocabulary Exercise 2.1. Matching: Look at the photos and definitions on page 19. Select the photo that works best with the definition. Fill in the number of the photo in the correct blank below.

Drought_____	Earthquake_____	Flood_____	Heat Wave_____	Hurricane_____

Landslide_____	Tornado_____	Volcano_____	Wildfire_____	Winter Storm_____

Vocabulary Exercise 2.2. Fill in the blanks: Complete each sentence with the vocabulary words from page 19.

1) In 2018, heavy rains in Santa Barbara dislodged large rocks and earth. The resulting _____ carried houses down the hills and flooded local rivers.

2) Those lawn sprinklers use a lot of water. If this _____ continues, it's going to put a lot of strain on the city's water supply.

3) Even a small _____, with a wind speed of 86 miles per hour, can rip off doors, break windows and upend mobile homes.

4) A _____ warning Is in effect for the East Coast – it is expected to bring freezing rain and 8 inches of snow.

5) The road surface melted and collapsed during the _____ in Arizona last summer.

6) Air travel was canceled after Iceland's Grimsvotn _____ erupted. The smoke and ash in the air made it unsafe to fly.

7) After Hurricane Katrina, the U.S. Army Corps of Engineers built a $14.5 billion system of walls, levees and pumps designed to protect the city against _____(s).

8) In September of 2020, the skies in the San Francisco Bay Area turned orange. This was due to a combination of fog and smoke from the _____(s) up north.

9) There were lots of fallen trees and flooding after the _____.

10) According to the US Geological Survey, the _____ measured at 4.0 on the Richter scale and struck around 7:12 am.

Speaking, Listening and Writing. Practice with a Partner

What disasters are you concerned about? How do you prepare for one? How does your family prepare? Does your family have extra supplies on hand in case of a disaster? Where do you keep them? Take notes.

_____
_____
_____

READING: DISASTER ALERTS

Pre-Reading: How do we get information about disasters? Television, radio, neighbors, family? What is an **alert**? An **alert** is an alarm or signal notifying people about danger or accidents. It is similar to a warning. Click on the link to the ***Sign up for Alert SF*** website: **https://sf.gov/information/be-know-official-emergency-alerts** or scan the QR code on the right.
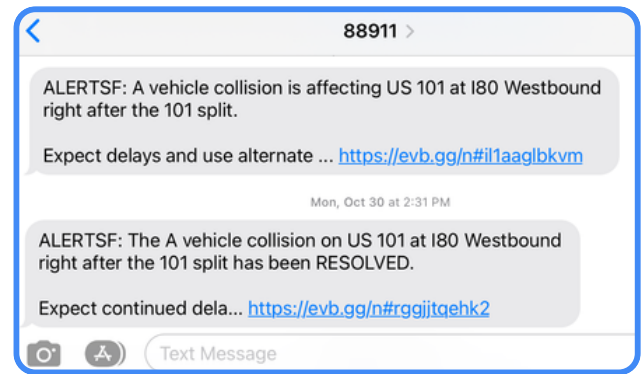
Reading Exercise 2.1. Multiple choice. Complete each sentence with the best option from a, b,or c.

1) Alert SF:
a. sends warning notices over the radio
b. sends warning notices by text
c. sends warning notices over the television

2) Alert SF sends information about:
a. earthquakes
b. car accidents
c. both a and b

3) To sign up for Alert SF:
a. email your information to Alert SF
b. text your information
c. call the telephone number

4) When you sign up for Alert SF, you will need to give:
a. your house number
b. your license plate
c. your zip code

5) The Department of Emergency Management's Twitter account is:
a. @SFEmergencyHelp
b. @SF_Emergency
c. @SF_Emergencies

6) Alert SF is available to:
a. SF residents and SF visitors
b. SF residents and East Bay residents
c. SF residents only

7) When you register for Alert SF, you can use:
a. SF zip codes of homes, offices, or schools you go to
b. use the zip code where you live in SF
c. use any zip code in the country

8) The Department of Emergency Management's Twitter provides the following information:
a. what to do, link to the news, type of incident
b. your location, location of incident, emergency contacts
c. what to do, location of incident, type of incident

Did you know?

Did you know there are many different types of alerts available to you? You can download apps to your phone, visit websites, or tune in to the radio to get information about emergencies.

AlertTheBay.org will inform you about emergencies in all 12 Bay Area counties.

The **FEMA** (Federal Emergency Management Agency) app sends you weather alerts, locations of emergency shelters in your area, and more.

Pollution: **AirNow** (AirNow.gov) and Purple Air (https://www.purpleair.com) provide real-time measurements of air quality, including Spare the Air alerts when there is air pollution.

Radio Stations - KQED 88.5 FM KCBS 740 and KGO 810 AM broadcast info about disasters.

GRAMMAR: Simple Past and Progressive Tenses

Simple Past and Present Progressive

In English we use the **simple past tense** to talk about actions that have happened in the past or actions that happened before right now. This means that the action is finished or completed. Regular verbs form the past tense by adding **-ed** to the end of the verb. Regular verbs ending in **e** add **-d** to the end of the word. Verbs ending in a consonant + **y** drop the **y** and add **-ied** to form the past tense.

Past Tense: verb + -ed (or **–d** or **-ied**)

happen > happened
decide > decided
hurry > hurried

Past Tense Questions and Negatives

We use **did** with the main verb to form questions and negatives in the past tense. The main verb is the present tense of the verb.

Did you **decide** on an emergency plan?
No, we **did not decide** on a plan.

Some of the words we use with the past tense are: *yesterday*, *last* (with *night,* a specific day of the week, month, year), *ago*

He worked for the fire department ten years ago.
We went to class last Monday.

In English, we use the **present progressive tense** when the action is taking place at this moment. We also use the present progressive to show future action.

Present Progressive Tense: **subject + am/is/are + verb + ing** (action is happening now)

He is calling the fire department right now.

Subject + be + going (future action)
Subject + be + going + infinitive (future action)

We are going to a first aid class next week.
We are going to buy supplies in an hour.

Some of the words we use with the present progressive tense are *now, right now, at this moment*, *right this second*, *presently*.

The verb *happen*: In English, the verb **to happen** is a very common, regular verb. **To happen** means to take place, to occur or to come into being.

The hurricane **happened** last week. (past)
The hurricane **is happening** now. (present progressive)
The hurricane is going to hit land next week. (present progressive)

We use the verb **to happen** frequently in English. We use it to talk about accidents, events, and weather. We use the verb **to happen** with the impersonal subject **it** to say that something took place.

It happened last week.
It is happening now.

GRAMMAR: Simple Past and Progressive Tenses

Grammar Exercise 2.1 Read each sentence. Circle the correct word in bold.

1) The class **is practicing / practiced** an earthquake drill in an hour.

2) They are **making / made** a first aid kit yesterday.

3) He **put / is putting** new batteries in the fire alarm presently.

4) She **injured / is injuring** her foot last year when she went hiking in the mountains.

5) After the storm hit the town, many tall trees **are falling / fell** to the ground.

6) **Did / Are** you see the accident? No I **am / did** not see it. There **were / was** no witnesses.

Grammar Exercise 2.2. Read the dialogues. Circle the correct answer from the words in bold.

1) **Neighbor 1:** There **was / is** a fire on the corner last night. **Did / Are** you **see / seeing** it? **Neighbor 2:** No, I **am / did** not see it. I **heard / am** hearing about it from some neighbors. **Neighbor 1**: Guess **what happened / what is happening**? A tree **is catching / caught** on fire. There **were / was** flames that were ten feet high. There **was / were** no witnesses. Fortunately, the fire department **was extinguishing / extinguished** the fire quickly.

2) **911 Dispatcher:** 911 What **are / is** your emergency? **Caller:** There **is / was** a person on the ground.
911 Dispatcher: Is / Are** the person on the ground now? **Caller:** Yes, the person **tripped / is tripping** on something on the sidewalk few minutes ago and did not **get / getting** up. **911 Dispatcher:** is the person **breathed / breathing?**

3) **911 Dispatcher**: 911 What **was / is** your emergency? **Caller:** I want to report an accident. A tree just **fell / is falling** down. It is blocking the road. **911 Dispatcher:** It is hard to hear you because you are **yelling / yelled** too loudly. Please calm down, sir. Are you **injured / injuring?**
Caller: I am safe. I am not **injured / injuring**. The tree **fell / is falling** about 10 minutes ago. I waited until I was in a safe place to make the call.

Grammar Exercise 2.3. Write three (3) original sentences with vocabulary from this unit. Use the past tense or the present progressive.

1) _____.

2) _____.

3) _____.

Did you know?

Did you know that **Ready (ready.gov)** is the website for the Ready Campaign? The Ready campaign is managed by FEMA, the Federal Emergency Management Agency of the U.S. Government. The Ready website has lots of information about alerts, disasters, emergencies, making plans, and teaching children how to prepare for emergencies. There are also videos and forms to help you plan ahead. There are both English and Spanish versions of the website.

LISTENING: Weather Alerts

What is a **weather alert**? It is a warning about extreme or dangerous weather that may cause damage to people or property. How do we get weather alerts? Television? Texts? Radio? Friends? Watch and listen to the video. Then answer the questions.
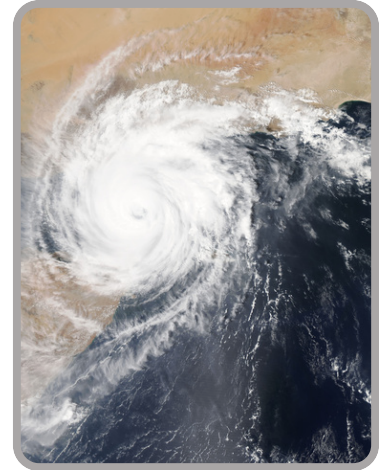
You can wtach the video
Tropical Tracker Hurricane Warning for Eastern Long Island and CT
at **https://www.youtube.com/watch?v=6OVK0ryo9iE** or scan the QR code above.

Listening Exercise 2.1. True/False. Read each sentence. Mark T for true and F for false.

1) The alert mentions a tropical storm and a hurricane. **T / F**

2) The hurricane warning is for Suffolk County, Long Island. **T / F**

3) There is only a small possibility of a hurricane. **T / F**

4) New York City is under a tropical storm watch. **T / F**

5) A storm watch means a storm is possible, but not certain. **T / F**

6) The storm is heading away from the coast. **T / F**

7) The name of the storm is Marie. **T / F**

8) The storm is predicted to hit land on mid-day Sunday. **T / F**

9) Wind gusts could be up to 200 miles per hour. **T / F**

10) A storm warning is more serious than a storm watch. **T / F**

Listening Exercise 2.2. Read each sentence. Circle the correct word in bold.

1) This video can best be described as a **weather forecast / an announcement for people to leave the area**.

2) The storm is expected within **36 hours / 48 hours**.

3) The National **Emergency / Hurricane** Center issued the warning.

4) The track of the storm means: the storm's **intensity / route.**

5) A storm surge involves wind pushing a **small amount / large amount** of ocean water toward land.

6) People living on the coast need to be aware of **flooding / tsunami.**

7) The full moon is causing tides to be **lower / higher** than normal.

LISTENING: Weather Alerts

A heat wave is a period of unusually hot weather that lasts more than 2 days. Also called extreme heat, a heat wave is dangerous to humans, plants, and other animals. How do people stay safe during a heat wave? Watch and listen to the YouTube video; then answer the questions.

You can access the video *California Heat Wave* **2023** at **https://www.youtube.com/watch?v=hU2qt2H8AL0** or scan the QR code above.

Listening Exercise 2.3 Multiple choice. Complete each sentence with the best option from a, b,or c.

1) The purpose of this news report is to:
a. report on the heat wave in Southern California
b. report on the heat wave in Northern California
c. report on the California State Fair

2) The news anchor tells us:
a. this is the second heat wave of the year
b. this is the first heat wave of the year
c. it is not cooling down

3) Bridget, the reporter on the street, is located in:
a. Lake Tahoe
b. Stockton
c. Sacramento

4) Bridget tells us that yesterday:
a. Stockton beat a temperature record
b. Sacramento beat a temperature record
c. both a and b

5) The temperature got up to:
a. 109 degrees
b. 108 degrees
c. 79 degrees

6) Bridget tells us people are staying cool by:
a. visiting cooling centers
b. going outside in the middle of the day
c. eating ice cream

7) According to the report, the California State Fair has these cooling devices:
a. misters and fans
b. misters and air conditioners
c. fans and rides

8) The weather in Tahoe reached:
a. 103 degrees
b. 83 degrees
c. 93 degrees

Listening Exercise 2.4. Listen to the last minute of the video again. Bridget, the reporter, discusses how to plan ahead to stay safe during the heat wave. Write the words that you hear.

Yeah, it's just something you want to _____ for. Have that plan ready because it is quite _____

that your _____ could go out. So have a plan in place and go to _____ _____. There's several

of them throughout our area at places like community _____, at police _____, even public _____

as well. Also go to the movies and also the _____. All good ideas but the big thing is

_____ hydrated, drink plenty of _____ , stay away from the caffeinated _____ and check on your

pets, your neighbors, especially those in the _____ category and other vulnerable _____.

READING: DISASTER PLANNING

Pre-Reading: How do we keep our families and ourselves safe in the event of emergencies and disasters? The best time to prepare for disasters and emergencies is before they happen. How do we plan for disasters? How do we **make a plan**? **Ready** is a national campaign to help Americans prepare for, respond to, and lessen the impact of emergencies and disasters. Read the Make a Plan page on the Ready website. Then answer the questions.

You can access the Make a Plan page on the Ready website at **https://www.ready.gov/plan** or scan the QR code above.

Reading Exercise 2.2. Which of the three (3) sentences in the list below describe the *main steps* you should take when making an emergency or disaster plan. Put an "x" mark in the blank next to the answer.

_____ Build an emergency kit.

_____ Have discussions with family, friends and neighbors about emergencies and emergency planning.

_____ Know your alerts and warnings.

_____ Decide who is responsible for assisting others.

_____ Get together with your family, friends and neighbors to practice the plan.

_____ Sit down with your family and create the plan.

Which of the four (4) steps is not included in the list above? _____

Reading Exercise 2.3. Read the Make a Plan page again and click on the linked items below each step. Fill in the blanks with the correct words.

When you discuss emergency plans with your family, you should talk about _____ , the place where you seek protection during an emergency. During a disaster, you may have to stay wherever you are, or _____ , until it is safe to go outside.

In case you need to leave your area, you and your family will need to plan an _____ route. It's important to plan _____ where you will go. For example, you could stay with a family members who lives nearby. Create a a family/household plan to stay in touch in case you become _____; decide on a _____ _____ and update it depending on the circumstance.

When you think about the different people in your household, think about their special needs. Does anyone need doctor's _____? Are there young _____, who may need help. Does anyone have a disability, where they would not be able to walk _____ ? What about your _____? Do they have travel cages?

WRITING: FAMILY COMMUNICATION PLAN

Family Communication Plan. If a disaster strikes, you and your family or household might not all be in the same place. If you have a family communication plan, you will know how to keep in touch with each other and how to re-unite after an emergency or disaster. A good communication plan will include contact information for your household, out-of-state contacts, and an emergency meeting place. Remember that a family communication plan is only one part of family emergency planning.

Work with a partner. Discuss the types of emergency contact numbers important to you and your household. What are some other contacts you need to add to this list? Work on your own list to the best of your ability. Finish the list at home with the help of your family, friends and neighbors.

FAMILY EMERGENCY COMMUNICATION PLAN

Home Phone Number and Address:

Family Member Name and Mobile Number: (add a new line for each family member)

Important Medical Information for Family Members:

Emergency Contact (nearby):

Emergency Contact (out-of-state):

Emergency Meeting Place (outdoors):

Emergency Meeting Place (indoors):

Info for Schools, Workplace, Childcare:

Make sure each person in your household has a paper copy of the plan. Keep a copy with your important documents. You can save these numbers to your mobile phone, or send a PDF copy to everyone in your home, but it's important to keep paper copies in case the power goes out after an emergency. If you have a small family, or are alone, include, neighbors and friends in your plan.
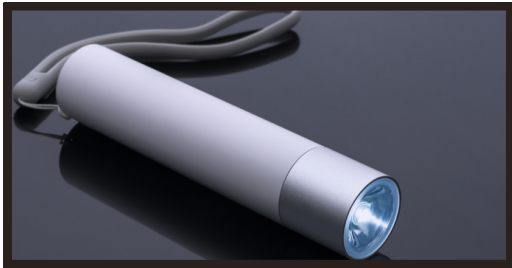
DISASTERS: PUTTING IT ALL TOGETHER

Did you learn anything new about disasters and disaster preparedness in this unit?
What will you do to make your household be more prepared for disasters? Write what you learned.
_____
_____
_____

GROUP PROJECT - 72 Hour Supplies

What are 72-hour supplies? They are supplies that will last for at least 72 hours for each person in your household. Why do you need them? And what do you need?

One of the best ways to survive a disaster is to plan ahead. If you have to shelter-in-place for several days after a disaster, you will need to have supplies ready. **72-hour supplies**, also called **emergency supplies**, are the food, water, supplies, clothing, medical and hygiene items you keep in your home for when a disaster happens. You will need to have enough supplies for each person in your household for 3-7 days. For example, you will need to have one gallon of water per person per day. Other useful items are a battery powered radio, or hand crank radio, flashlight, first aid kit, bathroom supplies, garbage bags, medicines, pet supplies, masks, solar charges for cell phone, candles, and lanterns.

Learn more about 72-hour supplies at FEMA's website:
https://www.fema.gov/press-release/20210318/how-build-kit-emergencies

Group Work – Work in groups of 4-5 people. Imagine that you all live in the same household and you have decided to plan and build an emergency supply kit for the people in your home. Discuss what you will need. Build a kit by making a list of items you will need. What if you are a family with young children, or a baby? What if there are very old people in your household? Are there other people in your family with special needs? Where do you keep your supplies? Do you keep your emergency supplies separate from the rest of your food?
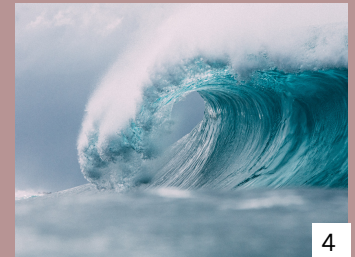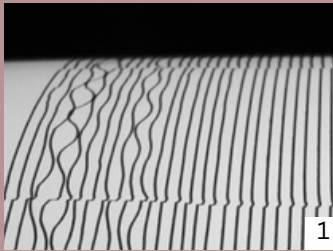
UNIT THREE

EARTHQUAKES

Earthquakes! The U.S. Geological Survey estimates that there is a 72% chance of a 6.7 or greater quake hitting the San Francisco Bay Area by 2043. The key to surviving any disaster is by planning ahead and having a plan for each step of the disaster.

VOCABULARY: EARTHQUAKES

Earthquake Vocabulary: Definitions

Collapsed (buildings): buildings that are fallen, caved in, or flattened

Debris: the remains of something broken after a quake, such as glass, rocks, building parts; rubble

Evacuation route: the plan you make to get from somewhere dangerous to somewhere safe

Fissures: deep cracks, usually in the earth and caused by earthquakes

Go Bag: a bag that holding food and other important supplies to take with you in case of evacuation

Richter Scale: the system used to measure the strength of an earthquake; a seismograph is the machine that measure this

Supplies: food and other items people need to use or consume every day

Tsunami: a very large wave produced after an earthquake; can cause serious flooding on land

Utilities: services provided by the local government, such as gas, water, electricity

Whistle: a small device that you breathe into to make a loud noise

VOCABULARY: EARTHQUAKES

Vocabulary Exercise 1. Matching. Look at the photos and definitions on page 30. Select the photo that works best with the definition. Fill in the number of the photo in the correct blank below.

Collapsed_____	Debris_____	Evacuation Route___	Fissures_____	Go Bag_____
Supplies_____	Richter Scale_____	Tsunami_____	Utilities_____	Whistle_____

Vocabulary Exercise 2. Fill in the blanks: Complete each sentence with the vocabulary words from page 30.

1) The San Francisco Fire Department suggests that you keep enough emergency _____ for each member of your family for 72 hours after a disaster or earthquake.

2) Hawaii is at risk for _____ when volcanoes erupt under the Pacific Ocean. You should stay away from the beaches and move to higher ground.

3) The earthquake was very strong. At least three large office buildings completely _____.

4) Photographs of the earthquake in Turkey showed long _____ cutting across fields, roads and hillsides.

5) After the quake, they located the shut-off valves for their _____ and turned all of them off.

6) He keeps a small _____ in his car. If he needs to leave town in a hurry, he will have supplies ready and waiting.

7) If a big earthquake hits San Francisco, it is estimated that there will be so much _____ on the streets of the Financial District that it will be unsafe for people to walk around.

8) The rescue team was able to find them because their son blew loudly on a _____ to show where they were buried.

9) If an earthquake happens and you are not able to stay at home, you will need to plan an _____ for you, your family and your pets.

10) The earthquake in Fairfield County did very little damage. It measured at 1.7 on the _____.

Speaking, Listening and Writing. Practice with a Partner.

Have you ever experienced an earthquake before? Where? How did you manage the situation?
_____
_____
_____
_____

READING: Earthquake Planning Timeline

Pre-Reading: **Earthquake Planning Timeline:** One basic way to survive a disaster is by making a **plan**. You, your family, friends and neighbors can prepare for an earthquake by making plans for what to do before (**pre-**), **during**, and after (**post-**) quake. You can make your homes and apartments ready before an earthquake hits. You can have a plan for what to do during a quake, and you can have a plan to get back on your feet after an earthquake.
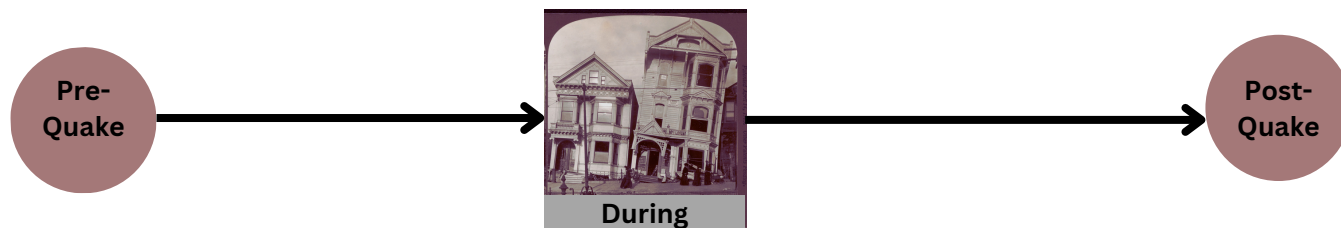
Pre-Earthquake: It is a good idea to discuss earthquake plans with your family, friends and neighbors before the quake happens. Make sure you include elderly or disabled family members in the because they may need more help than other family members. Make sure everyone in the household has a copy of your contact list.

Put a flashlight with fresh batteries and shoes in plastic bags under everyone's beds. You may need the shoes nearby because of broken glass. You may need the flashlight if the power goes out. Decide on a meeting place, near home, out in the open, like a park, where your family can meet up after an earthquake. Secure heavy furniture to the walls. If you have room, don't put beds near windows. Look at the rooms of your home for hazards that can fall on you during a quake. Install latches on cupboard doors so items can't fall off shelves.

During the Earthquake: If the earth starts shaking, there are several things you can do. First, move at least 15 feet away from windows, so that you won't be hit by falling glass. If you are inside, get under a table or a desk, which will protect you from falling debris. DROP, COVER and HOLD. If you are in a damaged building, go outside and move away from the building as fast as possible. Do not enter collapsed or damaged buildings. If you are outside, move away from buildings and go to an open area. Look out for downed power lines, which could electrocute you. If you are in your car, get away from bridges and overpasses. Stop when you are safe.

If you are in downtown San Francisco, it is generally safer to stay inside. This is because there are no open spaces in the downtown area that are far enough away from glass. You are in danger from glass and other debris from high-rise buildings which can fall from great heights. If you are trapped, send a text or bang on a pipe or wall. Use a whistle if you have one.

Post Quake – If your house is safe, you may need to "shelter in place." Use your emergency supplies if you need them. Check up on your neighbors, friends and family. Call out-of-state contacts to get status of loved ones. Send a text if it is possible. Update social media so people know you are safe. If your house is not safe, go to your meeting place.

Aftershocks can cause additional damage. Pay attention to tsunami warnings. If you are in an area that may experience tsunamis, go inland or to higher ground immediately after the shaking stops. Listen to your radio for updates. If you are sick or injured and need medical attention, contact your healthcare provider for instructions. If you are experiencing a medical emergency, call 9-1-1.

Post-Reading. Work with a partner. Are the people in your household ready if a quake happens? What are some of the ways you can make your home more prepared for a quake? What are some of your concerns about making your home and family more quake ready?

READING: Earthquake Planning

Reading Exercise 3.1. True/False. **Read each sentence. Circle T for true and F for false.**

1) Discussing emergency procedures with family and neighbors is a good way to plan for earthquakes. **T / F**

2) Everyone in your house or apartment should pick their own meeting place after a quake. **T / F**

3) It is possible for phones not to work after a quake. **T / F**

4) Everyone in the family should have a paper copy of their contact information in case of emergencies. **T / F**

5) You should park your car on the overpass if a quake hits. **T / F**

6) It is a good idea to secure heavy items on shelves in advance of a quake. **T / F**

7) You should enter quake-damaged buildings if you hear noises inside. **T / F**

8) If you are trapped after an earthquake, you can make noise to get people's attention. **T / F**

9) You should have 1 day's worth of emergency supplies. **T / F**

10) It's best to go outside in downtown San Francisco when an earthquake strikes. **T / F**

Reading Exercise 3.2. Read each sentence. Circle the correct word in bold.

1) Before an earthquake hits, give everyone in your home a copy of your **contact list** / **driver's license**.

2) You should put shoes under **one person's** / **every person's** bed in your household.

3) If the power goes out after an earthquake, it is best to use **candles** / **flashlights**.

4) During an actual quake, you should **stand in a doorway** / **get under a table**.

5) In downtown areas of the city, glass and **debris** / **dirt** from high-rise buildings can fall and cause damage.

6) Watch out for downed power lines, which can **electrocute** / **energize** you and others.

7) If you are outside during an earthquake, move to an **open** / **crowded** space.

8) If your house is undamaged after a quake, you may be able to **go to a shelter** /**shelter-in-place**.

Reading Exercise 3.3. Go back through the reading and circle all of the command verbs in every sentence.

Example: Make sure you have included elderly or disabled family members because they may need more help.

GRAMMAR: Imperatives

In English we use **imperative verbs** to order someone to do an action. The imperative is also called the command form. The command form uses the simplest form of the verb. For example, the affirmative command for the verb **to walk** is **walk**. In the imperative mood, the speaker giving the command is speaking to the singular or plural subject **you**. The subject is not always named.

Affirmative commands: infinitive form with **to** removed

to walk > walk
This means: You, walk. The **you** is implied.
Clean your room.

Negative commands: to form the negative, add **do not** or **don't** before the verb.

Do not walk in front of that moving car.
Don't forget to update your contact list.

Uses of the Imperative: Some of the ways we use the imperative are to give directions, to make requests, to give advice, to give instructions, or to warn someone.

Directions: Leave the building by following the exit signs.

Requests: Buy more burn gel when you are at the supermarket.

Advice: Plan your evacuation route in advance.

Instructions: Wash your hands, dry them, and then apply the bandages.

Warning: Don't touch that pan – it's hot!

In English, when we warn someone, we typically raise our voices to show that the warning is urgent.
We write this warning imperative with an exclamation point (!).
Watch out! There is a hole in the sidewalk.

The imperative is very direct. We can soften the imperative by using the word **please**.
Please buy more burn gel when you are at the supermarket.
Please don't smoke in bed.

The imperative with *let us* or *let's*: If the speaker who is giving the command plans to be part of the action or activity, he or she can use the phrase **let us**. This also softens the command.

Affirmative: **let us** or **let's** + verb
Let's buy more emergency supplies when we are at the market.

Negative: **let's not** + verb
Let's not wait to buy more emergency supplies. There is a storm coming.
We rarely use the long form **let us not** in spoken American English.

Note: In English we use the imperative for different situations but not for polite requests. The command form is too direct and can sound impolite. It is better to use a question instead of the imperative to make a request
We also soften the directness of imperatives with words such as **please**.

GRAMMAR: Imperatives

Grammar Exercise 3.1. Change the affirmative commands to negative commands.

1) When you go to the market, buy more burn gel. > Don't buy more burn gel when you go to the market.

2) They told us to move away from the windows after a quake.

3) If you are in a damaged building, you should go outside to an open space.

4) Drive your car away from the overpass and park in a safe place.

5) Remember elderly and disabled family members may need more help after an earthquake.

6) They asked us not to walk into the collapsed building.

7) Avoid contact with floodwater, as it can contain dangerous chemicals.

Grammar Exercise 3.2. You are explaining to your friend how to prepare for an earthquake, but your friend is not taking your advice seriously. Change the sentences to command forms so that they are more direct. Then write three sentences of your own.

1) You should try to stay safe!

2) It's not a good idea to go into collapsed buildings.

3) You can shelter-in-place if your house is undamaged.

4) You shouldn't park under a bridge after a big quake.

5) You may need to move inland if there is a tsunami warning.

6) The fire department said to turn off the gas if you know how to do this.

7) If your house is damaged, you should go to an open space.

8) It's not safe to stand near downed power lines.

9) You should keep supplies in your car.

10) You will need to make a supply kit for emergencies

11) You could organize a neighborhood meeting so we can talk about emergencies.

Grammar Exercise 3.3. We use many command expressions in English to describe how to handle emergency situations well. Match the command form of the verb on the left with the rest of the expression on the right.

1) Don't	a) a brief description
2) Calm	b) in control
3) Give	c) the situation
4) Plan	d) down
5) Manage	e) panic
6) Be	f) ahead

LISTENING: Earthquake Drills

A **drill** is an activity where we practice certain skills over and over again. **Drills** help us plan ahead for when we need to use those skills. Great Shakeout Earthquake Drills are yearly events held by schools, workplaces and other organizations to help people practice what to do in case of a real earthquake.

Watch and listen to this YouTube video about earthquake preparedness: **Recording to Help You with Your Earthquake Preparedness Drill https://www.youtube.com/watch?v=uROShwqc49I** or scan the QR code above.

Listening Exercise 3.1 Multiple choice. Complete each sentence with the best option from a, b,or c.

1) This earthquake drill is brought to you by:
a. The American Way
b. the American Geological Survey
c. the Department of Emergency Management

2) The narrator advises to:
a. Drop,Cover, Hold
b. Duck, Cover, Hold
c. Drop, Cover, Roll

3) Once you are on your hands and knees, then:
a. Stay on your knees
b. Cover your head with your arms and hand
c. Lie quietly on the floor

4) People in wheelchairs should:
a. roll away quickly
b. lock their wheels
c. wait for help

5) You should follow the instructions in the video when:
a. you hear the alert
b. you feel shaking
c. both a and b

6) Ideally, if you are inside during a quake, you should:
a. get under a sturdy desk or table
b. move toward the window
c. lie on the floor

7) The main purpose of this video is to:
a. show that earthquakes are dangerous
b. describe how an earthquake alert sounds
c. help people practice earthquake safety

8) If you live near the ocean:
a. stay where you are
b. get to higher ground
c. get closer to the water

Listening Exercise 3.2. Read each sentence. Circle the correct word in bold.

1) The US Geological Survey's system is called: the **Great Shakeout / Shake Alert** Early Warning System.

2) The narrator's voice tells us to: **Protect Yourself! / Say Safe!**

3) Another way we say Drop!Cover!Hold on! is **Fall!Cover!Hold on! / Duck!Cover!Hold on!**

4) If you are unable to get on to the ground during a quake, bend **forward / backward** to make yourself small.

5) If you are in bed when a quake happens, **get underneath it / stay in bed** and cover yourself with a pillow.

6) If you are driving when a quake hits, stop when it is safe and **stay in / leave** the car.

7) Keep your head covered or stay in your shelter until **you receive an alert / the shaking stops**.

8) According to the video, you should keep **2 weeks / 3 weeks** of supplies at home.

WRITING: Plan Ahead

Make a Plan. The best way to survive a disaster is to plan ahead. Write about how you will develop and create an emergency plan for an imaginary household.

Work with a partner. Imagine that you live in a household and the two of you have to organize an emergency plan for everyone in your home. The four steps in planning are (1) discussion; (2) determine needs of family; (3) create a plan; (4) practice your plan. Create an imaginary family and decide how you will help the household get prepared for a disaster. Use the four steps. Write 5-6 sentences about each step using the prompt questions below.

Step 1: Talking with your family: How will you discuss your emergency plan with your family, friends and household? Will you meet in person or online? How will you discuss alerts, evacuations, supplies and safe locations to wait out a disaster?

_____
_____
_____

Step 2: Daily Needs of your household: Who lives in your imaginary household? What are their ages? What do they eat? Do they need special medicines? Can they walk without assistance? Who will help them? Do you have pets? Does everyone in your household know how to use the internet or a mobile phone? Are there other people who don't live with you that you should include in your plans? Neighbors?

_____
_____
_____

Step 3: Create a Plan: Once you have information about your family and a list of items, sit down and make the plan. How will you do this? Will you assign jobs for each person? Who will help gather supplies and where will you store them? How much space do you have?

_____
_____
_____

Step 4: Practice your plan: How will you practice your plan. Will you make sure that everyone has a copy of your contact list? Will you practice leaving your home? Will you make sure everyone has alerts on their phones?

_____
_____
_____
_____

EARTHQUAKES: PUTTING IT ALL TOGETHER

Did you learn anything new about earthquakes and earthquake preparedness in this unit? What will you do to make your household be more prepared for earthquakes? Write what you learned.

_____

_____

_____

GROUP PROJECT - What's in your Go Bag?

- Water bottle with filter.
- Food, energy bars, trail mix, etc.
- Emergency blanket
- Waterproof plastic (tarp)
- Matches or lighter
- First-aid kit with tourniquet
- Backup prescription glasses
- Prescription medication
- Masks
- Gloves
- Family Emergency Contact Numbers
- Flashlight,batteries, head lamp
- Cell phone charger, power bank
- Knife or multi-tool
- Baby wipes
- Duct tape
- Change of clothing
- Roll of paracord rope
- Notebook and pen
- Compass and road atlas
- Toys/games for children
- Important documents

What is a Go Bag? A **Go Bag** is a small, emergency preparedness bag which contains necessary items that you take with you if you have to evacuate during a disaster. A Go Bag is usually light, flexible, and weighs about 20 pounds. In other words, it is portable, or easy to carry.

The lists above show some of the items people include in their Go Bags. What you put in your Go Bag depends upon the specific needs of your family. It's important to keep a copy of your Family Emergency Communication Plan in your Go Bag(s).

Look at the **Build a Personal Go Bag** page on the County of Sonoma's website: Readiness, Response and Recovery https://socoemergency.org/get-ready/build-a-kit/personal-go-bags/ or scan the QR code on the right

Group Work – Work in groups of 4-5 people. Discuss the importance of a Go Bag. How is a Go Bag different from a first aid kit or 72-hour emergency supplies? What sort of items do you and your household need for your Go Bag? Where will you store your Go Bag? What are your concerns about kits, go bags, supplies? Are there too many items to buy and assemble? Build your bag. Write down the items that you must have (most important), should have (somewhat important) and items that would be good to have but are not important.

Most important:_____

Somewhat important:_____

Least important: _____

UNIT FOUR

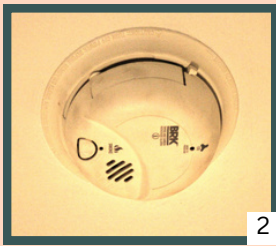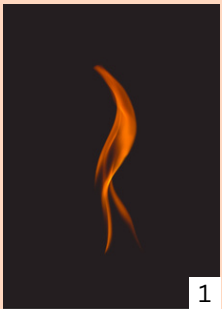# FIRES

Fires usually start out small and can usually be put out if the right kinds of tools and extinguishers are available. Extinguishers must be in good working order and the person using it must be ready, willing and able to do the job.

VOCABULARY: FIRES

Fire Vocabulary: Definitions

Air Pollution: particles in the air that can harm the health of humans, animals, and plants

Burn: an injury from fire or heat

Fire: the state of burning that produces flames that send out heat and light, and might produce smoke

Fire Alarm: a device in public spaces that produces an alarm when fire or smoke is detected; usually red

Fire Extinguisher: a device containing water, gas, powder, or foam that is sprayed onto a fire to stop it from burning

Fire Hose: a high pressure pipe that delivers water from a fire truck or hydrant; firefighter uses this to put out fires

Fire Hydrant: a metal device in the street where firefighters get water used to put out fires; also called a fireplug

Flame(s): a stream of hot, burning gas from something on fire

Smoke: the grey, black, or white gases produced when something burns

Smoke detector: a device that beeps loudly when there is smoke in the air to tell people that there is a fire

VOCABULARY: FIRES

Vocabulary Exercise 4.1. Matching.Look at the photos and definitions on page 40. Select the photo that works best with the definition. Fill in the number of the photo in the correct blank below.

Air Pollution_____	Burn_____	Fire_____	Fire Alarm_____	Fire Extinguisher____
Fire Hose_____	Fire Hydrant_____	Flame_____	Smoke _____	Smoke Detector_____

Vocabulary Exercise 4.2. Fill in the blanks. Complete each sentence with the vocabulary words from page 40.

1) She saw smoke pouring out of the apartment door so she pulled the _____ in the hallway.

2) During his company's annual fire and safety training, participants practiced using a _____. They sprayed foam over a controlled fire.

3) He spilled hot soup all over his hand. Now he has a very bad _____ on one of his fingers.

4) She inhaled so much _____ from the fires that she developed a lung infection.

5) The curtain caught on fire when it blew into the_____ from the candle.

6) It is not a good idea to park within 15 feet of _____ (s). Firefighters need to be able to connect water supply hoses to them quickly in case of a fire.

7) She fell asleep smoking cigarettes in bed. Fortunately, the _____ woke her up with its loud beeping.

8) The tent burst into flames, which spread to a nearby tree branch. In a few minutes, the entire tree was on _____.

9)The wind has blown particles from the fire into the city. The air quality is really bad. The weather forecast predicts _____ for all of next week.

10) The fire fighters used the high pressure _____ to aim water at the flames coming out of the top of the building.

Speaking, listening and writing. Work with a partner.

Have you experienced a fire? How do you and your family make your home safe from fires? Do you know how to treat small burns? Do you have items in your first aid kit for burns? Take notes.

_____
_____
_____

READING: Preventing House Fires

Pre-Reading: The American Red Cross is a non-profit organization that provides emergency assistance, disaster relief, and disaster preparedness education in the United States.The Red Cross website has some helpful information about preparing for emergencies and disasters. The website has a separate section about preparing for and preventing house fires.

 You can go to this link to read **7 Ways to Prepare for a Home Fire/How to Prevent a Home Fire: https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/fire/home-fire-preparedness.html** or scan the QR code above.

Reading Exercise 4.1. True/False. Read each sentence. Circle T for true or F for false.

1) You should check your smoke alarm twice a year. **T / F**

2) If you catch on fire, you should drop, cover and hide. **T / F**

3) You should have 2 ways to escape from your home during a fire. **T / F**

4) You can test your smoke alarm by pushing on the button until it beeps. **T / F**

5) Put an alarm in every bedroom. **T / F**

6) Children don't need to know how to call 9-1-1. **T / F**

7) It's okay to smoke in bed, as long as you use an ashtray. **T / F**

Reading Exercise 4.2. Read each sentence. Circle the correct word or phrase in bold.

1) If you have a house fire your family has **2 minutes / 4 minutes** to leave.

2) A meeting place outside the home is for **earthquakes and fires / earthquakes only / fires only.**

3) You should **practice / discuss** a fire drill to make sure your family can get out of the house in time.

4) Which is better to use when the power is out: **flashlight / candles**.

5) Speak with children about how matches and lighters can be **dangerous / easy to use**.

6) Make sure children calling 911 have your **address / contact list**.

7) It's **okay / not okay** to leave the house when cooking food, but only for a short time.

8) If you are cooking and a fire starts in the pan, **turn off the burner and put a lid on the pan / turn off the burner and throw water in the pan.**
.

GRAMMAR: Prepositions of Movement

In English, we use **prepositions of movement** to describe where someone or something is going. Prepositions of movement show movement from one place to another. We use them with verbs of motion. We use them to be very clear about where we are going, or to give instructions or directions.

Common prepositions of motion

across – movement from one side to the other of something

There was a bad accident. It took us four hours to drive across the city.

away from – movement where the person or thing is no longer in the place where they were

The firefighters extinguished the fire, packed up their equipment, and then drove away from the neighborhood.

around – in a direction surrounding, or moving along the outside of something, without going through it

along – describe movement parallel to something or someone. For example, "I walked along the beach" means that you walked parallel to the beach.

past – movement from one side to the other side of something

They ran past us on their way out of the building.

through – in one side and out of the other side of something.

It is a bad idea to drive through red lights.

to – movement in the direction of something; often there is a specific destination in mind

The ambulance took the injured man to the hospital.

under – in a position below or lower than something else.

You should not park under a bridge during an earthquake.

Prepositions of movement with the verb *get*

Get (past tense is *got*) is a very common English verb. *Get* has many, many meanings. We use expressions that combine *get* with some prepositions of motion commands, and with verbs of motion. For example, we can use the expressions *get away* and *get under* to give instructions during emergencies and disasters

Get away – to leave or escape from a person or place; sometimes this is difficult

Get out – go outside of the space or place where you are

Get under – move yourself so you are below something

GRAMMAR: Prepositions of Movement

Grammar Exercise 4.1. Fill in the blanks with the correct preposition. Use the prepositions *across, away from, around, along, past, through, to, under.*

1) It is easy to find the fire station in your neighborhood. It is located _____ the street from the bakery.

2) The children practiced a fire drill at school. They exited the building, walked _____ the playground, and formed a line near the slide.

3) They drove _____ the block for thirty minutes looking for parking.

4) If there is a fire, leave the building _____ the exit door near the bathrooms. Do not walk _____ the bathrooms – if you do, you have gone too far.

5) The firefighters walked _____ the side of the building to inspect it for damage.

Grammar Exercise 4.2. Circle the correct preposition in bold.

1) He walked **to / along** the chair and sat down quickly.

2) They went **across / past** the street by using the crosswalk.

3) The wildfire in Paradise was very large. Residents described driving **through / around** a tunnel of fire. They got **away / along** by driving very quickly.

4) They went **to / from** the store to buy more emergency supplies.

5) If there is smoke pouring from **under / on** a door don't go **through / past** it.

6) During the fire, their dog squeezed **through / to** the open window, ran **across / past** the grass and escaped **under / away** the fence.

Grammar Exercise 4.3. Circle the correct preposition that works with *get.*

1) When you are planning a fire drill with your family, you should decide on an exit route so that everyone can get **to** / **away from** safety as fast as possible.

2) Get **away** / **out** from the window. There is a quake happening.

3) If you are unable to put out a fire in your home, get **away** / **out** of the house.

4) He heard the earthquake alert and got **under**/ **on** the desk.

5) The fire fighter got 6 feet away **from** / **to** the fire when and used the extinguisher to put it out.

LISTENING: Using a Fire Extinguisher

How do you put out fires? In English, we say that we extinguish fires. The verb **to extinguish** means to put out a fire or to cause a fire or light to stop burning. One way to put out fires is with a fire extinguisher. Watch and listen to The San Jose Fire Department's YouTube video. Then answer the questions below.

You can go to this link to watch the San Jose Fire Department's video *How to Use A Fire Extinguisher* **https://www.youtube.com/watch?v=DQeAwADGi0M** or scan the QR code above**.**

Listening Exercise 4.1. True/False. Circle T for true or F for false.

1) Fire extinguishers are an important part of home fire escape plans. **T / F**

2) Fire extinguishers can save property, but not lives. **T / F**

3) There are 3 types of fire extinguishers. **T / F**

4) A good fire extinguisher for the home is the A-B-C model. **T / F**

5) When there is a fire, the first thing you should do is grab the fire extinguisher. **T / F**

6) When you are using a fire extinguisher, stand 3 feet from the fire. **T / F**

7) The way to remember how to use a fire extinguisher is PASS. **T/F**

8) You should inspect your fire extinguisher once a year. **T / F**

9) You should make a plan for where to put fire extinguishers in your home. **T / F**

10) Once the fire extinguisher is empty, it's okay to throw it in the trash. **T / F**

Listening Exercise 4.2. Multiple choice. Complete each sentence with the best option from a, b,or c.

1) Kevin, the man speaking in the video is a:
a. doctor
b. firefighter
c. paramedic

2) The purpose of this video is to show how to:
a. use, maintain, and dispose of an extinguisher
b. select, use, maintain and dispose of an extinguisher
c. select, use, maintain and buy an extinguisher

3) Fire extinguishers are labeled with:
a. letter symbols
b. picture symbols
c. both a and b

4) When there is a fire in your home, what are the steps you should take:
a. warn, evacuate, call 911, assess
b. identify, warn, call 911, assess
c. identify, warn, evacuate, call 911

5) It is best to use a fire extinguisher on a fire that is:
a. small
b. large
c. smoky

6) PASS stands for:
a. pull, aim, squeeze, spray
b. pull, aim squeeze, sweep
c. pin, aim, squeeze, sweep

7) When you inspect the extinguisher, the gauge should be in which zone:
a. orange
b. red
c. green

8) Kevin suggests putting extinguishers in these rooms:
a. kitchen, each floor, garage
b. kitchen, bedroom, living room
c. bedroom, each floor, patio

LISTENING: Fire Drills

What is a **fire drill**? A fire drill is a way of practicing how to leave a building if a fire happens. We practice fire drills at work and at school, but do you ever practice fire drills at home? Part of home fire preparedness involves making sure your family can get away from your house or apartment safely if there is a fire. Watch and listen to the video below. Then answer the questions.

You can go to this link to watch the **Safe Kids Worldwide's** *Start Safe Fire: Planning and Practicing Home Fire Drills* video at **https://www.youtube.com/watch?v=clT8AVoCdtQ** or scan the QR code above.

Speaking and Listening. Practice with a Partner.

What are your concerns about house fires? Do you have 2 ways to get out of your home or apartment? Do you have a fire extinguisher? Do you know how to use it? If you live in an apartment building, are there fire extinguishers on every floor? Is there a fire alarm system?

_____
_____
_____
_____

Listening Exercises 4.3. True/False. Circle T for true or F for false.

1) Practicing what to do in a fire will help your family get to safety fast. **T / F**

2) You don't need to include your kids in fire planning because they learn it at school. **T / F**

3) Part of fire planning means making a map of your home. **T / F**

4) You don't need to add your smoke alarm to the map. **T / F**

5) As long as you talk about a family fire drill, you don't need to practice. **T / F**

6) Make sure you tell your children what a smoke alarm sounds like. **T / F**

7) Replace batteries in your alarm at least once a year. **T / F**

8) Replace smoke alarms every five years. **T / F**

9) Children often sleep through smoke alarms. **T / F**

10) If there is a house fire, children should wait for adults to escort them out of the house. **T / F**

11) A good way to remember to change your smoke alarm batteries is to do this on your birthday. **T / F**

LISTENING: Fire Drills

Listening Exercise 4.4 Circle the correct word or phrase in bold.

1) Fire drills can help your household get to **safety** / **safeness** fast.

2) Make a plan with your family to get out **fast** / **first** if there's a fire.

3) A fire map of your home should show rooms, doors, and windows with exit routes to the **outside** / **downstairs**.

4) Know **two** / **three** ways out of every room and mark them on a map.

5) Your family should choose a meeting place in front of and **away from** / **close to** where you live.

6) Practice a full fire drill with your family **once** / **twice** a year.

7/ If your smoke alarm **chirps** / **beeps**, you need to replace the batteries.

8) If children hear a smoke alarm, and there is no adult around, they should **call their parents** / **leave the house** immediately.

9) If there is a fire, and children are in bed, they should **roll out of** / **jump up out** of their beds.

10) After getting out of bed, children should **stand up** / **stay close to the ground**.

11) Before leaving their bedrooms, children should **feel bedroom doors for heat** / **smell the air for smoke**.

12) If it is not safe for children to leave their rooms, they should open a window and **climb out** / **wave something.**

WRITING: Fire Drill Map

Work with a partner. Talk with a partner. Discuss the videos you have just watched. Have you learned anything new about home fire drills? Discuss how you could get your family to participate in a practice fire drill. Do you have family members who need help getting out of your home?

Working with your partner, draw a map of your house or apartment. Discuss the evacuation routes you and your family could use to leave your building. What other tools will you need - a ladder, a rope ladder? Make sure you answer the questions below when planning your map.

Do you have 2 ways out? What are they? _____

Did you mark your smoke alarms? _____

Where are your fire extinguishers? _____

Did you mark window, doors, exits to outside?_____

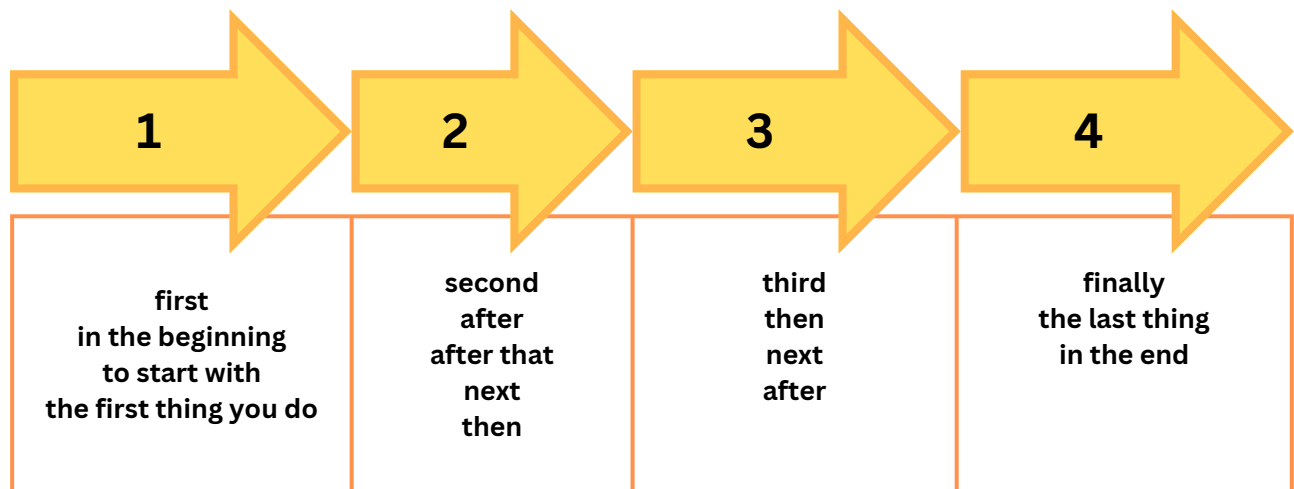**What is your outside meeting place?** _____

WRITING: Fire Safety Process

When we write about a process, or give instructions, or give directions, we write about events in the order they have to happen. We say that we perform tasks step-by-step. The process has a beginning, middle and end.

We use **transition words** to show the order of the different steps in the process.

Look at the chart below. It shows the different **transition words** we can use during each part of a process.

For example, if we want to write instructions for how to respond when an earthquake strikes, we could write the command: **Drop! Cover! Hold on!** We could also write more descriptively: **First**, you drop to the ground. **Next**, you cover yourself with your arms or a piece of furniture. **Then** hold on. **Finally**, when the shaking stops, get up from the ground.

1	2	3	4
first in the beginning to start with the first thing you do	second after after that next then	third then next after	finally the last thing in the end

Writing. Work with a partner. Using the information you've learned about home fire safety preparation, write out instructions for a home fire drill plan in the order which people must follow. Use the transition words from the chart above. You can start out by making a numbered list, for example, "1. First, discuss the plan with your family."

Now write a short paragraph by combining the sentences from your list.
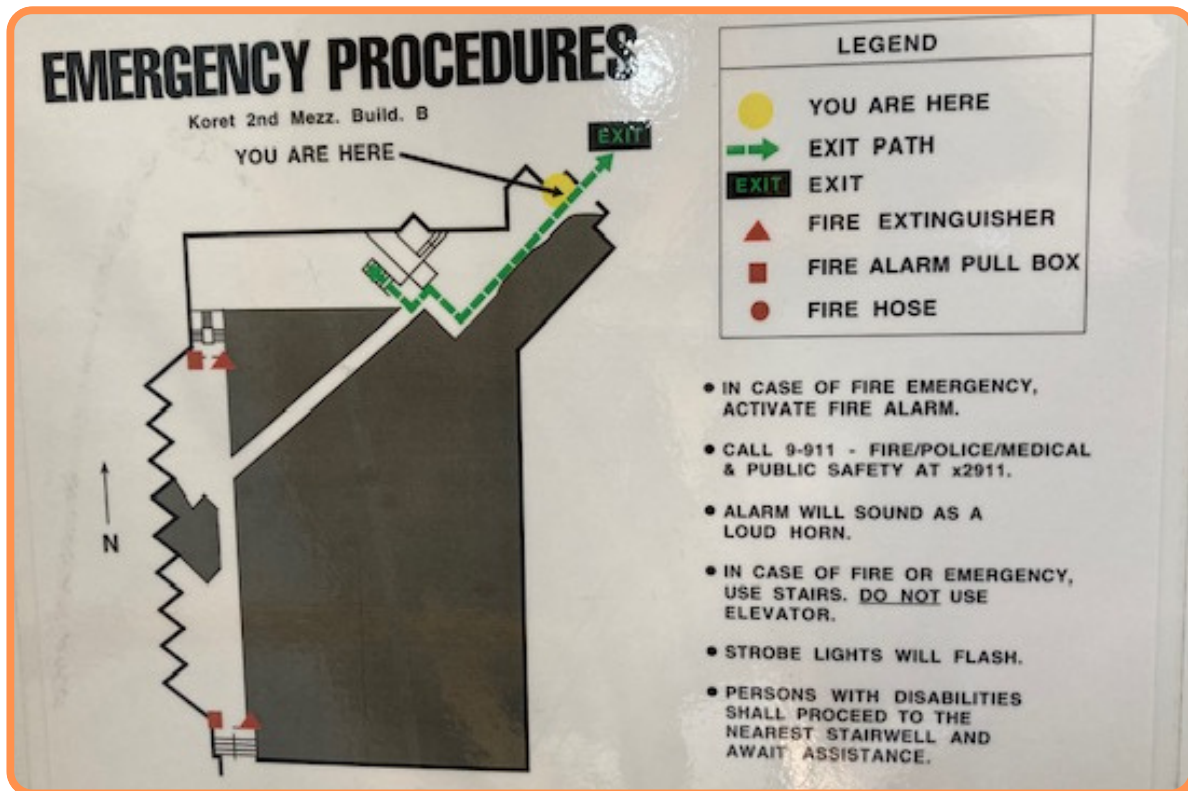
_____
_____
_____
_____
_____
_____

PUTTING IT ALL TOGETHER

Did you learn anything new about fires and fire preparedness in this unit? Write 2 things you learned. What will you do to make your household safer from fires?

_____

_____

_____

GROUP PROJECT - Fire Drill

Group Work – Fire Preparedness. Look at the image above. It is an emergency procedure map for a public building. It shows the location of fire alarms and extinguishers. It provides information about how to evacuate the building in case of an emergency.

Work in groups of 4-5 people. Using the image above as a guideline, discuss how you would plan and create an emergency evacuation drill for this class.

Do some investigating. Look around the class for potential evacuation routes. Look in the hallway outside the classroom for official exit doors, fire extinguishers, and alarms. Also - look for potential hazards.

Make sure you locate 2 ways out of the building. Decide on a safe meeting place outside the building.

Working with your group, draw a map. Write out instructions for a fire drill. Plan to practice your drill with the class.

About This Book

Emergency ESL: An ESL Workbook for Teaching Emergency and Disaster Preparedness is a four-unit workbook intended for use in an adult ESL classroom. The content of the entire workbook is emergency and disaster preparedness. Emergency ESL was designed as a supplement to the main textbook used in an adult ESL class. The content would work well in conjunction with lessons about health or community resources. Alternatively, Emergency ESL could be used as a stand-alone book to be taught over the course of several weeks in an emergency preparedness mini-course. Emergency ESL has the potential to be adapted into a larger workbook covering a wider range of emergencies and crisis events.

Emergency ESL is made up of four units. The first two units are prequel units which define and explain emergencies and disasters. These units are a way to get ELLs to discuss their opinions about and experiences with emergencies and disasters, and to offer resources for managing these types of events. The last two units are based around disasters common to the San Francisco Bay Area – earthquakes and wildfires. These units outline the types of emergency planning that should take place before, during and after a earthquakes and wildfires.

 Each unit in Emergency ESL contains the standard exercises found in an adult ESL textbook: vocabulary, grammar, speaking, reading, listening, and writing. Additionally, there are pragmatics exercises centered around how to frame speech acts while in the midst of emergency situations, such as a 9-1-1 call. Each unit concludes with a Putting It All Together exercise, where students collaborate on a small group project related to the unit's main theme.

I hope you find this workbook practical and useful, however you apply it. Please feel free to contact me with any questions or comments.

Lisa Guay
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December 2023

ANSWER KEY

UNIT ONE:

Page 7
Vocabulary 1.1: accident (1); ambulace (4); fire Engine (10); firefighter (3); first aid kit (6): hospital (7); injury (8); police (9) ; police Car (5); power outage (1)
Vocabulary 1.2: firetruck; police; hospital; firefighter; police car; ambulance; accident; injury; first aid kit; power outage

Page 8
Reading 1.1: (1) F; (2) F; (3) F; (4) T; (5) F; (6) T; (7) T
Reading 1.2 : (1) remained; (2) 2pm; (3) prevented; (4) blown in; (5) all around; (6) safest; (7) rerouted; (8) SF Police Department

Page 10
Grammar 1.1: (1) is; (2) aren't; (3) there's; (4) is; (5) were; (6) Is; (7) The; (8) were
Grammar 1.2: (1) There's an accident on the corner.; (2) There are a lot of wildfires in the country during the summer.; (3) There's a doctor's office near my neighborhood.; (4) There was a power outage in my aunt's city last week. (5) There were many police cars driving down my street very quickly.

Page 11
Listening 1.1: (1) F; (2) F; (3) T; (4) T; (5) F; (6) F; (7) T; (8) T; (9) T; (10) T

Page 12
Listening 1.2: (1) c; (2) b; (3) a; (4) b; (5) b; (6) a; (7) c; (8) a

Page 13
Listening 1.3: checklist; after; happening; help; concise; ramble; detailed; happened; seconds
Listening 1.4: (1) d; (2) f; (3) e; (4) c; (5) a; (6) b

Page 14
by accident/emergency/mistake/number/isn't any/help/don't/okay

UNIT TWO:

Page 20
Vocabulary 2.1: drought (3); earthquake (9); flood (10); heat wave (5); hurricane (8): landslide (2); tornado (1); volcano (7) ; wild fire (6); winter storm (4)
Vocabulary 2.2: (1) landslide; (2) drought; (3) tornado; (4) winter storm; (5) heat wave; (6) volcano; (7) floods; (8) wild fire; (9) hurricane; (10) earthquake

Page 21
Reading 2.1: (1) b; (2) c; (3) b; (4) c; (5) b; (6) a; (7) a; (8) c

Page 23
Grammar 2.1: (1) is practicing; (2) made; (3) is putting; (4) injured; (5) fell; (6) Did/did/were
Grammar 2.2: (1) was/Did/see/did/heard/what happened/caught/were/were/extinguished; (2) is/is/Is/tripped/get/breathing; (3) Is/fell/yelling/injured/fell
Grammar 2.3

ANSWER KEY

UNIT TWO:

Page 24
Listening 2.1: (1) T; (2) T; (3) F; (4) T; (5) T; (6) F; (7) F; (8) ; (9) F
Listening 2.2: (1) weather forecast (2) 36; (3) hurricane; (4) route; (5) larger amount; (6) flooding; (7) higher

Page 25
Listening 2.3: (1) b; (2) a; (3) c; (4) c; (5) a; (6) a; (7) b; (8)
Listening 2.4; plan / possible / power / cooling centers / centers / stations /libraries /mall / stay / water / beverages / elderly / groups

Page 26
Reading 2.2: have a discussion/get together to practice/sit down and create; 4th step - specific needs of family
Reading 2.3: shelter/shelter-in-place/evacuation/ahead/separated/meeting place/prescriptions/children/quickly/pets

UNIT THREE:

Page 31
Vocabulary 3.1: collapsed (3); debris (10); evacuation route (2); fissures (8); go bag (5); Richter scale (1); supplies (9); tsunami (4); utilities (7); whistle (6)
Vocabulary 3.2: (1) supplies; (2) tsunami; (3) collapsed; (4) fissures; (5) utilities; (6) go bag; (7) debris; (8) whistle; (9) evacuation route; (10 Richter scale

Page 33
Reading 3.1: (1) T; (2) F; (3) T; (4) T; (5) F; (6) T; (7) F; (8) T; (9) F; (10) F
Reading 3.2 : (1) contact list; (2) every person's; (3) flashlights; (4) under a table; (5) debris; (6) electrocute; (7) open; (8) shelter-in-place

Page 35
Grammar 3.1:(Possible answers): (1) Don't buy more burn gel; (2) Don't stand near the windows after a quake; (3) Don't stay inside if the building is damaged; (4) Don't park your car on an overpass; (5) Don't forget elderly and disabled family members may need more help; (6) Don't walk into the collapsed building; (7) Don't touch floodwater
Grammar 3.2: (Possible answers): (1) Stay safe!; (2) Don't go into collapsed buildings.; (3) Shelter-in-place if your house is undamaged.; (4) Don't park under a bridge. ; (5) Move inland if there is a tsunami warning. ; (6) Turn off the gas if you know how to do this.; (7) Go to an open space.; (8) Don't stand near downed power lines.; (9) Keep supplies in your car.; (10) Make a supply kit for emergencies.; (11) Organize a neighborhood meeting so we can talk about emergencies!
Grammar 3.3: (1) e; (2) d; (3) a; (4) f; (5) c; (6) b

Page 36
Listening 3.1: (1) b; (2) a; (3) b; (4) b; (5) c; (6) a; (7) c; (8) b
Listening 3.2: (1) Shake Alert; (2); Protect Yourself!; (3) Duck/Cover/Hold on; (4) forward; (5) stay in; (6) stay in; (7) shaking stops; (8) 2 weeks

ANSWER KEY

UNIT FOUR:

Page 41
Vocabulary 4.1: air pollution (10); burn (8); fire (9); fire extinguisher (4); fire hose (7); fire hydrant (6); flame (1); smoke (5); smoke detector (2); fire alarm (3)
Vocabulary 4.2: (1) fire alarm; (2) fire extinguisher; (3) burn; (4) smoke; (5) flame; (6) fire hydrant; (7) smoke detector; (8) fire; (9) air pollution; (10) fire hose

Page 42
Reading 4.1: (1) T; (2) F; (3) T; (4) T; (5) F; (6) F; (7) F
Reading 4.2: (1) 2; (2) earthquake and fire; (3) practice; (4) Flashlight; (5) dangerous; (6) address; (7) not okay; (8) put the lid on the pan

Page 44
Grammar 4.1: (1) across; (2) to; (3) around; (4) through past; (5) along; (6)
Grammar 4.2: (1) to; (2) across; (3) through away; (4) to; (5) under through; (6) through across under
Grammar 4.3: (1) get to; (2) away; (3) out; (4) ; (5) under; (6) from

Page 45
Listening 4.1: (1) T; (2) F; (3) F; (4) T; (5) F; (6) F; (7) T; (8) F; (9) T; (10) F
Listening 4.2: (1) b; (2) b; (3) c; (4) b; (5) a; (6) b; (7) c; (8) a

Page 46
Listening 4.3: (1) T; (2) F; (3) T; (4) F; (5) F; (6) T; (7) T; (8) F; (9) T; (10) F; (11) T

Page 47
Listening 4.4: (1) safety; (2) fast; (3) outside; (4) two; (5) away from; (6) twice; (7) chirp; (8) leave the house ; (9) roll out; (10) stay close to the ground; (11) feel the bedroom door; (12) wave something

Resources

This is a list of websites of disaster resource organizations that might be helpful when planning for an emergencies.

Alert SF - **https://sfdem.org/public-alerts**
A text-based notification system for San Francisco which sends notice about emergencies, traffic incidents, disasters, post-disaster information; requires sign-up

American Red Cross (ARC) - https://www.redcross.org
The ARC is nonprofit humanitarian organization which provices assistance in emergencies, and disaster preparedness education and disaster relief

Be Prepared California CDPH -
https://www.cdph.ca.gov/Programs/EPO/pages/bepreparedcalifornia.aspx
Be Prepared is responsible for emergency planning and preparedness efforts for the California Department of Public Health; the website has information about making a disaster plan, building an emergency supply kit and more

Federal Emergency Management Agency (FEMA) - fema.gov
FEMA helps provides assistance to people who have been affected by disasters

Ready - **https://www.ready.gov/about-us** National public service campaign designed to educate and empower the American people to prepare for, respond to and mitigate emergencies and disasters. The goal of the campaign is to promote preparedness through public involvement https://www.ready.gov/about-us

San Francisco Coordinated Street Response Program - https://sf.gov/coordinated-street-response-program
a multi-agency organization that deals with emergency and non-emergency calls

Credits

Photo Credits:

Contents, Page 2: Hurricane Photo by NASA on Unsplash

Scope and Sequence Page 4: Volcano Eruption During Daytime - Yosh Ginsu on Unsplash

Unit One
Cover, Page 5: Police Line Tape - david-von-diemar-jM6Y2nhsAtk-unsplash;
Page 6: Ambulance - Yassine Khalfalli on Unsplash; Car Accident - Michael Jin on Unsplash; Emergency Kit - Mat Napo on Unsplash; Fire Engine - Mack Duncan on Unsplash; Firefighter -Jay Heike on Unsplash; Hospital/Doctor Photo - National Cancer Institute on Unsplash; Man with Injured Face - Tom Jur on Unsplash; Police Officer - Wynand van Poortvliet on Unsplash; Police Siren - Scott Rodgerson on Unsplash; Power Outage - Cherry Laithang on Unsplash;
Page 8: Tree Fallen on Car-Mick Haupt on Unsplash
Page 11: SF Police car-Daniel J Schwarz on Unsplash
Page 12: Command Center-CDC on Unsplash.
Page 13: To-do List-Thomas Bormans on Unsplash

Unit Two
Cover, page 18: Building Debris - Chandler Cruttenden on Unsplash.
Page 19: Drought - redcharlie | @redcharlie1 on Unsplash; Earthquake - Colin Lloyd on Unsplash; Flood - Jéan Béller on Unsplash; Heat Wave - redcharlie | @redcharlie1 on Unsplash; (Hurricane) Windy-JD Designs on Unsplash; Landslide -Timo Volz on Unsplash; Tornado-NOAA on Unsplash; (Forest)Wildfire-Egor Vikhrev on Unsplash; Volcano - Ása Steinarsdóttir on Unsplash
Winter storm - Patino Jhon on Unsplash
Page 24: Typhoon - NASA on Unsplash; Water on Pier - Travis Leery on Unsplash
Page 26: (Heatwave) Sunset - redcharlie | @redcharlie1 on Unsplash
Page 27: Planning - Pedro Miranda on Unsplash
Page 28: Flashlight - Marina Grynykha on Unsplash; Glass of Water - Pratik Gupta on Unsplash; Canned Food - Donna Spearman on Unsplash; Tools - Todd Quackenbush on Unsplash; Emergency TP - Michael Marais on Unsplash

Unit Three
Cover, page 29: Crack in pavement - Shefali Lincoln on Unsplash
Page 30: Collapsed building - Library of Congress on Unsplash; (Debris) Rubble - Sven Brandsma on Unsplash; Evacuation route - Ashwini Chaudhary (Monty) on Unsplash; Fissures - Shefali Lincoln on Unsplash; (Go Bag) Earthquake Survival Kit- https://creativecommons.org/licenses/by/2.0/Global X Flickr; (Richter Scale) Seismograph by Hitchster https://www.flickr.com/photos/hitchster/6067747103 https://creativecommons.org/licenses/by/2.0/ ; Supplies - Nico Smit-MrQs5dCGyno on Unsplash ; Tsunami - Tsunami by Todd Turner on Unsplash; (Utilities) Shut off valve - Elimende Inagella on Unsplash; Whistle - by Kate Ter Haar https://www.flickr.com/photos/katerha/4474670666; https://creativecommons.org/licenses/by/2.0/
Page 32: Collapse Buildings - Library of Congress on Unsplash
Page 36: Cracked Road - Colin Lloyd on Unsplash
Page 37: Plan sign - Justin Buchholz on Unsplash
Page 38: (Go Bag) Leather Bag - Andrew Neel on Unsplash

Credits

Photo Credits:

Unit Four
Cover, page 39: Forest fire - Landon Parenteau on Unsplash
Page 40: Air Pollution - Chris Leboutillier on Unsplash; (Burn) Soup Burn
https://www.flickr.com/photos/quasimime/140997568; https://creativecommons.org/licenses/by-nc-nd/2.0/; Flame - Paul Bulai on Unsplash; Fire - Jay Heike on Unsplash; Fire Alarm - John Cafazza on
Unsplash; Fire Extinguisher - Piotr Chrobot on Unsplash; Fire Hose - Greg Leaman on Unsplash; Fire
Hydrant - Gio Bartlett on Unsplash; Smoke - Eberhard Grossgasteiger on Unsplash; Home smoke
detector - Home Spot HQ Smoke Alarm: https://www.flickr.com/photos/86639298@N02Smoke
Detector_8560801098 CC BY-NC-ND 2.0
Page 42: White and Red Cross Logo - Jon Tyson on Unsplash
Page 45: Burning House Near Trees - Daniel Tausis Loeq on Unsplash
Page 46: Fire Alarm - John Cafazza on Unsplash
Page 47: Flame - Paul Bulai on Unsplash
Page 48 - John Cafazza on Unsplash

Back cover, Page 57: Foggy Forest - Jamie Hagan on Unsplash

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EMERGENCY ESL