


Spring 5-20-2016

From Culture Shock to Cultural Adaptation: A Workbook for International Students

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University of San Francisco

**From Culture Shock to Cultural Adaptation: A Workbook for
International Students**

A Field Project Proposal 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
Gregory Russell Sugajski
May 2016

From Culture Shock to Cultural Adaptation: A Workbook for International Students

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MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

by

Gregory Russell Sugajski
May 2016

UNIVERSITY OF SAN FRANCISCO

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

Approved:

Dr. Luz Navarrette Garcia
Instructor/Chairperson

April 28, 2016
Date

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ACKNOWLEDGEMENTS

I wish to acknowledge Dr. Sedique Popal, who was instrumental in the creation of the project, Dr. Onllwyn Dixon, who helped to guide and oversee the project in its initial stages, and Dr. Luz Navarrette Garcia, who provided unlimited support during the construction and final stages of the project's completion. I also wish to thank my classmates who were collaborators on an earlier iteration of a section of the project: Hande Demirel, Cindy Seungyeon Kim, Linah Sofi, and Clair Marie Yeo.

I would like to note the many people who devoted their time and energies to assisting with the logistical details that allowed for the realization of the project: Nitchayanan Aphiatcharachaiyot, Vinicius Becegato, Sergio Castaneda, Xiaodan Guo, Pailin Fongsuri, Umut Gultepe, Jenni Irawati, Junki Kawasaki, Wiparat Khamsuk, Kanako Kihira, Atsuko Morita, Maria Navarro Trujillo, Porjai Pokpong, Connie Kangning Shen, Yuwanda Sawangploy, Isabel Schmidt, Nanci Ann Sugajski, Huimei Tan, Daniela Alexandra Martinez, Amartuvshin Tsogbadrakh, Farrukh Turakulov, and Wen-Chi Vera Liang.

Additionally, I wish to acknowledge my assorted friends and family for their moral support and editorial guidance during the establishment of this project, as their enthusiasm and diligence has been greatly appreciated.

This project is dedicated to Dustin.

And Malik.

ABSTRACT

San Francisco's complex communal tapestry can lead to cultural disorientation, dislocation, and unfamiliarity for recently arrived F-1 and M-1 international students, a series of events that when related to problematic adaptation issues and negative adjustment implementations is known as culture shock. Easing the adaptation process for this population is considered to be of academic importance from a progressive, economic, sociocultural, and intercultural perspective. Thus, the organizing purpose and principle of the project is to enable cultural adaptation for students who reside in San Francisco by instilling in them proximal, behavioral, and situational safety awareness. The project takes the form of a visually oriented workbook structured around the notion of authentic learning materials that have been designed to establish sociocultural adaptation skills and acculturation strategies for students that are based upon culturally specific tasks. In practice, these behavioral and intercultural learning tasks are derived from the Multiple Intelligences learning model of variable learning styles and modalities, and incorporate real-life scenarios such as the logistics involved in living within an urban environment, methods of traveling via various modes of public transportation, and the importance of the establishment of friendship networks for international students. It is to be hoped that by effectively utilizing the project, students will become equipped with the essential skill sets necessary to participate productively in socio-emotional and multicultural interactions, and be able to navigate the daunting task of learning a non-native language and a new culture simultaneously, thereby improving their chance at cultural adjustment and adaptation at the personal, academic, and sociocultural level.

CHAPTER I INTRODUCTION

Statement of the Problem

It is rush hour. I am riding Bay Area Rapid Transit (BART), a high-speed railway line that services San Francisco and its surrounding environs. As usual, I am running late. I have less than ten minutes to arrive in downtown Union Square and navigate my way through the square in order to catch a Muni bus, the 38R, or I will not make it to class on time. Five minutes pass. Eight minutes. Finally, the BART train approaches the station and I hurriedly disembark, departing in a rush alongside a throng of fellow commuters, all of us moving in counterpoint, heading off in simultaneous yet separate directions.

The streets, like the city itself, are congested. I keep my head down, carrying a backpack along with my dinner, which I hold in a small paper bag in my right hand. I make way through the crowd, headed for the bus. The usual urban signifiers are on display: wandering tourists, white-collar businessmen headed home via the Financial District, sulky teenagers smoking cigarettes and cackling at each other while bicycling and skateboarding through the dense masses of foot and vehicle traffic. Additionally, as San Francisco is a large, urban city, encampments of homeless persons, young and old, male and female, dot the landscape, begging for food, money, or a helping hand.

In the distance, I see the 38R bus appear up the block. Picking up the pace of my stride, I move forward, and, unexpectedly, someone takes hold of my arm from behind, yanking on my lunch bag, trying to wrench it away. As I resist, they pull, and while we are having a tug-of-war, I spin around, anxious to face whatever threat has presented itself to me, and-- I am surprised. Relieved, in fact. I know this person. It is a fellow classmate of mine. He comes from Saudi Arabia. His name is Malik (an *alias*). As

I begin to raise my voice to Malik he suddenly lets go of my lunch bag and smiles at me with a gleam in his eye. “A good joke, yes?” he says, and laughs.

As we ride the bus together to class I explain to Malik that it is not a good idea to sneak up from behind and pretend to steal from other people, even when it is intended as a joke. He relates another prank that he has pulled. He came upon an unsuspecting friend who was using an outdoor ATM and pointed a finger into the small of his friend’s back and said, “Give me all of your money.” I tell him that this, too, is unacceptable behavior. Later, after Malik and I have related what has happened between us to our class, I find that he is not alone in having difficulties negotiating the pragmatic complexities of daily life in San Francisco. My classmates come from a great many cultures, continents, and countries that include Poland, India, Saudi Arabia, China, Taiwan, South Korea, and Turkey. Many of them have similar experiences to share regarding the difficulties they have encountered in attempting to understand the complexities of context and culture in America. And, overwhelmingly, they report that the reality of their time spent studying abroad has turned out to be a far different experience than what they were expecting.

According to the United States (U.S.) Census Bureau, the U.S. foreign-born population increased by 57% between the years 1990-2000 (Morton, Brundage, & Hancock, 2010). As of the year 2007, 12.6% of the population as a whole was foreign-born (Deprez-Sims & Morris, 2013). The United States (US) has similarly experienced an upsurge in the number of international students who seek to attain their higher education on U.S. college campuses and universities. As recently as 1999, the US accounted for over half of the global population of international students (Shanka, Quintal, & Taylor, 2005), and the rise of this population has been steady in its growth. The Open Doors

Report on International Educational Exchange noted a 5.7% increase of international students during the academic year of 2011/2012, for a sum of 764,495 students established within the US (as cited by Ozturgut, 2013). According to U.S. Immigration and Customs Enforcement (2014), the number of non-native or foreign-born students between the years 2013 and 2014 continued to rise by another 8%, or 87,370 more individuals than its 2013 level, making for a current total of nearly one million international students who are studying in the US, and this expansive, internationalized population of one million international students is facing a number of social, cultural, and academic challenges that have yet to be adequately met.

As defined by the U.S. government, international students are classified as non-immigrants when they undertake “a full program of study in a college, university, seminary, conservatory... or language training program in the United States” (U.S. Immigration and Customs Enforcement, 2014, p. 7). Students who follow these prescriptions are known as F-1 nonimmigrant students. Students who attend vocational schools other than language schools or academies are designated as M-1 nonimmigrant students (U.S. Immigration and Customs Enforcement, 2014.). According to the Student and Exchange Visitor Information System, there was a designated total of 966,333 F-1 and M-1 students enrolled in higher education within the US as of July 2014. The top five countries of foreign citizenship studying within the US are, in descending order, China, India, South Korea, Saudi Arabia, and Canada. 56% of all F-1 & M-1 students are males. Eastern Europe sends the most females (58%), and Western Asia the largest amount of males, at 77% (U.S. Immigration and Customs Enforcement, 2014, p. 14). Finally, over a third (35%) of all international students are located in a mere three states. Texas serves

the third largest population of F-1 & M-1 students, and New York has the second-most substantial population (U.S. Immigration and Customs Enforcement, 2014). The greatest proportion of the international student population matriculates and resides in California. According to the Open Doors Data from the Institute of International Education (2015), the state is ranked first in the nation for the hosting of F-1 & M-1 international students. The five largest international student populations within California are: Chinese, South Korean, Indian, Saudi, and Japanese (Institute of International Education, 2015). The greatest concentration of international students studying in California is situated in Los Angeles. The second largest international population is in San Francisco (Open Doors, 2015).

San Francisco is a major, metropolitan city with an innumerable amount of potentially daunting global, cultural, and sociological influences. As of 2010, more than 40% of all residents in San Francisco County were either foreign-born or not a citizen (Bay Area Census, 2015). The diversity of the city's communal tapestry can lead to cultural disorientation, dislocation, and unfamiliarity for recent arrivals (Kelly, 2012). Since the event with Malik occurred, I have acted as a *de facto* socio-cultural consultant to my classmates, and regularly receive phone calls, emails, and text messages from them. Out to lunch or over a cup of coffee, in clubs, restaurants, and bars, they ask a multitude of questions. Why are so many homeless people living on the streets? Why do people smoke marijuana? Why are the streets unsafe? Due to the fact that many international students are unfamiliar with the oft-confusing nature of American culture, they are potentially at a higher risk for physical and psychological harm than their native-speaking American counterparts (Chalungsooth & Schneller, 2011). The risks these

students face include culture shock, acculturative stress, problematic culture adjustment, a higher than average dropout rate, racism, and feeling alienated from their host culture (Gomez, Urzula, & Glass, 2014; Hotta & Ting-Toomey, 2013; Matusitz, 2015). There is a necessity for newly arrived international students to be made aware of the potential challenges that come from studying in such a diversely populated and multicultural environment as San Francisco, in order that they may better increase their opportunity for personal, academic, and sociocultural adjustment.

Purpose of the Project

The purpose of this project will be to detail the symptoms and effects of culture shock and alleviate the academic, cultural, and personal challenges that international F-1 and M-1 college-level students face upon arrival in San Francisco as English as a Second Language (ESL) learners. This field project will detail the various causes and manifestations of their impediments and denote a variety of recommendations that may be used to mediate these challenges in the form of a language and culture workbook. This visually oriented workbook will be designed as an original content English-language learning tool for English learners that shall reach its audience via the college or language-school classroom. It is intended to serve as an authentically sourced workbook and field guide for learning English at the university level, and as a means of cultural adaptation for students who primarily reside and conduct their academic lives within San Francisco and the greater Bay Area region.

Theoretical Framework

This project has been informed by the following theories of language acquisition: Task-Based Language Teaching (TBLT), which concentrates on the usage of authentic

teaching materials and relevant tasks for language learners, Theme-Based Language Learning (TBLL), which groups authentic and genuine language acquisition materials into a unifying and coherent thematic organization principle, and Multiple Intelligences (MI), which takes into account the numerous manners in which individuals process new information by dividing learning styles into a unique and distinct range of components including the cognitive, verbal, logical, physical, musical, and social.

Task-Based Language Teaching (TBLT) concentrates on the usage of authentic communicative learning materials for language learners. By means of negotiating meaningful and relevant tasks in an intended target language, learners are thought to enhance their second language abilities and skills (Skehan, 2014). The primary focus of TBLT is concerned with the conception of a task. A linguistic task, as promulgated by Rod Ellis (2003), has four components:

1. A focus on pragmatic, actual meaning.
2. A gap in knowledge that needs to be filled by the learner.
3. The learner is granted enough autonomy to make her own linguistic decisions while working on the task.
4. The task has a tangible, clearly defined outcome.

Real world material and genuine texts often make the best material for tasks, according to Mike Long (2015), as they are thought to provide intrinsic motivation for a learner. Some examples of real-world based task materials include tasks such as how to obtain a map and follow street directions, how to buy household products and appliances, and how to open a checking account in a bank. This project intends to significantly incorporate these types of real-life building block tasks. According to Long (2015), tasks

should start at a basic, comprehension-based level, and can thereafter be adapted to incorporate further levels of difficulty. Therefore, this project intends to contain both simpler, receptive comprehension-based tasks in addition to tasks that require higher levels of language productivity. Examples of higher levels of productive levels of task ability include role-play exercises and activities designed to impart information regarding what to do in a police traffic-stop, reading body language at a restaurant or bar, and how to decipher social cues among a group or network of friends (Long, 2015).

The second theory that has informed this project is Theme-Based Language Learning (TBLL). Also known as thematic learning, or content-based instruction (Dupuy, 2000), the method of theme-based instruction uses the four primary language skills of reading, writing, listening, and speaking by placing these skills into a coherent and meaningful real-world context, or theme, for language learners to engage with (Strong, 1995). By placing these language skills into a singular theme, learners are poised to interact with the intended target language and to incorporate newly derived linguistic information into their language acquisition (Robin, 1997). This grouping of educational materials into thematic consistency is thought to be of greater interest to language learners than the traditional concentration on orthodox grammatical structures. According to Strong (1995), the primary organizing principle behind the construction of educational materials for TBLL should be the subject matter itself, not language. Selective focus on content should allow for educators to structure and adapt their educational materials, depending upon the particular nature of the learner population they are serving. This type of thematic focus on authentic and genuine educational materials has been inspirational in

the development of this project, for the workbook's purpose is to impart essential survival skills and a generalized awareness of cultural knowledge to its demographic audience.

The third theoretical theory of language acquisition that informed the development of this project is Multiple Intelligences (MI), a theory of intelligence developed by Howard Gardner that takes into account the varied and multifaceted ways that individuals learn, process, and acquire new information (Henshon, 2006). According to Gardner's theory, individuals learn and process new information via eight different modalities or types of learning intelligences: musical, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic (Gardner, 2011). Each of the intelligences corresponds with a type of learning style that allow educators to implement different tasks and language theory methods that best suit the population they are serving. By combining the various MI learning styles with a suitable language learning task or activity, a learner is thought to focus on the process of learning from a more holistic and well-balanced language acquisition perspective (Silver, Strong, & Parini, 1997). This integration of learning styles with MI tasks and activities has been a catalyst in the creation and design of the practical components of this project, and, indeed, the workbook is being created with the MI theoretical model in mind, principally by providing for numerous types of MI tasks and language learning activities in the primary thematic sections of the workbook, with an emphasis on the visual-spatial, verbal-linguistic, logical-mathematical, interpersonal, and intrapersonal styles of learning intelligence.

This project will contain a slate of activities and tasks structured around the holistic notion of MI learning styles. The activities and tasks will be grouped with

corresponding icons that have been developed around thematic content: the list of MI activities includes listening, speaking, reading, writing, paired discussion, group discussion, internet research, role-play, debate, and brainstorming components. Finally, there are visually oriented activities intended for visual learners, and more advanced productive activities for determining the nature of implicit socio-cultural behavior in the workbook. Meaning will be derived from visual imagery and real-world scenarios by language learners, while role-play activities centered on acculturation will be provided as educational material in the project for the students to learn from, as well.

The language acquisition theories described in this section have each played a vital role in the construction of this project. The first theory, Task-Based Language Teaching, helped to determine and place a great emphasis upon authentic and relevant learning materials and the notion of tasks. The second theory, Theme-Based Language Learning, allowed for the notion of thematic unity and consistency in regards to the learning materials in order for students to be able to more easily grasp authentic materials and genuine content. And the final theory, Multiple Intelligences (MI), allowed for the more practical aspects of the project to come to fruition by placing notable emphasis upon the creation of MI learning style activities in order for the language learner to best succeed.

Significance of the Project

Cultural adaptation is a pressing matter for nearly all students who choose to study abroad, and it can mean the difference between personal success and professional failure in their life during the pre-and-post collegiate time-span (Kelly, 2012). For F-1 & M-1 ESL international students, matters of adjustment and dissociation can be

exacerbated due to visa restrictions and the relatively short duration of their stay in the US (Altbach & Knight, 2007). In addition, due to potential language barriers and cultural unfamiliarity, ESL students may encounter an intensified form of assorted obstacles and difficulties that their native-speaking collegiate peers share that includes peer pressure, academic failure, loneliness, and social isolation (Mitchell, Greenwood, & Guglielmi, 2007). Furthermore, international students often experience pressing expectations from home. Their family's stability and success may depend upon the results of their studies, both literally (financially) and figuratively (in matters of social status and community standing) (Olivas & Li, 2006).

International students will therefore best be served by casting out an ever-widening socio-cultural net to experience a host of cultural knowledge and adjustment strategies. The significance of this project lies in the fact that its proper usage intends to resonate with second language learners by supplementing their classroom language learning by personalizing, individualizing, and demystifying their language processing. By referring to the language and culture workbook, F-1 and M-1 ESL students will encounter authenticated local manners and customs, native modes of acceptable behavior and conduct, sociocultural activities that focus on essential survival skills such as physical safety and situational awareness, and intercultural learning tasks that incorporate real-life scenarios such as the navigation of various modes of public transportation and how to enable friendship and socialization networks. As a result of the successful implementation of this project, international students shall possess a greater knowledge and understanding of the culture of native speakers living in San Francisco, in order that

they may be prepared for navigating the daunting task of learning both a non-native language and a new culture simultaneously.

Limitations of the Project

Potential limitations of the project have to do with the specific nature of the tasks and educational content intended for the workbook. Due to the fact that the workbook is substantially concerned with intrinsic local and cultural information that is relevant to international students studying within San Francisco, some sections of the workbook may be considered unsuitable for broader educational application. Specific content areas that may fit into this category include a photographic survey of assorted neighborhoods of San Francisco, how one should best navigate the disparate methods of public transportation available throughout the greater Bay Area, and the notion of physical safety in the city. However, despite these concerns, much of the material in the workbook may conceivably be adapted in order that it may be considered to be of good use for any potential language student who conducts their studies within a large, metropolitan area, as the project's focus is on the importance of preventative measures, the learning of social cues, and other sociocultural topics of responsible consideration.

Definition of Terms

Acculturation: Refers to the length of the process in which a person becomes familiar with the various cultural manifestations of a society other than their own

(“Acculturation”, n.d.)

Culture shock: Defined by the Merriam-Webster online dictionary as a disorienting state of uncertainty experienced by individuals who are placed in a location that is “very different” from their usual experience (“Culture shock”, n.d.)

ELL: Acronym for English Language Learner. (American Speech-Language Hearing Association, 2015)

ESL: Acronym for English as a Second Language. The process of teaching English to learners who do not speak English as their first language, but who live in a predominantly English-speaking country. (Richards & Schmidt, 2010)

F-1 Student: A nonimmigrant, international student who is entered in a “full program of study” at a college or language training program within the US. (U.S. Immigration and Customs Enforcement, 2014)

M-1 Student: A nonimmigrant, international student enrolled or attending a full-time vocational training or learning program within the US. (U.S. Immigration and Customs Enforcement, 2014)

MI: Acronym for Multiple Intelligences. A language acquisition theory that divides intelligence into eight distinct types: musical, visual, verbal, logical, kinesthetic, interpersonal, intrapersonal, and naturalistic. (Gardner, 2011)

Nonimmigrant: an individual who enters a country other than their own for a temporary duration of time for the stated purpose of educational study, health-related issues, tourism, business, or short-term work. (U.S. Customs and Border Protection, 2016)

TBLL: Acronym for Theme-Based Language Learning. A form of teaching that places the four primary language skills of reading, writing, speaking, and listening into a thematic context. (Strong, 1995)

TBLT: Acronym for Task-Based Language Teaching. A form of teaching that concentrates on the use of authentic language materials and well-defined language tasks that contain definite outcomes. (Skehan, 2014)

CHAPTER II REVIEW OF THE LITERATURE

Introduction

There are roughly one million international students attending higher education institutions for the purpose of attaining a university degree currently studying within the U.S. (U.S. Immigration and Customs Enforcement, 2014). Relative unfamiliarity with their host culture (Mitchell, Greenwood, & Gugliemi, 2007), separation from their home country (Chen & Yang, 2014), and the divergent philosophical and educational practices between the U.S. and the students' home or sending countries (Zhou, Jindal-Snape, Topping, & Todman, 2008) are but some of the many concerns and challenges that may potentially and significantly impact this population under the collective term known as culture shock.

Easing the acculturation process of international students is of paramount import to the U.S. educational system for multiple reasons, including their profound financial and economic contributions to the community (Altbach & Knight, 2007; Chen & Yang, 2014), and from a multicultural perspective that allows for the development of greater progressive and philosophical intercultural exchange between peoples of the U.S. and other nations (Andrade, 2006). There is thus an imperative that this student population should be provided with appropriate cultural information skills and instilled with practical sociocultural behavioral awareness so that their duration of study and application of degree can be considered mutually beneficial for the students, faculty, institutions, and various countries involved in this shared exchange of value systems, ideas, and world-beliefs.

This review of literature will consist of three thematically related sections. The first thematic section will investigate the background of and denote various historical and contemporary theoretical models of culture shock. Adaptation issues for international students and adjustment strategies that have been created for alleviating the affects of culture shock at the personal, social, and academic level are addressed within the second thematic section. The third thematic section is devoted to the topics of culturally relevant learning practices within a multicultural classroom, teaching strategies that are sensitive to the needs of internationals, and educational content and materials best suited for a population of multicultural and international students.

Historical and Contemporary Theoretical Models of Culture Shock

Culture shock, or cultural transplantation, is disorientation that an individual encounters when adjusting to a new environment due to their unfamiliarity with that host country's value-systems, customs, beliefs, and entirety of culture (Hotta & Ting-Toomey, 2008). Manifestations of culture shock include: feelings of social isolation (Owie, 1982), grief and other assorted issues related to acculturative stress (Frey & Roysircar, 2006), and symptomatic behavior patterns of separation anxiety (Kaczmarek, Matlock, Merta, Ames, and Ross, 1994). Culture shock is not, however, limited to simply describing the effects of various sociocultural manifestations upon the individual; it is also used to describe the individual's adjustment or acculturation process during the entirety of their stay within their host country (Matusitz, 2015).

Lysgaard (1955) first promulgated the classic U-curve notion of culture shock adaptation, also known as acculturation, which posits that an undefined period of time is required before an individual is able to recover their emotional equilibrium after entering

a new cultural environment. Lysgaard's model looked at the issue from a medical perspective and, in practice, involved three developmental stages: euphoria, maladjustment, and eventual adjustment. In twin studies Gullahorn and Gullahorn (1960; 1963) later devised the W-curve culture shock model as an amendment and extension of the U-curve model, which promulgated that a typical through-line continuum of cross-cultural adaptation was initially comprised of a stage of euphoria, then a period of cultural maladjustment which featured symptomatic feelings such as "alienation, anomie, and rejection" (1963, p. 33), and then finally a late-occurring adjustment stage. Gullahorn and Gullahorn's W-curve model claimed that only after internationals had returned to their home sending country were they able to experience true cultural adjustment.

Brown's (1980) highly influential later model of acculturation deviated from the W-curve model in the sense that it did not necessarily deny a multicultural individual the possibility of eventual adaptation. Brown's model alternatively stressed that culture shock was comprised of four stages: the first stage incorporated a honeymoon phase that usually lasted no longer than the first few weeks or month upon initial arrival, and which then led immediately afterward into a destabilizing period known as culture shock. This second stage of culture shock potentially lasted from the first six months or up to the first full year of an individual's stay, and then was followed by the third stage, termed partial recovery, that allowed for an individual to begin the process of eventual adjustment and integration of disparate cultures. The fourth and final stage in Brown's culture shock model was termed adaptation, in which the individual becomes successfully acculturated to their new environment. This condition, also known as full recovery, could potentially take years to manifest, or indeed might never occur. Brown's model is emblematic of the

literature regarding the diagnosis and definition of culture shock of its time: other models of culture shock similarly grouped the condition into stages of sequential development; Adler's (1975) model of transitional experience divided culture shock into five stages: excitement, confusion, rejection, understanding, and independence.

The above-mentioned models share the common notion that the primary or early stage of interaction for internationals constitutes a positive and hopeful mental state (Thomas & Harrell, 1994; Ward, Bochner, & Furnham, 2001). Yet Matusitz countered that there is little hard evidence for these notions to be considered valid (2015, citing Searle and Ward, 2001). Hottola (2004) has alternatively devised the notion of cultural confusion, and stressed the unstable and volatile emotional swings, similar to an amusement park ride, that individuals may experience, thus denying the earlier models' notion of sequential or progressive stages of adaptation. Furthermore, more contemporary researchers such as Gudykunst (2005) asserted that some small degree of culture shock can be a motivating factor toward language and sociocultural competency, and should be viewed as a positive opportunity for self-growth, not as a negative deficit-model type of syndrome or malady that should be remedied or cured.

Modern literature regarding the definition of culture shock tends to follow the notion that the adaptive process for internationals is better thought to represent a consistently variable change of state; stressful in the beginning stages and eventually and steadily decreasing over time (Matusitz, 2015; Ward, Bochner, & Furnham, 2001). Of further consideration is that Searle and Ward (1990) distinguished between sociocultural adaptation and psychological adjustment, and stated that a bridging of these two conditions is necessary for an individual to complete the process of acculturation. Finally,

Tran (2011) noted that it is not only international students who must undergo adaptive techniques in order to counteract the conditions of culture shock during their sojourn, but faculty, peers, and educational institutions as well. Possessing relevant knowledge about the attendant values and belief systems of their student population (Chalungsooth & Schneller, 2011), the implementation of cultural diversity among faculty and educators (Komiya & Eells, 2001), and the consideration of international students as members of a multicultural partnership, not as simply consumers or recipients of a cross-cultural exchange (Ozturgut, 2013), are deemed to be vital and necessary components that educational institutions should outlay so that support may be provided at both the personal and academic level for internationals.

Adaptation Issues and Adjustment Strategies for International Students

Increasing the overseas and international student population is a primary consideration for many U.S. universities (Ryan & Carroll, 2005). Andrade (2006) noted that the presence of internationals brings an increase in multiculturalism, diversity, and holistic understanding, in addition to providing progressive foreign policy contributions for the countries involved as well as the entire global community. Lee (2007) has claimed that internationals provide positive mutual exchanges and interchanges; they bring with them their own cultural perspectives, can teach U.S. students something of their home country, and may return home to their sending countries with a broadened appreciation as regards the U.S, thereby enhancing the notion of multiculturalism, advanced societies, and the imprint or instillation of a positive perspective upon the future.

In addition to cultural and philosophical capital, internationals account for substantial financial investment in the U.S.; international students have contributed

between \$20 to \$30 billion dollars worth of revenue to the U.S. economy per year over the last three years (Chen & Yang, 2014; Open Doors Data, 2016a), with a majority of these funds coming from outside the country, primarily from the students' own family finances (Andrade, 2006; Open Doors Data, 2016b). Therefore, it is significant for educational institutions to acknowledge and consider the adaptation issues that international students face from a moral, monetary, and multicultural perspective (Brown & Holloway, 2008).

According to Paltridge, Mayson, and Schapper (2011), international students' status as temporary residents allows for a greater propensity for social and cultural disorientation, meaning disengagement with the culture at large. Additionally, internationals tend to lose their network of friends, family, and community when they first study within a new country (Forbes-Mewett & Nyland, 2008). Due to factors that include limited language proficiency and cultural unfamiliarity, they may find themselves becoming increasingly culturally excluded or distanced from their native-speaking peers (Ozturgut, 2013). Curtin (2005) cited a list of factors that can impact international students upon immediate arrival in a new country: the age of the student, their intended length of stay, their educational and familial background, previous awareness or acknowledgement of Western culture, and the amount of languages that the students speak upon first arrival in the host country.

Brown and Holloway (2008) detailed their findings from an ethnographic study that investigated the initial period of arrival and adjustment for university students. By means of participant observation and interviews, the authors denoted that, similar to more modern descriptions of culture shock, the internationals did not report experiencing an

initial honeymoon or euphoric stage of adjustment, but were instead overwhelmed by negative feelings of culture shock. The characteristics traditionally reported as being made manifest in the second stage of most culture shock models were instead felt most forcefully during the initial stage of international student arrival. The students reported feelings of nervousness, anxiety, stress, and uncertainty from the onset, in addition to feelings of depression, loneliness, homesickness, insomnia, and apprehension. Issues that triggered or exacerbated their negative responses included: logistical activities such as arriving at the airport, traveling to their university, finding housing accommodation, reading a map, and having to ask for aid or assistance. Psychological and sociocultural activities additionally created cause for concern, including tasks such as language translation anxiety, speaking English to native speakers, and the sociocultural and differential gulf that existed between the students' home and sending nations (2008).

Brown and Holloway's (2008) research recommended a two-pronged psychological and sociocultural approach to cultural adaptation. Sociocultural aid would include the teaching of "intervention strategies" (p. 45) that would help students realize how to best overcome the negative aspects of culture shock. Psychological support would be afforded by means of regularly scheduled educational counsel and academic assistance. They recommended the implementation of the following strategies:

1. Pre-arrival information made available online about study skills and materials, email links, and other university services
2. A welcoming party from the school upon arrival in the airport, similar to a tour guide to acclimate the students to their new environment

3. Regularly scheduled academic support classes that should remain consistent for the duration of the student's academic stay
4. Increased awareness by staff and educators regarding the issues that impact students
5. University counseling and chaplaincy availability
6. Regulated social gatherings intended to provide students with increased opportunities to enhance their socialization networks

A number of other researchers have reported similar descriptions of adaptation issues, common stressors, and coping strategies for international students. Olivas and Li (2006) suggested that internationals potentially encounter more severe transition challenges than native speakers. Additionally, internationals are reported to be less likely to ask for aid than their peers (Kaczmarek, Matlock, Merta, Ames, & Ross, 1994). Chen (1999) and Dipeolu, Kang, and Cooper (2007) have asserted that a lack of language proficiency can inhibit a student's enthusiasm for friendships and social interactions, and can lead to negative expressions of self-worth and thus affect their academic performance. Zhai (2002) similarly reported that cultural differences and language aptitude impact internationals in this manner, and that this negative web of reinforcement can thus lead to personal, social, and academic insufficiency. Potential solutions to language proficiency concerns may include academic interpreters and bilingual technicians, and translated clinical literature for students, including pamphlets, booklets, brochures, and instruction manuals (Matusitz, 2015).

Dorozhkin and Matizova (2008) asserted that the success of international students depends upon their sociocultural adaptation, and that it is incumbent upon the host

country to attempt to collaborate with their international student population. However, the authors enumerated that to a significant extent positive intercultural adaptation and adjustment is connected with that student's willingness and acceptance to attempt to meaningfully interact with their new culture. Tseng and Newton (2012) have notated a coping list of strategies devised to instill positive cultural adjustment for international students studying in the U.S.: awareness and self-knowledge, positive relationships and fruitful social networks, curiosity about other cultures, the ability to seek guidance, the sharing of multicultural contacts, the creation of a positive and empathetic bond with academic faculty and advisors, increased language proficiency, and the ability to live in the present and forget about the past. Positive outcomes that may additionally arise from students' self-actualization skills include the realization of their own goals, parental or familial affirmation, social approval, and an increased opportunity for career advancement upon returning to their home country (Lillyman & Bennett, 2014).

Hotta and Ting-Toomey's (2005) notion of cultural identity was defined as the importance a learner places upon belonging to the particular culture that a learner becomes affiliated with. According to this notion, if a learner feels secure or welcome, they will then be more apt to improve their multicultural interaction. Factors that make an individual feel comfortable include "being understood, respected, and valued" (p. 218, 2005). The intrinsic motivation to meaningfully communicate or participate within a multicultural social continuum may also play a substantial role in students' acculturative abilities (Gallagher, 2013). According to Gomez, Urzua, and Glass (2014), there are three types of social networks that involve international students: monocultural, multicultural, and bicultural. Monocultural friendships are those that are established with students who

are derived from the same sending country; multicultural friendships occur with students from other international countries, and bicultural friendships take place between international students and their peers from the host country in which they are studying.

Matusitz (2015) additionally stated that it is the willingness or enthusiasm associated with the attempt to learn a new language or sociocultural skill that is essential to becoming culturally adaptive in a positive manner. The researcher conducted an ethnographic study of international students studying in the U.S. and suggested that the “ability to learn new cultural norms, values, and culturally appropriate behaviors fosters positive adaptation and acculturation”, and that this ability lies within the students themselves (p. 270, 2015). Similarly, Hotta and Ting-Toomey (2005) studied friendship dialectics and intercultural friendship structures between international and native students and discovered that international students that adjusted most successfully to their new intercultural environment changed their behavior patterns, expectations, communicative styles, and philosophies of mind. This change in outlook contributed to the wellbeing and quality of their education once they discovered the need to communicate in a different manner than they traditionally did in their home country. Methodologies in which the students successfully adapted their communication strategies included becoming more linguistically assertive, being capable of sharing their personal feelings and opinions within a group situation, and by means of intercultural communication via sustained exposure to individuals from disparate backgrounds and cultural environments.

Commonalities among the literature suggest that international students should be provided a number of services and resources from their host community and educational institutions so that they may properly benefit from their time spent studying and living

overseas. Tseng and Newton (2002) defined four essential adaptation and adjustment requirements for internationals: how and where students live, the language challenges they face, sociocultural adjustment, and personal issues such as homesickness and alienation. These challenges may be remedied in the form of: pre-arrival information (Brown & Holloway, 2008), practical support regarding the logistics of daily life (Bartram, 2008), enhanced communication with advisors, faculty, and counselors (Olivas & Li, 2006), and academic orientation (Owen & Loomes, 2010).

An equally valid notion is that to a substantial extent the motivation of internationals themselves may play as paramount of importance to the success of their education as does their native intelligence and linguistic proficiency (Dorozhkin & Mazitova, 2008; Matusitz, 2015). Zhou, Jindal-Snape, Topping, and Todman (2008) focused on the notion of identity as the central dilemma for a cross-cultural learner, and asserted that this transition from one culture to another was best enabled by means of promoting changes in self-perception and cultural identity. In practice this requires internationals to meaningfully interact with faculty, friends, and peers “socially, psychologically, and academically” (Zhou, et al., p. 70). According to Hotta and Ting-Toomey (2005), an international language learner may discover how best to achieve this type of cultural identity negotiation by means of the following self-actualization skills: displaying motivation for the improvement of one’s self-knowledge, being mindful of the differences between disparate and respective cultures, and the implementation and integration of positive adaptation skills through sustained and meaningful interaction within multicultural learning environments.

Educational Strategies, Learning Practices, Content & Materials

Knight (2004) suggested that the adjustment challenges internationals face may perhaps be mediated by an institution's hiring of educational faculty that are sensitive to and aware of the tenets of global and multicultural diversity, in addition to being cognizant of the value systems and sociocultural beliefs of their students. Chen and Yang (2014) conducted a mixed-method study investigating international students' responses to the complexities regarding their lives spent studying in the U.S. and their associative response to their relationships with faculty and peers, and their findings agreed with much of Knight's research: students reported that they had difficulties with language proficiency, study strategies, and the acquisition of meaningful social networks with native speakers. The students stressed the need to learn new socialization skills and coping structures within their new environment, and sought more guidance and guardianship from their educators. Additionally, they reported that they lacked access to information regarding what to do in times of extreme duress or stress and felt isolated as a result. Thus, explicit academic guidelines and readily available sociocultural and emotional coping strategies were recommended to be of potential use to students. Recommendations for educators included culturally inclusive faculty and staff, a diverse and multicultural school environment, explicit access made available to public resources and support services, and counseling for internationals (Chen & Yang, 2014).

Jansen, Andre, and Suhre (2013) assessed first-year students' expectations and academic results in their primary year of university studies, and likewise found that faculty support and institutional stewardship were considered to be essential factors during the initial time of transition for internationals. Other primary factors were

discerned and noted by Yorke and Longden in successive academic research (2004; 2008) as to the rationales for why students tended to fail at the demands of higher education; results included unfruitful academic experience, study demands, and negative personal circumstances that included the familial, financial, and psychological. McInnis and James (2004) suggested that educational institutions should create learning environments that are thus responsive to first-year students' educational and sociocultural requirements, and indeed should enable an appropriate "student support infrastructure" (as cited in Jansen, Andre, & Suhre, p. 127).

Curtin (2005) likewise stated that academic expectations and student responsibilities should be clearly defined and made available to all students from the onset of their arrival in their host country. Olivas and Li (2006) posited that orientation materials and content should address the structure of Western-style teaching, the academic expectations that internationals should conform to, and the particular sociocultural challenges that may reasonably await them during the time students spend achieving their degree. Curtin cautioned that the recognition of different cultural values should be kept in mind when considering the relationship that exists between educator and student, and that educators should refrain from enforcing Western methodologies of study and belief upon students who come from a diversity of multicultural backgrounds and ethnicities (2005). She additionally posited that multiple modes of discussion, instruction, and classroom debate should be taken into account. Academic specifics that may be addressed by educators include the notions of class participation, verbal and oral presentation, and cognitive and essay-writing expectations (Zhai, 2002). Lastly, while it was not considered acutely necessary for students to be made explicitly aware of the

various learning strategies that are unique to Western-style academics, instructional materials and activities that are designed to incorporate and that are adaptable to suit the many types of learning styles and may engage multicultural learners were deemed to be worthy of consideration (Olivas & Li, 2006).

Chavez (2007) conducted a qualitative research study of professors known for demonstrating inclusive policies regarding multiculturalism in their classrooms, and identified six factors as contributing to positive learning communities: climate of safety, risk-taking, congruence, the role of student and instructor, multiplicity, and reciprocity. Chavez' research found that a learning environment was optimized when feelings of trust, empowerment, and support were cultivated, and when nodes of congruence and multiplicity were nurtured. In practice congruence defined the state of correlation between the educational materials an instructor taught and the behavior they demonstrated. If educators promulgated the values of acceptance and non-judgment in their tasks and learning activities but did not display similar behaviors in their dealings with students, then these instructors' teaching methodologies were considered to be insufficiently congruent. Multiplicity was a term used to account for a variety of testing materials, formats, and ways of instruction that provided for a mixture of grading methods, reading materials, relationships, and classroom roles. The core notions of flexibility between teaching practice and concern, of parity between ideas and power structures, and the potentially reciprocal teacher/student relationships that are apt to occur within the domain of a multicultural classroom were advocated as contributing to an enhanced intercultural learning environment (Chavez, 2007).

According to Klein (2008), embracing international students in a constructive fashion and not attempting to alter or change their standards and learning skills to fit into a traditional notion of Western academic success was the most receptive and positive recognition of their abilities. Teemant (2010) asserted that academic instruction should focus on the quality of ideas and content of its international student population and not fixate or overly focus on traditional notions of proper grammatical or syntactical structure. Instead, allowing for a focus that includes, in addition to traditional testing formats and exams, additional “inclusive and equitable learning formats” (Klein, 2008, p. 41) is deemed to be a more effective application of a diversified and multicultural classroom environment. Klein further elaborated upon the difference between *field-dependent* and *field-independent* learners, and attempted to promote acceptance of both of these forms of learning styles. A field-dependent learner is defined as coming from a traditionally Western or European tradition, and is able to learn for herself within a straightforward, individual manner. Learners from a field-independent method, however, likely derive from a non-European tradition and therefore are amenable to persistent “advice, direction, and (instructional) support” (p.41).

Klein further advocated against “artificial procedures” (p.42) regarding instructional materials, and instead asked for culturally inclusive matter to be represented, based upon the student population that is being served. Examples of culturally inclusive subject materials included realistic “opportunities for (cognitive and social) responses, dialogue, and role play” (p.42). Additionally, Klein noted that sociocultural situations should be investigated as necessary topics of discussion and teaching materials, as they may provide relevant and authentic opportunities for internationals to acquire survival

skills and pick up social cues that are integral to positive and responsible cultural interactions. Examples of relevant language-integration activities included role-play tasks wherein a learner may pretend to speak to a government official, supervisor, or boss, or by instructor-created role-play scenarios that take place in restaurants, post offices, banks, nightclubs, and department stores. Klein iterated that it is essential that these types of activities should also integrate the requisite “social survival preparation needed to live in complex urban settings” (p.43). Lastly, these types of activities, according to Klein (2008), should concentrate upon relevant vocabulary, current vernacular speech, and truly authentic sociocultural attitudes and morés in order that a language learner can acculturate via their host country at an accelerated pace.

The process of acculturation for internationals can be frustrating, confusing, isolating, and stressful (de Araujo, 2011). Internationals are expected to adhere to the same academic standards as their native-speaking peers, yet face additional cultural and linguistic demands that make their adaptation and adjustment potentially more challenging (Gomez, Urzua, & Glass, 2014). They have often been uprooted from their home country, friends, and family, and thus lack important social and friendship networks, therefore the potential for social dislocation and culture shock may greatly impact them, delaying, impeding, or preventing their acculturation into their new sociocultural and educational environments (Poyzrazli & Kavanaugh, 2006).

A premium should be placed upon students being able to establish meaningful social interactions and friendship networks within their new communities *as soon as they arrive in their host country* in order to enable them the best opportunities for academic survival and educational achievement (Gomez, Urzua, & Glass, 2014). The ability to

foster these positive social interactions depends to a large extent upon language acquisition and cultural utility, and in particular to regulated and academically constructed academic and “social(-ized) activities” (Gallagher, 2013) designed to instill sociocultural information to the international student population by means of authentic materials, genuine content, and additional and non-traditional pedagogical strategies and approaches that may include orchestrated role-play and atypical and situational testing matter (Tange & Jensen, 2012). Once internationals have access to these types of academic constructs, they need to be made aware of the proper style, register, and other social constraints and expectations they are likely to encounter in real-life scenarios (Klein, 2008), otherwise their exclusion and withdrawal from society may be exacerbated (Marginson, Nyland, Sawir, & Forbes-Mewett, 2010).

Paltridge, Mayson, and Schapper (2012) asserted that educators should primarily consider the “safety, security, and value” (p.30) of international students, with the term security encompassing an entire global strategy of needs and requirements that include the realm of physical, social, and economic necessities. Zhou, Jindal-Snape, Topping, and Todman (2008) proclaimed that “culture-specific” skills (p. 65) were essential in order for internationals to best participate in productive cultural interactions. Both sets of researchers called for critical support in the instillation of crucial survival skills in the hearts and minds of international students by way of realistic and effective sociocultural learning activities and model tasks, culturally-sensitive counseling services, and the promotion of greater student advocacy networks. By utilizing a combination of properly mediated social cues and the teaching of established behavioral expectations within the administration of culturally integrative knowledge sets and adaptive skills, the

international student population, and in particular the individual international student language learner, will thus be better able to anticipate, prepare, and orientate themselves in the proper utilization and most apt development of their essential, practical, and socially-responsive skills.

Summary

This review of literature enumerated the following thematic sections of content: 1) an investigation of historical and contemporary models of culture shock, 2) issues of adaptation facing international students and a survey of the concomitant adjustment strategies implemented by educational institutions and faculty to counter the effects of culture shock among the global international student population, and 3) the importance of multicultural learning communities, effective teaching strategies, and educational materials that best assist international students at the personal, social, and academic level. The findings of this review of literature provide support for the notion that this student population should be provided with practical academic instruction and enabled with authentic learning materials designed to enable sociocultural coping skills throughout the entirety of their matriculation journey. This review of literature additionally indicated that these adaptation and acculturation strategies should be based upon culturally specific tasks intended to teach students the essentials of social interaction, cultural competence, positive acculturation modes, and generalized cross-cultural training skills.

In conclusion, the research findings of multiple and cumulative studies associated with this review of literature support the notion that a battery of associative and negative sociocultural factors concerned with the transitional period for international students may result in a series of effects collectively known as culture shock. The findings of this

literature review further suggest that if the transition period for internationals could either be foreshortened by means of pre-arrival orientation matter, or, if the challenges that affect them could be mediated or diminished by means of transformative notions of sociocultural study throughout their time of international matriculation, then this student population would potentially perform in a manner more commensurate with their perceived academic capabilities. The learning outcomes of the various studies associated with this review of literature aver that the educational and material content that best allows for internationals to adapt and adjust to multicultural and intercultural learning environments are: materials devoted to the instillation of culturally specific learning tasks, situational activities that are substantially concerned with genuine and authentic content, proscriptive teaching materials and subject matter that take into account the variable learning styles and preferred methodologies of this student population by means of multiple modalities, and the teaching of culturally sensitive and relevant topics that prominently feature the nature of essential survival skills and recommended behavioral coping strategies.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

This project takes the form of an academic and cultural workbook unit intended for newly arrived F-1 and M-1 international college-age students with at least high intermediate language skills who are studying in San Francisco. It has been designed to promote the sociocultural and communicative language strategies necessary for students principally residing within the Bay Area to better accelerate their emotional, situational, and academic adaptation. The project's primary organizing principle focuses on the development of public and proximal safety awareness within an urban environment, and is divided into five academic sections along with an accompanying introductory chapter.

The introductory chapter serves to situate students by providing an overview and short history of San Francisco, along with the logistical and physical layout of the city. A survey of various districts and neighborhoods, number of languages spoken, ethnic makeup of its citizens, research on vital statistics, and means of public transportation are included to help orientate newcomers to their cultural environment.

Each of the five sections that follow is equipped with a number of practical, methodological, and pedagogical tasks and activities that come embedded within the content of the workbook, in addition to the four primary linguistic disciplines that include reading, writing, listening, and speaking. The five sections also incorporate alternative modalities and learning styles influenced by Howard Gardner's notion of Multiple Intelligences such as visual-spatial, bodily-kinesthetic, logical-mathematical, and intra/interpersonal intelligence styles. Section 1 involves informational tasks related to public transportation in the city and methods for newcomers to blend into their cultural

surroundings. Section 2 involves physical and practical tasks and activities related to public safety. Section 3 is focused on sports-related safety concerns and social activities within the Bay Area. Section 4 is related to essential grammar proficiencies and physical safety requirements for individuals in unfamiliar urban environments. Section 5 is devoted to the ways and manners in which international students interact with native speakers, the potential acquisition of friendship and dating networks, and the behaviors best associated with physical safety after dark.

Finally, there is a summative test found at the end of the workbook unit that reinforces the collective learning materials and academic content of each of the preceding chapters. Summative test material contents include grammar, reading comprehension, vocabulary, listening, intrapersonal thinking, essay writing, and speaking. Workbook tasks and activities include T/F and comprehension questions, fill in the blank questions, group discussion and debate, internet research, role-play activities, and reflective essay components.

Development of the Project

Inspiration for this project germinated with an increasing awareness that my non-native speaking university classmates were oft experiencing severe, and, in some cases, potentially incapacitating adjustment challenges related to the physical, logistical and sociocultural characteristics that occur from studying in San Francisco. As a native speaker, I frequently found myself playing the role of cultural intermediary or interlocutor as regards to their adaptation experiences. While out to lunch or studying over a cup of coffee, they shared circumstances or events with me that seemed to them to be both at odds with their expectations of this country and their experiences in their

respective home countries. I was luckily gifted with the opportunity for extensive travel experience in my previous occupation as a filmmaker, a former career that provided me some small amount of multicultural awareness and perspective due to my travels and encounters with disparate philosophies and ways of life. This perspective greatly helped me to bridge the acculturation gap for my classmates and answer their questions regarding their time spent studying in the Bay Area. Thus, as a language instructor it seemed pertinent to my professional interests as well as my classmates and students' acculturative wellbeing to develop an academic tool to help ease international newcomers' adaptation challenges.

The international student population that I currently serve as a language instructor in my own classroom share a multicultural and diversified heritage and background similar to my university classmates, and their adaptive response to San Francisco correlates in many distinctive regards to the sociocultural issues that my classmates have previously raised to my attention. Both sets of populations have informed the nature of this project by means of formal and informal interview sessions, as I was provided with a reliable and consistent number of cultural topics and concerns that my classmates and students considered to be relevant and essential for the nature of this project. Topics of particular interest raised by both classmates and students included the essential nature of public safety, how to effectively navigate throughout an urban environment, and the requirements for socially acceptable intercultural interactions on a personal and friendship level. This project is thus my attempt to address these issues via a comprehensive, holistic, and socially responsible academic and cultural workbook.

Those with a further interest in the development of this project may be referred to the following instructional videos that have been made available online at the following Internet links:

“The Caretaker”

<https://youtu.be/hXsZszCwHAM>

This short autobiographical film provides a visual recreation of the personal anecdote described on the first page of Chapter I of this document between “Malik” and this author that served as the original impetus for this project, along with a declaration of educational and academic intent regarding this author’s teaching philosophy.

“Culture Shock”

<https://youtu.be/4AyobG21aHw>

This short educational documentary was created by means of interviewing my former and current international student population. It contains a description of culture shock, methodologies which may potentially alleviate the negative effects of culture shock, and practical advice in which my students describe, in the form of their own words, recommended strategies for new arrivals to better adapt and acculturate themselves to San Francisco.

The Project

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

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

There are nearly one million F-1 and M-1 international students currently enrolled on U.S. college campuses and universities seeking to attain their higher education or academic degree (U.S. Immigration and Customs Enforcement, 2014). A significant proportion of this student population resides in San Francisco (Open Doors, 2015). However, the diversity of San Francisco's complex communal tapestry can lead to cultural disorientation, dislocation, and unfamiliarity for these recent arrivals, a series of events that when related to problematic adaptation issues and negative adjustment implementations is known as culture shock. Easing the acculturation process of this student population is thus considered to be of importance due to their substantial economic and multicultural contributions to the community, in addition to a progressive intercultural global perspective that allows for the development of greater sociocultural and philosophical exchange between the U.S. and other nations.

The purpose of this project was to delineate, denote, and ameliorate the potential causes, symptoms, and effects of culture shock for the international student population residing in San Francisco by means of an authentically sourced language and culture workbook. This workbook was created for the purpose of enabling cultural adaptation for students by providing them with relevant and authentic sociocultural information, and by instilling them with proximal, behavioral, and situational safety awareness so that they could thereby better increase their opportunity for personal, academic, and sociocultural adjustment and adaptation.

The significance of this project lies in the fact that its potential proper usage involved a variable number of testing materials, formats, and assorted instructional activities relevant to the respective needs of the student population being served, which intended to personalize and demystify their language processing experience. The promotion of culturally specific tasks and materials were considered to be an essential methodological tool for engagement with this international student population, thus the individual sections of the workbook focused on essential survival skills such as physical safety and situational awareness. In addition, behavioral and intercultural learning tasks that incorporated real-life scenarios such as traveling via various modes of public transportation and the establishment of friendship and dating social networks were included, tasks which were deemed to be essential skill sets necessary for internationals to achieve in order to participate productively in multicultural interactions and navigate the daunting task of learning a non-native language and a new culture simultaneously.

Recommendations

This workbook's primary ambition is the development of personal, social, and proximal safety awareness for students within an urban environment, and the instillation of cognitive and communicative skills deemed essential for language learners to acquire during the duration of their academic studies within San Francisco in order to better prepare them for academic and sociocultural achievement. It is intended to reach an academic audience at the university or language classroom level, but may potentially be adapted to serve other environments as well. The author would suggest that the length of class time spent covering each section is up to the educator's own discretion, but that each section may be extrapolated and expanded upon via additional authentic-language

tasks and activities. For successful educational implementation and linguistic retention of the workbook material, the author would suggest that the educator elicit additional student involvement in the form of reflective and cognitive essay assignments, in addition to paired discussion and group and teamwork extracurricular research tasks and activities. The workbook may also be utilized as a supplementary component to otherwise standard curricula.

This workbook is currently available in both electronic and paper form, and, due to its extensive online teaching matter, comes with a corresponding webpage that contains background electronic material content along with a list of internet links divided chronologically by section and theme. If time and circumstances permit, the author intends to expand the webpage portion of the workbook to include section quizzes and further educational materials. Additional contents of the proper workbook, in both its electronic and paper form, intend to be periodically updated and revised by the author. Finally, prospective plans are in effect for multiple section contents of the workbook to be created that shall cover additional thematic topics and subject matter that are explicitly and authentically related to San Francisco culture. These topics include food, family, effective study support systems, celebrations, holidays, and street festivals, along with philosophical discussion topics that include discrimination, ethnic diversity, cultural representation and gender inclusion.

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APPENDIX

Safety in the City

SF

SAFETY IN THE CITY

by
Gregory Russell Sugajski



BEAUTIFUL

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NOTES FOR INSTRUCTORS



San Francisco is a culturally variegated and ethnically diverse “patchwork quilt” of a city that welcomes students from all over the world. Successive iterations of newcomers arrive hoping to play a part in its rich tradition of progressive social achievement and cutting-edge technological innovation. However, this unique social tapestry can often lead to dislocation, disorientation, and unfamiliarity for recent arrivals. There is thus an imperative that this student population be made aware of the potential challenges that may occur when living in such a diversely populated and multicultural environment, in order that they may better increase their opportunity for personal, academic, and sociocultural adaptation.

GOALS

This unit is devised for the newly arrived F-1 and M-1 international college-age student population. It has been designed as an English-language cultural and behavioral learning tool that shall reach its audience via the university or language-school classroom. It is intended to serve as an authentically sourced workbook for learning English at the university level, and as a means of cultural adaptation for students who primarily reside and conduct their academic activities within San Francisco and the greater Bay Area region.

This unit’s primary ambition is the development of personal, social, and safety awareness for students within an urban environment, and the instillation of cognitive and communicative skills deemed essential for language learners during the duration of their academic studies within their host country.

OBJECTIVES

This unit is intended to develop proficiency in students' second-language and communicative skills by means of the four primary linguistic disciplines that include reading, writing, listening, and speaking.

Additional sections of the unit incorporate alternative modalities and learning styles influenced by Howard Gardner's notion of Multiple Intelligences. Sections of the unit that accommodate multiple learning intelligences are focused on the visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic types of learning intelligences.

Each activity or task in this unit is grouped with a corresponding pictorial icon that denotes the type of learning intelligence that is emphasized by the particular nature of the task (For a list of the icons see page 9 of this workbook).

The list of activities in this unit that incorporate multiple intelligences modalities include essay writing, reflective journaling, fill in the blank questions, vocabulary, paired discussion, group discussion, Internet research, role-play, and extension activities involving intellectual debate.

Samples of Multiple Intelligences Covered:

1. Visual-Spatial: Sections 3-4 (identifying park and street signs)
2. Logical/ Mathematical: Sections 1-5 (text analysis, comprehension, internet research)
3. Bodily/Kinesthetic: Sections 1-5 (role-play, neighborhood safety report)
4. Intrapersonal: Sections 1-5 (brainstorming, reflective essay writing)
5. Interpersonal: Sections 1-5 (pair and group work, discussion)
6. Linguistic: Sections 1-5 (grammar exercises, writing and reading tasks, vocabulary exercises, crossword puzzle)
7. Naturalistic: Section 4 (neighborhood safety report)
8. Musical: Section 3 (listening to ballpark songs)

Students are to be assessed via summative (vocabulary, fill in the blank activities) and subjective tests (essays, oral reports). By the end of this unit, students should be able to:

1. Demonstrate their ability to comprehend general safety concerns in public, recognize potentially dangerous situations, and avoid them by picking the correct response in a multiple-choice test with corresponding visuals with a 75 percent level of accuracy.

2. Construct rational responses to unexpected occurrences/situations in a theoretical role-play activity, and score at least a 4 on a 5-point scale according to the scoring rubric (See pages 129-130).
3. Create, maintain, and sustain a reflective journal.
4. Be able to make a safety comparison between the US and their home country by essay writing, oral report, group and/or pair work.
5. Negotiate linguistic meaning and behavioral intent through the usage of safety-related vocabulary and comprehension of requisite and/or appropriate sociocultural registers in formal & informal environments.

ABOUT THIS UNIT

In this unit, a critical focus is placed upon the following safety issues and concerns within a comprehensive grammar and information-based narrative context:

- Essential vocabulary terminology
- Various modes of public transportation
- Internet proficiency and research skills
- Public physical safety awareness
- Navigation of the neighborhoods and districts of San Francisco
- What to do in case you get lost
- Equipment safety in sporting activities
- The establishment of friendship networks with Americans
- College safety friendship and dating information

RECOMMENDATIONS:

The following items are recommended in order to best enable and enhance student capability and capacity within this unit:

Prior Knowledge Tools

1. Some knowledge of U.S. culture and local customs
2. Linguistic level of proficiency: High intermediate language skills
3. Basic proficiency in map reading/logistical orientation
4. Internet competency

Practical Educational Tools

5. Computer access
6. Copy machine/printer/smartphone
7. Writing tools and materials

FURTHER CONSIDERATIONS

The following items of consideration are recommended as productive and proactive educational aims and ambitions for educational institutions, academic staff, and linguistic faculty members to observe and adhere to.

These considerations should ideally be made available to second language students before, during, and after the duration of the students' time spent studying in their host country.

The considerations are as follows:

1. Pre-arrival information should be made available to students (online or in pamphlet & brochure form) regarding:
 - a. university information
 - b. campus services
 - c. recommended study skills
 - d. program requirements

2. Welcoming party/student orientation meetings should be held during the following occasions:
 - a. to meet students upon immediate arrival
 - b. to provide orientation for basic survival skills
 - c. to set up housing accommodation & financial information
 - d. to reiterate the pre-arrival information listed in section 1

3. Academic study and classroom support classes:
 - a. should be regularly scheduled
 - b. should be consistently maintained

4. Staff and faculty should place a point of emphasis and increased awareness regarding students' prospective:
 - a. personal issues
 - b. sociocultural issues
 - c. academic issues

5. Counseling services (both academic and personal) should be established and consistently promoted and sustained throughout the entire academic year.











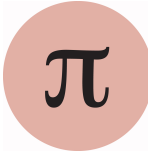




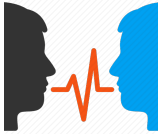
6. Regular socialized gatherings for students should be held to:
 - a. offset the negative aspects of culture shock
 - b. enable friendship and establish key peer support group systems

SAFETY IN THE CITY

STUDENT WORKBOOK



Activity Icon Key:

 Reading	 Writing	 Speaking	 Listening
 Interpersonal	 Group Discussion	 Debate	 Internet Research
 Role-play	 Intrapersonal	 Logical/ Mathematical	 Musical
 Visual/ Spatial	 Naturalistic	 Bodily/ Kinesthetic	 Verbal/Linguistic

Shown here are the pictorial icons that denote the Multiple Intelligences learning modalities and language learning objectives that correspond with the associated tasks and activities located within this unit.

Note: some tasks and activities are designed to incorporate more than one language objective/learning modality.

Electronic vs. Paper Form Notes:

This workbook is available in both electronic and paper forms.

1. If you are using this workbook in its paper form, you may proceed to the following web page to access the links that are included throughout the entirety of this unit:

<https://sites.google.com/a/dons.usfca.edu/safety-in-the-city/home>

2. If you are using this workbook in its electronic form, the links provided throughout the entirety of this unit are clickable, and you may proceed accordingly.

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SAN FRANCISCO



San Francisco is a “patchwork quilt” of a city. This means that people from all over the world can come into contact and interact with each other, yet still be able to maintain their own unique cultural characteristics if they so choose.

However, this multicultural tapestry may lead to cultural unfamiliarity for recent arrivals. This workbook was created to provide authentic and relevant materials to anyone who wishes to better increase their opportunity for personal, academic, and sociocultural adaptation.

Warm-Up



Think of San Francisco. What are the first things you think about? Do you have any general impressions of San Francisco? Can you think of some potential reasons why people come to San Francisco?

Read an Article



You are going to read an article that briefly describes the history of San Francisco. Read it in its entirety and be prepared to answer questions about the article.

San Francisco was originally a Spanish mission and pueblo. It was first conquered by the United States in 1846, and again by an invading army of prospectors following the 1848 discovery of gold on January 14, 1848, at Sutter’s Fort, in the California foothills. Within months, San Francisco became

the central port and depot of the Gold Rush. Over the next year, arriving “forty-niners” increased the city’s population from 1,000 to 25,000.



The city was lawless and wild. Six major fires broke out between 1849 and 1851. Construction of the Central Pacific Railroad- funded by the “Big Four” businessmen Charles Crocker, Mark Hopkins, Collis P. Huntington and Leland Stanford- drew thousands of laborers from China. Although many were later forced to leave by exclusionary U.S. policies, San Francisco’s thriving Chinatown quickly became the largest Chinese settlement outside of Asia.



The city expanded as cable cars enabled the city’s grid to spread over its steepest hills. In 1887 planners carved out 1,000 acres on the Pacific Ocean side of the peninsula for Golden Gate Park.



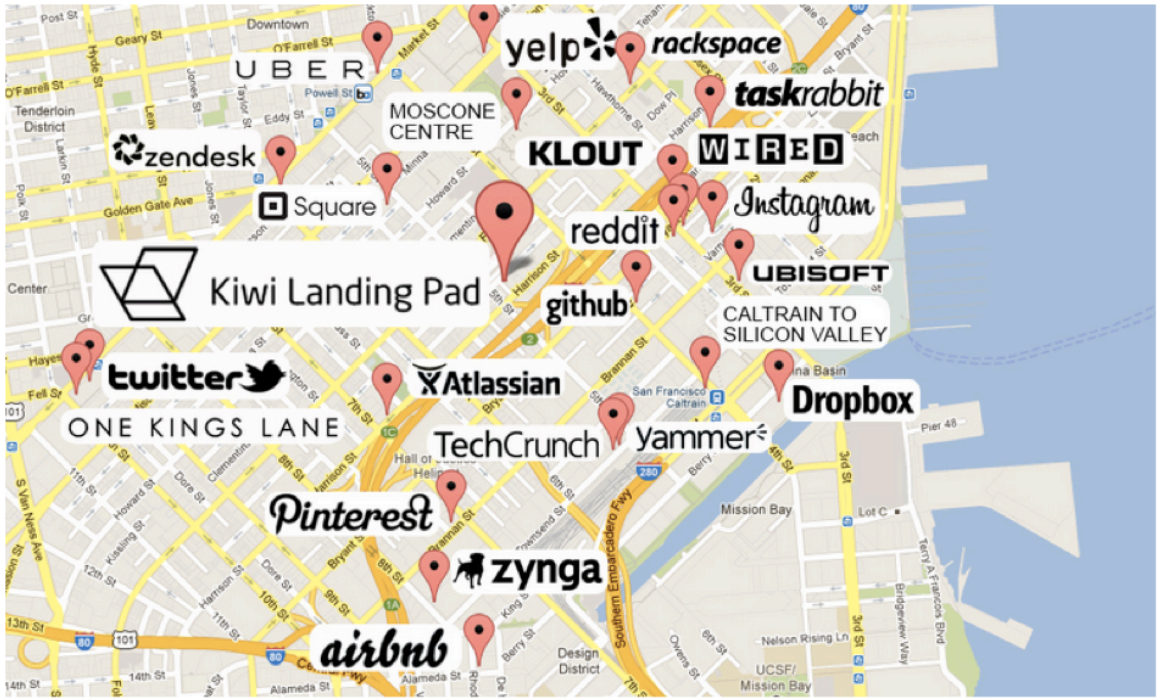
On April 18, 1906, the San Andreas Fault slipped more than 10 feet, unleashing a massive earthquake later estimated at 7.8 on the Richter scale. The tremors broke water mains and triggered fires that raged for four days, killing 3,000 people and destroying 25,000 buildings and leaving 250,000 people homeless.

The 1930s saw growth both in the city and its outlying communities, and the construction of the iconic Golden Gate and San Francisco Bay Bridges.

San Francisco has maintained its reputation as a center of cultural bohemianism. In earlier years it had drawn writers from Mark Twain to Jack London, and it became a center for the 1950s beat poets and for the Haight-Ashbury hippie counterculture that peaked with the 1967 “Summer of Love.”



Long a hotbed of environmental, labor, and women’s rights activism, the city has gained a reputation for welcoming gays and lesbians. Its Castro District was the center of the gay rights movement. In the 1980s the city worked to respond to the challenges of chronic homelessness and the AIDS epidemic.



Partial map of tech companies located in San Francisco

Currently San Francisco is in the midst of another “gold” rush, only this time it is concerned with technology. Many of the most significant and popular technological and internet companies, such as Facebook and Yahoo, are currently located in the Bay Area. Today, the city remains as multicultural as ever- as of 2015, over 40% of all San Francisco residents are non-native born (source: 2015 Bay Area Census: <http://bayareacensus.ca.gov>).

(Taken and adapted from: <http://www.history.com/topics/san-francisco>)

Reading Comprehension



How much can you remember? Read the article again, if necessary. Then choose a, b, c, or d.

1. San Francisco’s population greatly increased in the late 1840s due to the discovery of _____.
 - a. a Spanish pueblo
 - b. an army of prospectors
 - c. gold in the California foothills
 - d. a central depot of the Gold Rush

2. Construction of the Central Pacific Railroad was paid for by _____
 - a. exclusionary U.S. policies
 - b. San Francisco's thriving Chinatown population
 - c. thousands of laborers from China
 - d. the "Big Four" businessmen

3. Expansion of the city's grid was fueled in large part due to _____
 - a. the planners of Golden Gate park
 - b. the usage of cable cars
 - c. the steep hills of San Francisco
 - d. the nearness of the Pacific Ocean

4. The 1906 earthquake was caused by the following:
 - a. the San Andreas Fault
 - b. fires that lasted for several days
 - c. frozen pipes that exploded
 - d. the destruction of skyscrapers

5. San Francisco has a reputation for bohemianism. All of the following could be considered to be bohemians except for _____
 - a. artists and writers
 - b. poets and musicians
 - c. activists and union members
 - d. countercultural icons

6. During the 1980s, the city faced such important social challenges as _____
 - a. a technological Gold Rush
 - b. beat poets
 - c. the homeless epidemic
 - d. growth in the city's outlying communities

7. According to the article, over 40% of San Francisco residents:
- are born outside of California
 - are born outside of the United States
 - are employed by technological companies
 - are concerned with technology

Talk with a Partner



Discuss the following questions with your partner.

- After reading the article, how much did you know about the history and facts of San Francisco?
- Did any of the information in the article surprise you?
- Does knowing a little of the history change your opinion of the city?

Exploring the Theme



Vital Statistics of San Francisco

The county of San Francisco's total land area is roughly 47 square miles, making for the smallest county in the state of California, yet the second-most densely populated city in the entire United States.

Internet Research



The facts in this section are sourced from the United States Census Bureau website, also known as [census.gov](http://www.census.gov). Your assignment is to go online to discover some further vital statistics of the county of San Francisco. Go to the following link:

<http://www.census.gov/quickfacts/map/PST045214/06075>

After clicking the link, select the dropdown menu on the home page entitled “Select a Fact”, and research the following most current vital statistics:

1. population characteristics of San Francisco county
2. number of foreign-born persons in San Francisco county
3. languages other than English spoken in the home
4. the mean travel time to work in minutes, of workers age 16+

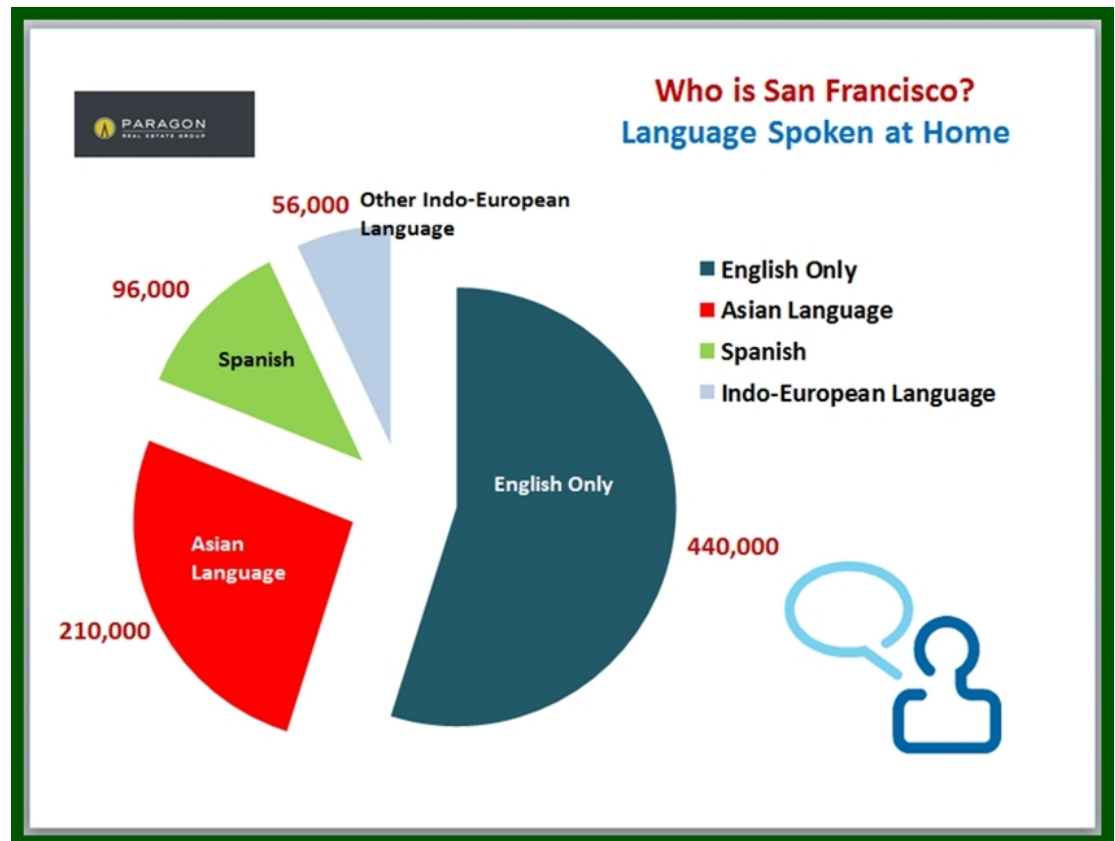


Chart describing languages spoken in San Francisco homes, ca. 2011-2012. Information courtesy the U.S. Census Bureau.

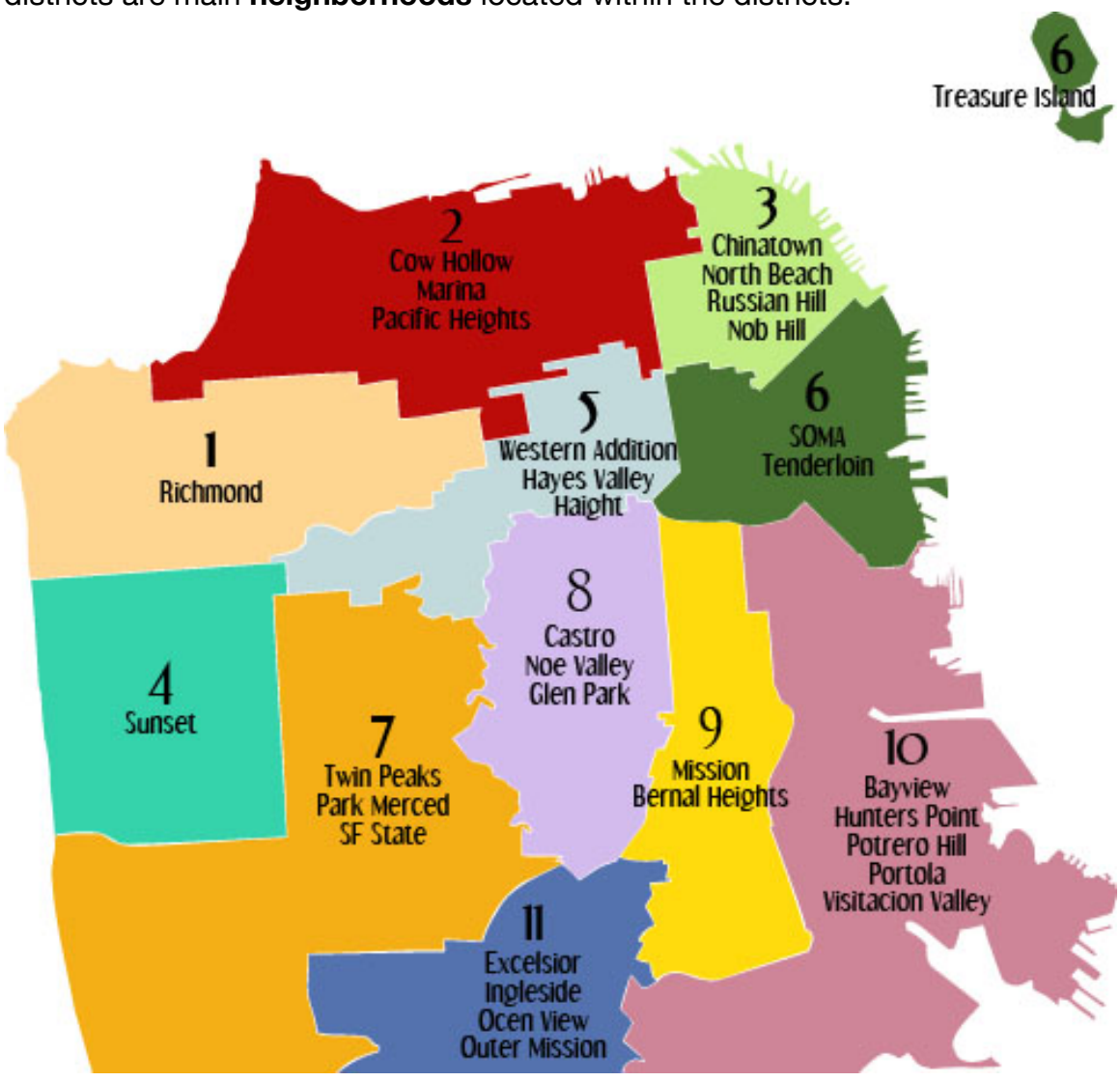


After researching the vital statistics of San Francisco, write a short paragraph or deliver an oral report to your class incorporating the new information you have learned along with any further questions or comments you may have.

DISTRICTS OF SAN FRANCISCO

Each square mile of land in San Francisco houses roughly 18,000 people. This population density can make the city confusing for newcomers to navigate without having some proper knowledge of the physical orientation of the city.

The map located below shows San Francisco divided into 11 geographical sections, also known as **districts**. The Places named within the districts are main **neighborhoods** located within the districts.



Reading and Cognitive Learning

In this next exercise we will learn a little about each district of the city.

District 1: Richmond

A district known for its often unusually foggy weather and substantial Chinese population. Taken together, the **span** of Geary and Clement streets in this neighborhood form a “Second Chinatown”.

District 2: Cow Hollow, Marina, Pacific Heights

Three of the most **affluent** neighborhoods in San Francisco make up the bulk of this district. Cow Hollow’s main thoroughfare is Union Street. The Marina houses the Palace of Fine Arts. Pacific Heights offers **picturesque** views of the Golden Gate Bridge, the San Francisco Bay, Alcatraz, and the Presidio.



Palace of Fine Arts

District 3: Chinatown, North Beach, Russian Hill, Nob Hill

The Chinatown in this district is the oldest Chinatown in the US and contains the largest Chinese population outside of Asia. North Beach is often referred to as “Little Italy” (though not by locals), due to its **substantial** Italian-American population. Russian Hill is one of the original “Seven Hills” of San Francisco (*see sidebar exercise*). Nob Hill was named after the Central Pacific Railroad’s “Big Four” businessmen – called the Nobs, who built their mansions and lived in this neighborhood.

Sidebar Exercise: The Seven Hills of San Francisco

So named because of their attempted similarity to the seven ancient hills of Rome, there have been numerous attempts by writers and newspaper columnists to identify the Seven Hills of San Francisco. Six of the hills are generally agreed on:

The oldest neighborhoods in San Francisco developed around these hills:

1. Telegraph Hill
2. Nob Hill
3. Russian Hill

Next, the three highest hills in San Francisco are:

4. Mount Davidson
5. Twin Peaks
6. Mount Sutro

There has been some dispute about the seventh hill: Some people consider Rincon Hill to be the seventh, some think it is Lone Mountain. There are actually 44 hills in San Francisco. Visitors are free to choose their own seventh hill.

Paired Discussion & Brainstorming



Answer the following questions. You may need to do further research to answer these questions.

- A. What makes a hill a hill?
- B. What do you think should be called the seventh hill of San Francisco?
- C. Why do you think neighborhoods developed around the first three hills?

Now choose a partner and have a discussion. Share your answers.

District 4: **Sunset**

The most highly **populated** district in the city. The San Francisco zoo is located in the southwest corner of the Sunset district.

***Note:** Collectively, the Sunset and Richmond districts are known as “the Avenues” because of their long streets (avenues) running north to south.*

District 5: **Western Addition, Hayes Valley, Haight-Ashbury**

The Fillmore Auditorium is a notable landmark within the Western Addition neighborhood. Hayes Valley is also sometimes known as “Lower Haight”. The Haight-Ashbury neighborhood first gained **notoriety** in 1967 for the “Summer of Love”, and still retains its alternative cultural flavor.



Victorian townhouses located in the Haight-Ashbury neighborhood

District 6: **SOMA, Tenderloin, Treasure Island**

“SOMA” is an **acronym** for South of Market (street). It houses many significant technological and software companies. The Tenderloin neighbors downtown Union Square, and is notable for its lower-income, multicultural communities. Treasure Island is an artificial island that once famously contained a since-shut down military base.

District 7: Twin Peaks, Park Merced

The Twin Peaks neighborhood centers around two hills **situated** in the middle of the city. Park Merced is a *planned-neighborhood* located south of San Francisco State University.



Map of Park Merced

Note: a *planned-neighborhood*, also called a *planned-community*, is a neighborhood that is purposely designed and constructed, usually located in a previously underdeveloped or undeveloped area.

District 8: Castro, Noe Valley, Glen Park

The Castro neighborhood is one of the most historically and culturally significant icons for the lesbian, gay, bisexual, and transgender (LGBT) communities. Noe Valley is an **adjacent**, upscale neighborhood affectionately known as “stroller town” due to the many families walking their children in baby strollers. Glen Park is named for the nearby Glen Canyon Park.

District 9: Mission, Bernal Heights

The Mission District is notable for its Latino culture and cuisine. Local landmarks include Mission Dolores and Dolores Park. It is subdivided into four sections: the northeastern Mission is known for its internet startup companies. The northwest Mission follows the route along Dolores Street, and houses many Victorian mansions. The third part of the Mission is known as the Valencia corridor, and runs from Valencia Street at 15th to 22nd. The final section is situated near the 24th street corridor, near the southern end of the mission, and is known for its various cantinas, restaurants, and bars. Bernal Heights is a residential neighborhood known for its **progressive** attitudes and pleasant microclimate.



A mural located in the Mission District

District 10: Bayview-Hunter's Point, Potrero Hill

Bayview-Hunter's Point has a long, culturally diverse history and has in recent years become known for its primarily African American population. Candlestick Park (former home to the San Francisco 49ers football team) and its surrounding environment constitute a section of this neighborhood currently under **development**. Potrero Hill, formerly a working class neighborhood, has recently become gentrified and is now significantly more upscale and family-oriented.

District 11: Excelsior, Ingleside, Ocean View

The Excelsior District, known for the Excelsior Festival, a large outdoor cultural festival and fare, is one of the more ethnically diverse neighborhoods in the city. Ingleside is the home of City College of San Francisco. Ocean View is similarly ethnically **diverse**: its primary occupants are Hispanic, African American, and Asian.

Exercise I: Matching



How much can you remember? Read the article again, if necessary. Then match each distinguishing feature or location with the neighborhood they belong to.

The Fillmore
Auditorium

Noe Valley

Planned
Neighborhood

Richmond

“Second
Chinatown”

Mission

Stroller Town

Treasure Island

Candlestick Park

Park Merced

24th St. Corridor

Sunset/Richmond

The “Avenues”

Bayview-Hunter’s Point

Military Base

Western Addition

Exercise II: Word Search



A number of words have been highlighted in **bold** throughout this reading section. They can be found in the puzzle shown below.

Please find and circle the words in the puzzle.

Districts of San Francisco Vocabulary

A	C	R	O	N	Y	M	T	M	S	T	C	U	A	M
S	V	N	N	Z	K	S	N	V	P	H	E	J	A	V
Z	Y	H	E	V	S	I	T	U	A	T	E	D	Q	N
L	S	N	V	N	D	U	D	W	N	M	M	H	F	L
A	T	M	P	G	Z	H	X	B	N	Y	P	H	M	L
I	N	T	O	E	U	Q	S	E	R	U	T	C	I	P
T	E	N	P	O	C	P	I	L	V	V	Q	T	K	S
N	M	E	U	F	K	Y	Q	X	W	O	U	Y	F	G
A	P	U	L	Y	T	E	I	R	O	T	O	N	E	O
T	O	L	A	T	N	E	C	A	J	D	A	B	X	K
S	L	F	T	D	I	F	B	N	N	F	T	J	E	K
B	E	F	E	P	R	O	G	R	E	S	S	I	V	E
U	V	A	D	Z	Q	R	C	C	K	Q	B	P	D	F
S	E	D	V	M	K	K	W	E	S	R	E	V	I	D
O	D	R	Q	B	V	G	J	L	V	H	U	O	O	F

DEVELOPMENT
 ACRONYM
 PROGRESSIVE
 AFFLUENT

SUBSTANTIAL
 SITUATED
 DIVERSE
 SPAN

NOTORIETY
 ADJACENT
 POPULATED
 PICTURESQUE

Exercise III: District Vocabulary List



Now that you have found the words in the word search, fill in the words with their matching definitions.

1. _____ the state of being known for something, usually negative
2. _____ the process of expanding, growing, or enlarging
3. _____ visually attractive, particularly in the case of scenery
4. _____ the length or extent of something from end to end
5. _____ (especially of a group or area) wealthy
6. _____ inhabited or occupied by
7. _____ proceeding gradually or in stages
8. _____ abbreviation formed from the first letters of words (N.A.S.A.)
9. _____ next to, beside, or adjoining something else
10. _____ located or placed in a particular area or position
11. _____ a significant or large amount of something
12. _____ showing a great deal of variety

Types of Transportation in San Francisco

Now that we know about the districts and neighborhoods of the city, let's explore some of the available options for transportation.

Information Box on Muni

MUNI is an acronym that stands for San Francisco Municipal Railway.

It is the main public transit system for San Francisco, and connects you to other regional transportation systems such as the BART (Bay Area Rapid Transit: see *next information box*).

The MUNI comes in 4 main forms: (see *next page*)

Bus



Historic Streetcar



Cable Car



Light Rail



To ride on any of these options, you must either have exact change, a Clipper Card, or a pass such as a Visitor Day Pass or a CityPass.

Visit <http://www.sfmta.com/getting-around/transit/fares-passes> for more information.

A good way to begin a trip is to use one of the following websites to help you plan your trip:

1. 511 Trip Planner (<http://www.sfmta.com/getting-around/transit/schedules-trip-planners>)
2. Google Trip Planner (<http://maps.google.com/intl/en/landing/transit/#mdy>)

Alternatively, every Muni stop has a map that you can refer to, or you may ask a Muni driver for help.

Some Muni vehicles run around the clock, so you can easily get around the city at various times of the day and night.

Information Box on BART

BART stands for Bay Area Rapid Transit.

BART is a railway system that serves much of the San Francisco Bay Area, taking train passengers north as far as Richmond, Pittsburg/Bay Point, Dublin/Pleasanton, Fremont, and south of the city as far as Millbrae.



To ride on BART, you must purchase a BART ticket or retain enough money on your Clipper Card to reach your destination. Tickets can be purchased at any BART Station.

The following links may help you figure out your designated fare:

<http://www.bart.gov/tickets/calculator>

A quick-planner can be located at the top left hand corner of the main page of the BART website: (<http://www.bart.gov>).

Alternatively, you can also use [Google Trip Planner](http://maps.google.com/intl/en/landing/transit/#mdy) (<http://maps.google.com/intl/en/landing/transit/#mdy>).

Unfortunately, BART does not run 24 hours a day. The last train varies according to day and destination, so be certain to look up the schedule before you proceed.

Further Exploration



Now it is time to research the three cable car routes in San Francisco. You may go online to: <http://www.sfcablecar.com/riders.html> or any website that contains this information.

Alternatively, a map has been provided below to get you started. Answer the following questions:

1. What is the final destination of the **Powell-Hyde** line?
2. Where does the **Powell-Mason** line begin?
3. The **California** line runs through what significant neighborhood of San Francisco?



A map showing the cable car routes of San Francisco

Reflection Activity



Over the pages that follow you will periodically be asked to write short *reflective journal entries* or **essays**. A reflective essay means that you explore your own feelings and opinions about a particular topic.



Your first entry is on the neighborhoods of San Francisco.

If you have visited or are currently living in San Francisco, in which neighborhood are you staying? Where else have you visited? Where do your friends live? Are there neighborhoods you like better than others?

Write your essay on a separate piece of paper or in the space provided here:

Essential Vocabulary

Knowledge of the following vocabulary terms are recommended to better be able to participate in the activities of the following sections of this unit.

1. **Awareness**: if you are aware of something, you notice it, especially because you can see, hear, feel or smell it.
2. **Crime**: an act or activity that is against the law.
3. **Foreign/International Student**: a person who leaves their home country and is studying in a country that is different than their own.
4. **Immigrant**: someone who enters another country to live there permanently.
5. **Naïve**: not having much experience of how complicated life is, so that you trust people too much and believe that good things will always happen.
6. **Native speaker**: an individual who natively speaks the predominantly spoken language of the country they were born in, rather than a foreign language.
7. **PED XING**: short for 'Pedestrian Crossing', usually found on the ground in a 'Crosswalk'. This specially marked lane is for pedestrians to cross roads.
8. **Pickpocket**: someone who steals things from people's pockets, especially in a crowd.
9. **Public**: in plain view; the opposite of "private".
10. **Report**: to provide people with information about recent events.
11. **Stranger**: someone you don't know.
12. **Street Smarts**: the ability to recognize potentially dangerous situations, people, and activities in some cities and towns; also known as streetwise.
13. **Surroundings**: objects, buildings, scenery, and environment that surround you at a particular time.
14. **Suspicious**: the sense that something "wrong" or illegal is happening.
15. **Tourist**: someone who is travelling or visiting a place for pleasure.
16. **Vagrant/homeless person**: an individual with no home or job, especially someone who begs for money on the street.

Extra Credit Activities



Extra credit activity 1:

Select one of the three main cable car lines in San Francisco and ride it through its entire route. Take notes as you travel and be prepared to share your experience with your classmates in the form of a short written or oral report.

Extra credit activity 2:

Write a short letter to a friend or family member back home telling them the most surprising thing you have discovered so far about San Francisco.

CAST of CHARACTERS



This is **Cindy**. She is an international student who is new to San Francisco.

Hande is Cindy's classmate and good friend.



Hande is a non-native speaker, and an international student, but she has lived in San Francisco for a few years. She is teaching Cindy about public safety.



After spending some time studying together, Hande and Cindy say goodbye. In the following chapters, we will follow them as they travel around the city. Let's see how they keep themselves safe.

SECTION 1

KEEPING SAFE ON PUBLIC TRANSPORTATION!



Hande is an international student living in San Francisco. She often uses public transportation to go downtown. Do you think using public transportation is safe? Let's discover how she keeps herself safe...

Warm-Up and Review



The pictures below show five different types of public transportation available in San Francisco. Put the corresponding letter into the number that goes with the correct picture. Remember, there may be more than one correct possible answer.

A) Streetcar

B) Light rail

C) MUNI bus

D) Cable car

E) BART



1. It runs along a rail track: _____
2. It has an open section: _____
3. It runs underground: _____
4. It has an overhead electrical wire: _____
5. It has a bike rack on the front: _____



Group Discussion

Form a group with at least three people. Answer the questions below and share your answers with your group.

1. Discuss the types of public transportation that are available in your home country. Share with your classmates.
2. Which types of public transportation do you often use in San Francisco?
3. Are they always safe?



Vocabulary Exercise

Fill in the blanks. Check your answers with your partner.

a nuisance	be aware	surroundings
A pickpocket	naive	
homeless	suspicious	

1. In San Francisco, there are many _____ people who have no job or place to live.
2. When you drive, remember to _____ of other cars and pedestrians.
3. _____ was trying to steal my purse!
4. That guy with a hat is _____. He followed us from the bus station.
5. Am I bothering you? I don't want to be _____ so tell me if you want to be left alone.

6. A chameleon changes its color according to its _____.
7. I can't believe you couldn't tell she was a criminal. Honestly, sometimes you can be so _____.

Listening Activity



Listen to the conversation between Hande and Cindy talking about safety and public transportation. While you listen, find the answers to the following questions.

1. What happened to Hande on the MUNI bus?
2. How many types of public transportation did Cindy use today?

Transcript: *Listeners hear and/or read:*

(Hande) I'm sorry I'm late, Cindy. I had the strangest day today.

(Cindy) What happened?

(Hande) I was riding the bus downtown, and the homeless person in front of me started singing loudly. She was being very noisy and such a nuisance that I got off and changed to a streetcar.

(Cindy) Was she a pickpocket? Were you in a bad neighborhood?

(Hande) No, she never touched me. We were close to downtown. I just felt like I needed to get away from her.

(Cindy) Did you ask her to leave you alone?

(Hande) No, I didn't want to talk to her at all. But I am okay now.

(Cindy) I'm sorry you had a bad time. I'm running late too.

(Hande) Oh no. Is something wrong?

- (Cindy) Not really. I was riding the light rail and it broke down. So I transferred to BART now to get into the city. I'm going to try not to be too late, I don't like riding late at night.
- (Hande) Do you still want to ride a cable car later with me?
- (Cindy) Sure, unless it rains. I don't want to get wet.
- (Hande) Okay, see you soon.



Listen again. Circle *T* for *true* or *F* for *false*. Correct the sentence if the answer is false to make it true.

- | | | |
|---|---|---|
| 1. MUNI buses are potentially dangerous because they may pass through unsafe neighborhoods. | T | F |
| 2. A cable car doesn't allow people to sit outside for safety reasons. | T | F |
| 3. If someone becomes a nuisance, it is safest to move away. | T | F |
| 4. BART can be dangerous at night, so talk to anyone who sits next to you and be aware of your surroundings. | T | F |
| 5. It is impossible to be targeted by pickpockets on streetcars. | T | F |
| 6. It is relatively safe to use a cell phone, iPod or other electronic devices in public because people in San Francisco are welcoming. | T | F |

Role-play



Imagine you caught a pickpocket trying to steal from you red-handed while riding on a MUNI bus. What would you do? What would you say?

Guided steps for role-playing:

- Choose your partner
- Assign your roles: pickpocket, passenger (add more roles as needed)
- Practice your dialogue
- Play your role

Extra Work I



Search for an article on the Internet related to safety issues on public transportation. Bring the article to class and share with your classmates.



Brainstorming



Brainstorm potential things that a newcomer or tourist shouldn't do when traveling around San Francisco.

Some suggestions to get you started:

1. Don't look like a tourist. Try not to wear flashy clothing or jewelry.
2. Keep your cash or currency and credit cards in separate places.
3. Tell your friends where you are going, and stay in touch with them.

Now, fill in your own suggestions that a newcomer should do:

4. _____
5. _____
6. _____

Read an Article



One method of staying safe in the city is by knowing your surroundings and blending into your environment like a local. You are now going to read the beginning of an article about things **not** to do in the city. Read the article in its entirety and then compare with your own brainstorming ideas.

Things Not To Do In San Francisco

1. **Don't... go to Fisherman's Wharf.** The old adage holds true: The better the view, the worse the food. Oh, you'll spot plenty of enticing-looking raw bars, with beefy-armed men in white aprons cracking open freshly-boiled crabs, but no self-respecting San Francisco food-lover would dream of eating at any of Fisherman's Wharf tourist traps. It's not that the seafood isn't fresh, but in the hands of the assembly-line chefs, it's generally overcooked, badly sauced, and overpriced. Instead, if you want to check out the piers and see how folks are eating in SF today, hit up the Ferry Building. The renovated landmark is home to local farm and food boutiques, and hosts weekly, year-round farmers markets. Foodie indulgences draw locals and tourists alike, but beware: the fancy cheeses and organic produce add up.



Inside the Ferry Building

2. **Don't... ride a double-decker tourist bus.** Not because it's difficult to see the city from atop a moving vehicle, but because it's cold up there. Double-deckers are great for views, but they're also great for catching damp gusts of fog and ocean wind.

Also, if you must ride one of San Francisco's most famous icons while you're in the city, instead of taking the Powell Street cable cars, grab the California line or catch a ride somewhere further down the Powell lines. The Powell Street cars have waiting lines that last over an hour. Alternatively, one of the city's best views is along the J-Church line, when the streetcar heaves up the steep incline to the top of Dolores Park.

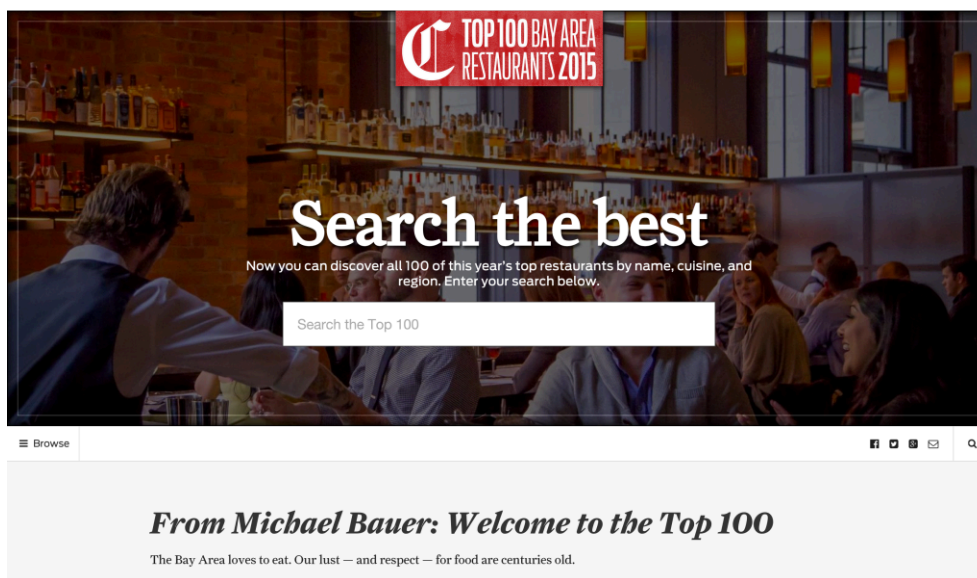


Map of the J-Church line

All of downtown, the Bay, the Bridge, and the East Bay are splayed out in front of you, plus the sunning hipsters of San Francisco's trendiest green space.

3. **Don't... eat at the Cheesecake Factory.** Or in much of Union Square, if you can manage it. Instead, eat at any of the San Francisco Chronicle's annual list of Top 100 Restaurants. Here is a link to the 2015 list:

<http://www.sfchronicle.com/food/top-100-2015/>



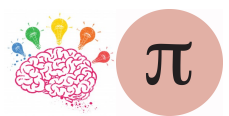
Every restaurant that takes itself seriously competes to make the list, while cult followers and die-hard foodies try to eat at all 100 in the course of a year.



4. **Don't... stand on the wrong side of the escalator.** Never mind complaining about the steepness of hills or gasping at the outré fashion sense of some of the locals. The most egregious offense a visitor can commit is blocking the bustling flow of businessmen and bike messengers in the MUNI and BART stations. Please, if you must transport yourself and your unwieldy luggage in front of native San Franciscans, you must stand to the right side of the escalator. Everyone involved will thank you.

(Taken and adapted from: “Ten Things Not to Do in San Francisco” by John A Vlahide, Conde Nast Traveler: <http://www.cntraveler.com/stories/2009-11-23/ten-things-not-to-do-in-san-francisco> and “What Not To Do In San Francisco” by Lauren Quinn, Matador Network: <http://matadornetwork.com/trips/what-not-to-do-in-san-francisco>).

Summarize the Article



After reading “Things Not to Do in San Francisco”, fill in the chart with the correct information.

Don't...	Why?	What should you do instead?
Go to Fisherman's Wharf		
Ride a double-decker bus		
Eat at the Cheesecake Factory		
Stand on the wrong side of the escalator		



Finish the Article

Now, you are going to finish the article. Using your earlier brainstorming ideas, pretend to be an advisor and finish the article by providing at least two additional suggestions for adapting to the city.

Tips for Writing!

When you give advice to people, we use modal verbs such as **'should'**, **'ought to'**, and **'had better'**.

Discussion and Debate



Some people may not like the idea of blending into their surroundings and passing for a “local”, and may wish to represent their home countries in a more obvious manner. Discuss this topic with a group of at least three people:

1. Why some people may not wish to blend in with their surroundings
2. Whether this is a good idea or not

Try to think of both positive and negative reasons for a person to maintain their ethnic or sociocultural identity within a new environment. Then, share your opinions and results with your class.

SECTION 2

TAKE ME OUT TO THE BALL GAME!



Cindy is new to the city of San Francisco. She is not very familiar with the public transportation system but she needs to use it to meet up with some friends. Will it be easy for her to navigate? Let's follow Cindy as she plans and then goes on a journey around San Francisco to get to her friends...

Warm-Up



First, let's look at some of the vocabulary terms you may need to understand in order to use public transportation.

<p>exact change</p>	<p>platform</p>	<p>vest(s)</p>	<p>safety</p>
<p>considerate</p>	<p>alert</p>	<p>crowded</p>	<p>seat</p>

Vocabulary Exercise I

Match the following words with their meanings.

exact change <input type="checkbox"/>	<input type="checkbox"/> thinking of what other people need or require, and being careful not to upset them
platform <input type="checkbox"/>	<input type="checkbox"/> a piece of clothing worn without sleeves
crowded <input type="checkbox"/>	<input type="checkbox"/> a place where you can sit, especially inside a vehicle
vest <input type="checkbox"/>	<input type="checkbox"/> too full of people or things
(to be) considerate <input type="checkbox"/>	<input type="checkbox"/> the right or proper amount of money
(to be) alert <input type="checkbox"/>	<input type="checkbox"/> when someone or something is safe from danger or harm
safety <input type="checkbox"/>	<input type="checkbox"/> the ability to notice and cope with a situation or problem
seat <input type="checkbox"/>	<input type="checkbox"/> the raised area beside a track where you get on or off a train in a station

Vocabulary Exercise II

Fill in the blanks with the appropriate word. Remember to refer to their meanings in the previous exercise.

exact change	platform	vest(s)	safety
considerate	alert	crowded	seat

- Jack was a _____ passenger who moved to the rear of the bus after he had boarded it in order to make room for others.

2. Penny made certain that she had _____ before she got on the bus to pay the required fare.
3. At rush hour, the station was _____ as everybody was making their way home.
4. Jim gave up his _____ on the bus to an elderly person.
5. The staff at the Muni station wore safety _____ as part of their work attire.
6. Emily stood a safe distance away from the edge of the _____ as she waited for her train.
7. For your own _____, please hold on, as the bus is about to leave the station.
8. You should keep _____ whenever you are travelling on public transport so as to ensure that your belongings are safe.

Read A Story

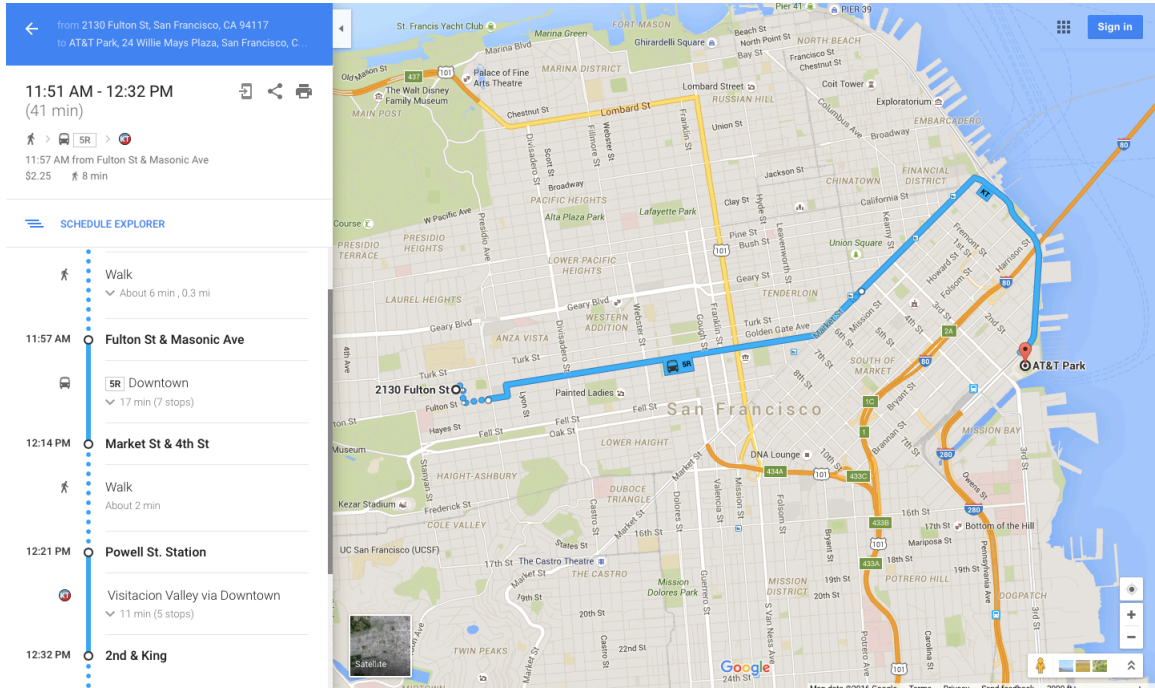


You are going to read a story about Cindy's trip to the baseball game. Read the story in its entirety and answer the questions that follow it.

Cindy's Trip to the Baseball Game

Cindy is planning to watch a baseball game at AT&T Park with some friends on Saturday. As she has never been to AT&T Park before, she decides that it would be best for her to look up directions on how to get there using Google Maps.

After a quick online search, this is what she finds:



Cindy's research shows that she has to take at least two different buses, and that it will take her a total of about 41 minutes to get to the ballpark.

On the day of the baseball game, Cindy walks down to Fulton St. and Masonic Ave. to catch the 5 MUNI bus. While waiting for the bus, she notices a **homeless person** digging through the trash. She decides to stand a **safe distance** away from him and turn down the music on her headphones so she can be more aware of her surroundings. Soon, the bus comes and she prepares to **board** the bus.

As she had forgotten to **reload** her **Clipper Card** the last time she had used it, she feeds \$2.25 into the **fare box** and remembers to take a **fare receipt** from the bus driver for the next leg of her journey. Once onboard, she heads towards the rear of the bus, but luckily manages to find a seat near the middle of the bus.



Along the way, the bus becomes more and more crowded as people head towards downtown on this busy Saturday. Cindy notices an elderly lady get on the bus and immediately stands up to offer her seat to her. The lady smiles gratefully at her as she sits down. Cindy holds on to the pole and keeps a look out for her stop. As the bus turns onto Market St, Cindy pulls the **stop cord** so that she can get off at Market St. and 5th St. She makes her way to the rear door, waits for the bus to stop, and then steps down when the green light comes on to open the door.

Once Cindy is off the bus, she looks around for the KT light rail stop, which she knows from her search is in the **Underground Muni Metro Station**. She makes her way down the stairs and checks the sign to make sure that she is headed for a Muni Metro Station and not a BART Station. At the **fare-gates**, she shows her fare receipt to the Muni Staff manning the information booth, and

then heads down to the **platform** to wait for the KT light rail. At the platform, she listens to the many **announcements** about passenger destinations and arrivals, so that she can ensure that she will **board** the proper light rail. She makes sure to stand a safe distance from the edge of the platform as she waits.



Finally, she hears the KT light rail **approaching**, and moves to stand in line behind other passengers waiting to get on board. The KT light rail arrives, and Cindy waits for passengers to get off before boarding herself. It is a tight squeeze as everyone seems to be heading towards the ball game as well!

As the light rail starts moving, Cindy remembers to hold on to a pole and balances herself. She thinks about checking her phone to see if her friends have texted her about reaching the ballpark, but decides against it.



The KT light rail slowly makes its way from the Powell Station to Cindy's **destination**, the King St. and 2nd St. Station. Cindy remembers that it is an **above-ground station**, and so she is not surprised when the light rail surfaces after the Embarcadero Station. She looks out the window and sees many people in Giants' gear walking in the same direction that the light rail is heading. "AT&T Park must be that way," thinks Cindy, "I'm going the right way!" She is excited to be going to her first baseball game.

Soon, the KT light rail reaches King St. and 2nd St. Station, which is located right in front of AT&T Park. Cindy knows that this is her stop without even listening to the light rail driver's announcement because she sees the ballpark. Excited, she gets off the light rail and hurries to meet her friends at Willie Mays Plaza.

How Much Do You Remember?



After reading the article, answer the questions below. Pick a, b, c, or d.

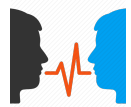
1. Where is Cindy planning to meet her friends on Saturday?
 - a. At school
 - b. In the bus station
 - c. Outside of AT&T Park
 - d. In front of Golden Gate Park

2. According to Cindy's Google Map search, which buses will she need to take to get to the ballpark?
 - a. 5/5R & KT
 - b. 21 & KT
 - c. 5/5R & T
 - d. 3 & 47

3. Why does Cindy originally head for the rear of the bus when she boards it?
 - a. There are no seats in the front
 - b. She is trying to be considerate
 - c. The bus driver told her to
 - d. Her friends were waiting for her

4. Why doesn't Cindy check her phone while riding the KT light rail?
 - a. She is trying to keep her balance
 - b. She has no reception underground
 - c. Her friends are already at the ballpark
 - d. She already checked before getting on the train

Exploring the Theme



Do you think that it was a good idea for Cindy to look up directions when planning her trip to AT&T Park? Why or why not?

Do you also like to look up directions when planning a trip?

Internet Research and Group Discussion



Go to **Google Maps** (or any similar application) and find out how to get from your home to AT&T Park. Using this information, plan a trip.



When you are finished, share this information with your group.

Google Maps: <https://www.google.com/maps>

Brainstorming Exercise



In your group, brainstorm how Cindy can keep her belongings safe while riding Muni. Then discuss ways you keep yourselves safe too.



Internet Research



Look up other potential routes that Cindy can take to get to AT&T Park using Google Maps, and compare and contrast these routes. Which would you prefer to take and why? (An example of Google Maps with Cindy’s route is shown below.)

My preference is

Time	Duration	Cost
11:51 AM–12:32 PM	41 min	\$2.25
11:57 AM from Fulton St & Masonic Ave	8 min	
11:58 AM–12:42 PM	44 min	
12:01 PM–12:42 PM	41 min	
11:59 AM–12:43 PM	44 min	

Grammar Exercise (Action Verbs)



Action verbs express actions, activities and events. Underline the action verbs in the sentences below. The first one has been done for you. Hint: Some sentences may have more than one action verb.

1. Passengers board at the front doors of the bus.
2. The light rail approaches the platform.
3. Please move to the back of the bus.
4. James pulled the stop cord to alert the driver of his stop.
5. Amy feeds the fare box and takes her fare receipt from the driver.
6. She quickly exited the train using the rear doors.
7. Michelle swept her Clipper Card over the surface of the card reader before going through the fare gates.
8. While standing on the bus, Mike holds on to the pole to keep his balance.
9. Jane purchases a round-trip ticket at the Muni Metro Vending Machine.
10. Cindy listens carefully to the bus announcements.



Grammar Exercise II (Action Verbs)



Pick two action verbs from the sentences above and create a sentence with each of them.

Action Verb 1: _____

Action Verb 2: _____



“For your own safety, keep your head up and your phone down while riding Muni.”

SECTION 3

IT'S GAME TIME!



Exploring the Theme

Discuss the following questions with a partner.

1. What is AT&T Park?

2. What happens inside the park?

3. Have you ever been to AT&T Park? If yes, please tell your partner about your experience. If no, please explain if you would like to go there and why.

Watch a Video



AT&T Park is a baseball stadium located in the South Beach neighborhood of San Francisco. It has hosted the San Francisco Giants, the city's professional baseball team, since the turn of the 21st century.

Watch this YouTube video and take a visual tour of AT&T Park:

(<https://www.youtube.com/watch?v=uenjnbk1Ge4>)

The screenshot shows a YouTube video player interface. The video is titled "San Francisco Giants ATT Park Tour" and is from the channel "socialbaseballtv". The video has 12,770 views and was uploaded on Oct 6, 2011. The video content shows a man in a suit standing in front of a statue of a baseball player, with a banner for "SEASON TICKETS" in the background. The video player includes a search bar, a "Sign in" button, and a "Subscribe" button for the channel. The video description reads: "Socialbaseball.tv checks out ATT Park and goes behind the scenes."

Background Information



Now, read the following information on professional sports teams in San Francisco. Then, after reading the article, be prepared to answer questions.

There are a number of professional sports teams located in the Bay Area:



The San Francisco Giants (baseball). The Giants have been in existence since the 1880s and have won the most games of any team in the history of baseball. The Giants have won eight World Series titles.



The Oakland Athletics (baseball). The Oakland A's have been Oakland's claim to fame since 1968 and have won nine World Series titles.



The Golden State Warriors (basketball). After relocating to the Bay Area in the '60s, the "Dubs" (called so because of the first initial in the word Warriors, "double-U", or "dub" for "double") have played here ever since.



The San Francisco 49ers (football). The first major league professional sports franchise based in San Francisco, the Niners have been thrilling Bay Area fans since the '40s. The Niners have won five Super Bowls.



The Oakland Raiders (football). The fierce Raiders are known for their Raider Nation, and have won three Super Bowls in their history.



The San Jose Sharks (hockey). The Sharks were founded in 1991 and have won six division titles.



The San Francisco Earthquakes (soccer). The Quakes are one of the 10 charter members of MLS (Major League Soccer), and have existed since 1996.

(Taken from www.sanfrancisco.com: <http://www.sanfrancisco.com/sports/>)

Paired Discussion



After reading the article above, discuss the following questions with your partner.

1. Did you play sports as a child?
2. Do you have a favorite sports team today? Do you play any sports?
3. Think of an experience you have had with sports and share with your partner.

Equipment Safety in Sports



Read this next section and be prepared to answer questions about the proper safety equipment one should wear while playing sports.

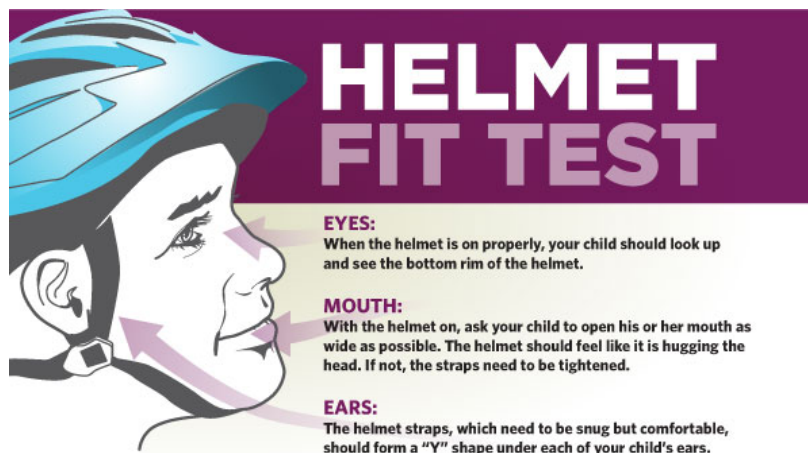
Sports play a significant role in American culture not only on a professional level but also on an everyday basis. Every day millions of people throughout the Bay Area are involved in some form of physical activity or exercise. This type of sporting activity has definite and substantial rewards, including physical fitness and a positive outlook on life.

However, there are some risks involved. The following equipment is recommended to help you stay safe while playing sports:

a. Always wear a Helmet

Helmets are important for sports such as hockey, baseball, snowboarding, inline skating, skiing, and many others.

When choosing a bike helmet, look for a sticker that reads CPSC, as it meets the safety standards for equipment. Your helmet should fit comfortably on your head and not tilt in any direction.



b. Eye Protection

The most protective eye gear is made from a plastic called polycarbonate and has been tested for sports use. Types of helmets include facemasks, goggles, and glasses.

c. Mouth guard

Mouth guards should be worn if you play a contact sport or where head injury is a risk: this includes sports such as football, volleyball, martial arts, wrestling, and boxing. Mouth guards can be made for your mouth by a dentist.

d. Wrist, knee, and elbow guards

These body guards are important because they can prevent arm, leg, and knee injuries. Types of guards include: shin, knee, elbow, wrist, shoulder, hip, and thigh pads.

e. Footwear

Perhaps the most essential sports protection is the shoes that you wear to keep from falling or injuring yourself. Specialized shoes such as cleats or running shoes are a necessity for nearly all sports.

Footprints for proper fit

Checking your footprint can give you clues about what type of running shoes to buy to properly support your arches. Use a wet footprint to determine what kind of arch you have. That will help you select a shoe.

NORMAL ARCH:
The foot may pronate slightly (rolls inward).
Look for:
A stability shoe with moderate pronation control to stabilize the inner heel and keep the foot from rolling inward.

HIGH ARCH:
The foot probably rolls outward. (supination).
Look for:
A neutral cushioning shoe with a soft, shock-absorbing heel.

FLAT ARCH:
The foot rolls inward.
Look for:
A shoe with severe pronation control. A motion-control shoe with a medial midsole can help stabilize the foot.

- 1 ◀ Narrower Heel
- 2 ◀ Female-Specific Midsoles
- 3 ◀ Longer Arch and Narrower Midfoot
- 4 ◀ Higher Instep
- 5 ◀ Female-Specific Cushioning
- 6 ◀ Female-Specific Metatarsal Positioning
- 7 ◀ Female-Specific Last & Upper-Fit
- 8 ◀ Female-Specific Shape
- 9 ◀ Female-Specific Outsoles

(Taken from: <http://kidshealth.org/en/teens/sport-safety.html#>)

How Well Do You Remember?



Circle *T* for *true* or *F* for *false*. Correct the sentence if the answer is false.

Mouth guards are made from polycarbonate.	T	F
Negativity is a potential result of physical activity.	T	F
The Oakland A's are known as the "Dubs".	T	F
Your helmet should be loose enough to tilt.	T	F
Shoulder pads may prevent arm injuries.	T	F
There are three general types of arches.	T	F
Helmets are worn to play basketball.	T	F
The Oakland Raiders are the first major league sports team to play in the Bay Area.	T	F

Brainstorm Activity



Cindy has just arrived at AT&T Park! There is a Giants game today and there is already a big crowd. This will be Cindy's first time watching a baseball game at a stadium. She wants to *stay safe* during and after the game. Can you help her?



Paired Discussion

Brainstorm some safety tips for Cindy with your partner. Add your own notes in the Ballpark Safety Chart below.



Ballpark Safety Chart

	Your Ideas	Your Partner's Ideas
Cindy should...	<i>eg: Pay attention to her surroundings</i>	<i>eg: Keep her cellphone inside her bag</i>
Cindy shouldn't...	<i>eg: Talk on the phone</i>	<i>eg: Leave her cellphone unattended</i>



Sports Idioms

An idiom is a phrase that doesn't mean what it is supposed to and thus can be confusing for newcomers. Read the sentences and try to guess the meaning of the bold idioms. Then match them with definitions A-I.

Idiom Sentences

1. He got so tired that he fell asleep. He's really **down for the count**.
2. I don't know how much it costs, but I can give you a **ballpark figure**.
3. We're almost done with our homework, we're in the **home stretch**.
4. You don't have to tell her anything, she really **knows the score**.
5. I don't think it's fair that as soon as I get adjusted at work, they keep **moving the goalposts** and making it harder for me.

6. She's never done this before, but I think it's time she **got her feet wet**.

7. Let's really try and win this contest. I expect everyone to make a **full-court press**.

8. I put on my resume that I'm a **team player**, so I hope I'll get the job.

9. I knew it would rain as soon as we took out our picnic gear. This always happens to me, it's **par for the course**.



Idiom Definitions

- A. to make an all-out effort
- B. to know the facts about something
- C. someone who works well with others
- D. a general estimate
- E. something normal or usual, the expected
- F. defeated, unconscious
- G. the last part of something
- H. unfairly change the rules of something that is progress
- I. experience something for the first time

Grammar: Compound and Possessive Forms



Presented below are a list of objects, articles, and food items that can be found at AT&T Park. Underline the correct phrase in each pair of terms: If both are potentially correct, explain why.

1. A catcher's mitt A catcher mitt
2. A rice bowl A bowl of rice
3. A baseball's diamond A baseball diamond
4. Players' section Player's section



5. A glass of wine A wine glass
6. A pitcher's relief A relief pitcher
7. Jose's wife's friend A friend of Jose's wife
8. Team's dugout Team dugout
9. Ballpark's franks Ballpark franks

Note: Some of the terms in the above list are uncommon terms usually found only at the ballpark. Go online to discover their meaning.

Pre-Reading Activity



Read the paragraph headings below and discuss with your partner why these statements are important subjects for attending a game.

Paragraph Headings

A. Sun protection

B. Always carry water

C. Dress for success

D. A change in the weather

E. Stay alert, look around



Focused Reading

Read the passages below and select the most suitable heading for each of the paragraphs. Then write your answer in the blank space provided for each paragraph.

Ballgame Safety Tips

1. ___ Baseball stadiums are notorious for having **unpredictable** weather patterns. Because most stadiums have no retractable roof, spectators are often **vulnerable** to changing weather conditions. To stay comfortable, remember to check the weather **forecast** for the day you plan to attend a game, and



dress accordingly. In this way you won't get sunburnt or be affected by weather exposure, and you will have a great experience at the ballgame.

2.____ During the course of watching a long game, the clothing that you wear is very important. It is advised that people should wear **loose-fitting**, lightweight, and light-colored clothing to stay cool at a game that may suddenly change due to extreme warm weather temperature shifts. Likewise, in colder climates, you should remember to bring small umbrellas, sweatshirts, scarves and rain jackets/gear in case of possible adverse or inclement weather conditions. If you remember to dress in layers, you should be prepared for nearly every possibility.

UV Index	Description	Recommended Protection	Sun Burn Time
0-2	No danger to the average person	Wearing a Hat and/or Sunglasses is Sufficient	1 Hour+
3-5	Little risk of harm from unprotected sun exposure	Wear a Hat and Sunglasses. Use SPF 15+ Sunscreen	40 Minutes
6-7	High risk of harm from unprotected sun exposure	Wear a Hat and Sunglasses. Use SPF 30+ Sunscreen. Cover the Body With Clothing. Avoid the Sun if Possible.	30 Minutes
8-10	Very high risk of harm from unprotected sun exposure	Wear a Hat and Sunglasses. Use SPF 30+ Sunscreen. Cover the Body With Clothing. Avoid the Sun if Possible.	20 Minutes
11+	Extreme risk of harm from unprotected sun exposure	Take All Precautions Possible. It is Advised to Stay Indoors.	Less Than 15 Minutes

3.____ For some people, attending a ballgame may be equal to the amount of sun one gets while spending a day at the beach and getting a nice summer tan. But it's important not to get *too much exposure* to the sun without using proper protection. Using a broad spectrum sunscreen (offering UVA and UVB protection) with an SPF of at least 30 is recommended by the American Cancer Society (ACS). During the game, you should reapply the **sunscreen** every couple of hours. People usually remember to shield their heads with a hat, but also don't forget to cover your neck, face, hands, back and any part of your body that is visible to the sun.

4.____ As you may spend long hours watching the game, your body will need periodic liquids to stay healthy and refreshed. While there are numerous options at the ballpark for many varieties of drink including alcohol and caffeine, the most sensible choice is water. Sports drinks are also a healthy option. The reason why alcohol and caffeine are not preferred options is because they deplete the body's natural fluids and can lead to **dehydration** and exhaustion.

5.____ At the ballpark, it is important for fans to keep their eyes open and to be aware of their surroundings. Regardless of where you sit, whether it is close to the infield or in the outfield **bleachers**, there is a possibility for a foul or fly ball to come your way. You should simply stay alert, keep your eyes on the field, and pay attention to what is happening around you. Also, remember not to lean over the railing or the over wall too far, as you may fall if you're not careful.

Reading Comprehension Tips



The following tips may be useful for reading, summarizing, and synthesizing reading materials that contain large blocks of text.

- **Search for the main point of each paragraph:** Look at the paragraph as a whole and try to find one sentence that gives the main idea (also known as the topic sentence).
- **Understand the headings:** In order to match them correctly, you need to understand what the headings mean and that they may include other related issues. You can achieve this by focusing on key words in the paragraph that point to a particular topic.
- **Unfamiliar words can wait:** Don't forget that you are looking for the main idea in each paragraph. Some of the unfamiliar words may make you feel lost or confused. Do not try to understand every word or detail.

You should focus on matching the headings to the most appropriate paragraph as a whole.

- **Justify your reasons:** Even though you are looking for a generalized meaning, there should always be something specific in the paragraph that you may focus on, such as a sentence or repeated or related words that provide you with a context for your answer.

Vocabulary List



The previous article contains a number of words that are **bolded**. The definitions of these words can be found below. Please match the words with their correct definitions.

1. _____ susceptible to physical or emotional harm or damage
2. _____ outdoor, uncovered seats
3. _____ the process of losing water or moisture
4. _____ the state of being exposed or vulnerable to something
5. _____ cream or lotion rubbed on the skin to protect from the sun
6. _____ baggy, not tight
7. _____ unforeseeable, doubtful, uncertain
8. _____ predict a future event or happening



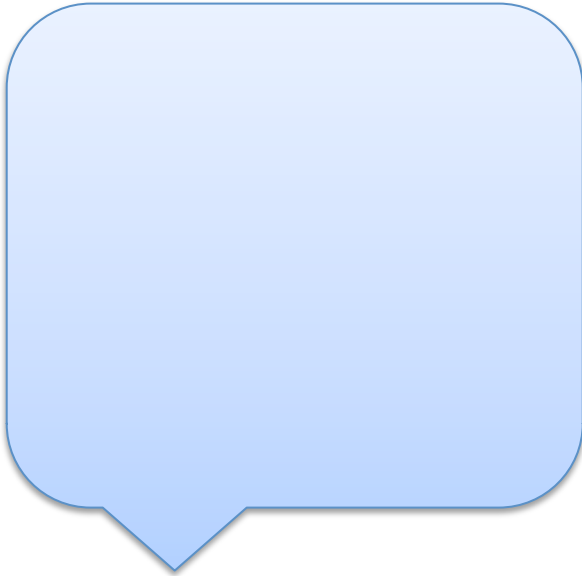
Speaking Practice

Cindy has decided to talk to a police officer and ask him for advice on how to go home after the game. Huge crowds will be on the streets along with her. She doesn't know how to start the conversation. Prepare a short dialogue between Cindy and the officer. Try to use as much formal language as you can.

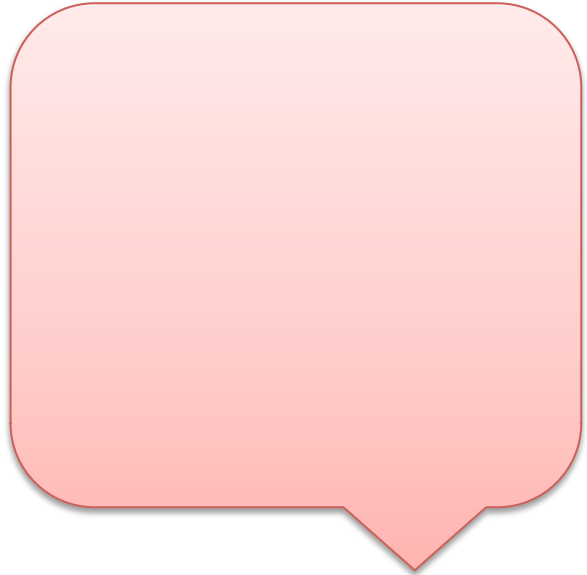


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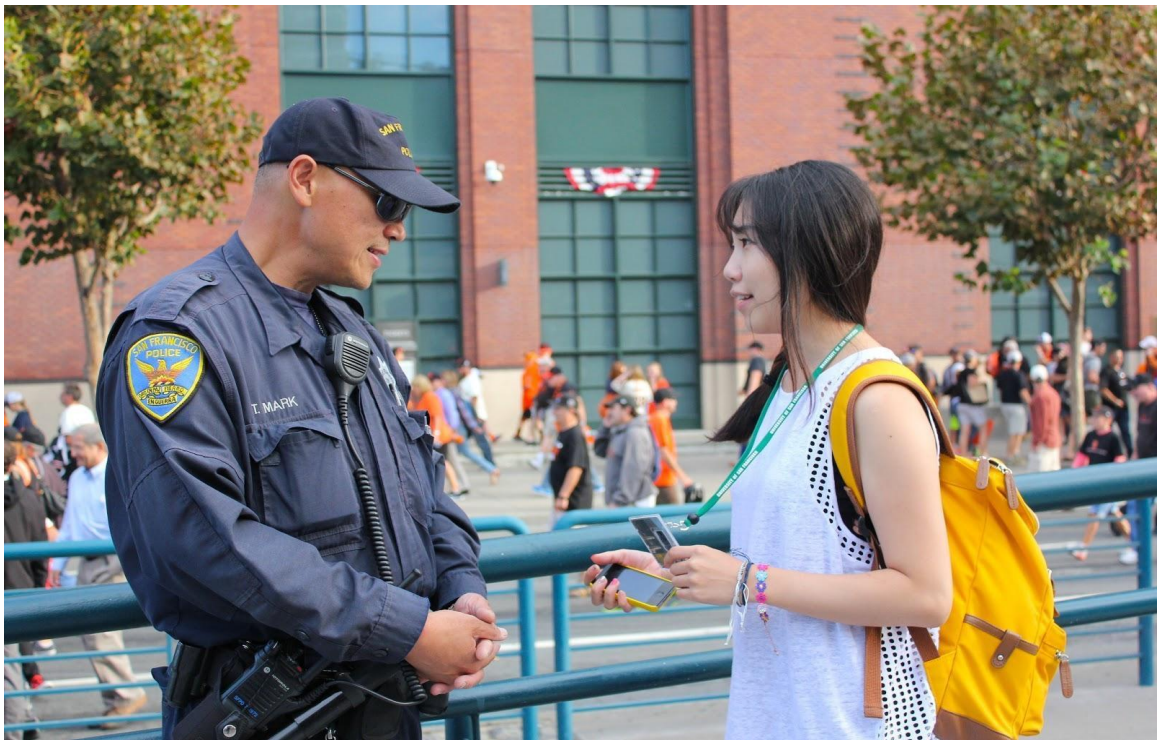
Write your notes in the dialogue boxes provided below.



Police Officer



Cindy



Role-Play



Now that you have your dialogue, act it out either as Cindy or the police officer and use your notes for this role-playing activity. Use the appropriate words, intonation and body language while doing so.

Guided steps for role-playing:

- Choose your partner
- Assign your roles (Cindy, Police officer)
- Practice your dialogue
- Play your role

Further Exploration: Ballpark Songs



The song “Take Me Out to the Ballgame” is played at every baseball game at AT&T Park during the *seventh inning stretch*: this is the time between the top and bottom halves of the seventh inning, and gives fans in the bleachers time to get up and “stretch” their muscles.

The song was written in 1908 by Jack Norworth and Albert von Tilzer and is thus out of copyright. The chorus is the part of the song that is played in the ballpark.

Here is the chorus of the lyrics to “Take Me Out to the Ballgame”

Take me out to the ball game
 Take me out with the crowd
 Buy me some peanuts and crackerjacks
 I don't care if I never get back
 Let me root, root, root
 For the home team
 If they don't win it's a shame
 Aahh
 For it's one,
 Two,
 Three strikes you're out
 At the old ball game

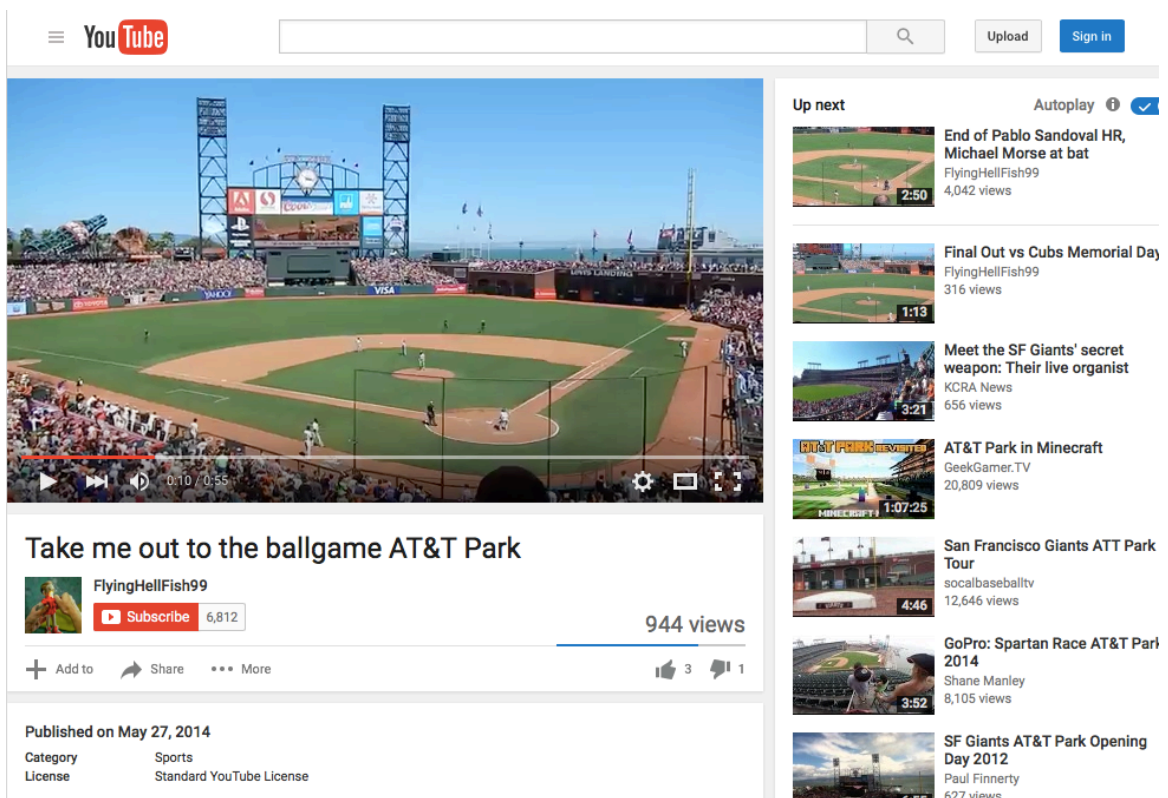
All I need is just one chance
 I could hit a home run
 There isn't anyone else like me
 Maybe I'll go down in history
 Here comes fortune and fame

And it's root, root, root
For the home team

'Cause I know
That
I'll be the star
At the old
Ball
Game

Here is a youtube link to the song:

(<https://www.youtube.com/watch?v=fq3HtVha1bg>)



The screenshot shows a YouTube video player for the video "Take me out to the ballgame AT&T Park" by FlyingHellFish99. The video has 944 views and was published on May 27, 2014. The player interface includes a search bar, upload and sign in buttons, and a list of "Up next" videos. The "Up next" list includes:

- End of Pablo Sandoval HR, Michael Morse at bat (FlyingHellFish99, 4,042 views)
- Final Out vs Cubs Memorial Day (FlyingHellFish99, 316 views)
- Meet the SF Giants' secret weapon: Their live organist (KCRA News, 656 views)
- AT&T Park in Minecraft (GeekGamer.TV, 20,809 views)
- San Francisco Giants ATT Park Tour (socialbaseballtv, 12,646 views)
- GoPro: Spartan Race AT&T Park 2014 (Shane Manley, 8,105 views)
- SF Giants AT&T Park Opening Day 2012 (Paul Finnerty, 627 views)

Another song that is regularly played at AT&T Park is "Lights" by the rock band Journey, who are from San Francisco. Here are the lyrics to the song:

When the lights go down in the city
And the sun shines on the bay
I want to be there yeah, in my city
Ooh, ooh

So you think you're lonely
 Well my friend I'm lonely too
 I want to go back to my city by the bay
 Ooh, ooh

It's sad, oh there's been mornings
 Out on the road without you
 Without your charms,
 Ooh, my, my, my, my, my

When the lights go down in the city
 And the sun shines on the bay
 I want to be there yeah, in my city
 Ooh, ooh

When the lights go down in the city
 And the sun shines on the bay
 I want to be there yeah, in my city
 Ooh, ooh, ooh

Lyrics and music ©Warner/Chappel Music, Inc.

Here is a youtube link to the song being played at AT&T Ballpark during the World Series in 2010:
<https://www.youtube.com/watch?v=dej8vJ2pUA>

The screenshot shows a YouTube video player interface. The main video is titled "Lights" - Giants fans sing along - World Series Game 2 - San Francisco AT&T Park - October 28, 2010, uploaded by the channel "concertkid". The video has 216,017 views and 1,012 likes. The video content shows a large crowd of fans at a baseball stadium at night, singing along. To the right of the video player is a "Up next" sidebar with several video recommendations, including "Dynamite (With Me and The SF Giants)" by Keenan Cahill, "Mix - 'Lights' - Giants fans sing along - World Series Game 2 - YouTube", "Steve Perry sings 'Lights' at Game 2 of the 2010 World Series" by Ryan Lucia, "Steve Perry & 43,000 Friends NEVER 'Stop Believing' in the" by Brent Kolhede, "Dynasty Cemented: Francisco Giants 2014 Playoffs Highlights" by StupidSexyFlanders, "Kirk Gibson's 1988 World Series historic home run - great quality" by Galbally22, and "(Almost) Every Giants Splash H Call" by wkasea.

Reflection Activity



It is time to write a reflective essay. A reflective essay means that you explore your own feelings and opinions about a particular topic.

This reflective essay is about the songs that are played in the ballpark.

Why do you think the song “*Lights*” is used? Do you like it? Which of the two songs mentioned in this section do you prefer? Can you think of other songs that are appropriate to play in a sports setting?

Write your thoughts in the space provided [here](#):



SECTION 4

Park Safety



Hande and Cindy often spend time together in Golden Gate Park, having fun with their friends. This picture was taken on a nice, warm day after they had finished studying. While at the park, Hande became interested in the history of GG Park and its attractions. She was also surprised to notice the amount of homeless people in the park. She was concerned about her safety and wanted to find out more about the nature of public parks...



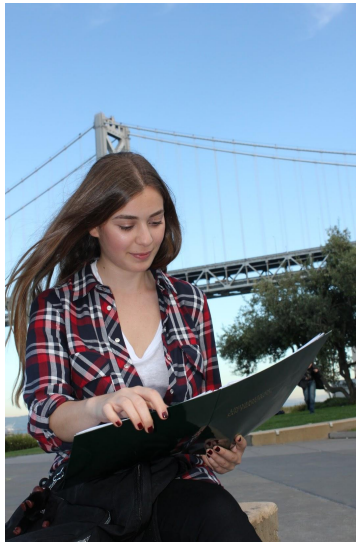
Warm-up

Have you ever been to Golden Gate Park? What were your impressions of the park? Can you think of some potential reasons why people might go to Golden Gate Park?

Read an Article



Hande is reading an article about Golden Gate Park. Let's read the article along with her and discover some of the history and attractions that are available in the park.



Golden Gate Park



The Conservatory of Flowers, located in Golden Gate Park

Modeled after New York City's Central Park, Golden Gate Park is considered by many to be the best city park in the United States. It is also the largest man-made park in the world: at 1,017 acres and over 3 miles (50 blocks) long by a ½ mile wide. Thirteen million people visit each year making it the third most visited park in the U.S.

SF's Golden Gate Park encompasses several major attractions including museums, lakes, and gardens. Biking around is a good way to "accidentally" run across the wide variety of smaller attractions such as children's playgrounds, a carousel (built 1912), buffalo paddocks, dog parks, fly fishing, archery, model boat sailing, lawn bowling, golf, soccer, the Polo Grounds, Kezar Stadium, and more.

Major Attractions

Stow Lake	Botanical Gardens	Conservatory of Flowers
Japanese Tea Garden	de Young Museum	California Academy of Sciences



A map of Golden Gate Park's main attractions

Stow Lake is the largest of ten lakes in the park and is the second biggest lake in SF. On the northwest side of the lake you can rent paddle-boats. They'll let you take your dog on a rented row-boat which is fun too.



The **Botanical Gardens** cover 55 acres and contain over 8000 varieties of plants. Just stroll in, relax, and enjoy the beautiful walks. Admission is \$7.

The **Conservatory of Flowers** is a beautiful glass-and-wood building with an impressive glass dome. Once inside, you can see that it is filled with flowers and butterflies, and looks and feels like a greenhouse. The world's largest collection of high-altitude orchids, with over 700 species, is shown here. Admission is \$7.

The **Japanese Tea Garden** is the oldest public bath Japanese garden in the U.S. and takes up 5 acres of the Park. Its features include the Drum Bridge and the Tea House, along with a pagoda and Zen garden. It is located to the left of the de Young Museum and serves as a spot of tranquility in the midst of the various activities that occur in Golden Gate Park. Admission is \$6.



The **de Young Museum** is San Francisco's main art museum. It has a spectacular view from the top of its 144 foot tower. It also regularly features American art, Modern art, African art, textiles and sculptures, and special rotating exhibitions. Admission is \$12.

The **California Academy of Sciences** is housed in a building that encompasses 37,000 square meters, and includes exhibits of natural history, aquatic life, astronomy, gems and minerals, and earthquakes. The museum is currently one of the ten largest natural history museums in the world and holds 18 million scientific specimens between the research institute and public exhibits.

The academy also contains a 2.5-acre living roof with almost 1.7 million native California plants, and domes that cover the planetarium and rainforest exhibitions. Admission is \$34.95.

(Taken from: "Fun Things to do in Golden Gate Park", Hidden SF:
<http://www.hiddensf.com/420-golden-gate-park-san-francisco.html>)

(and: "Golden Gate Park", Wikipedia:
https://en.wikipedia.org/wiki/Golden_Gate_Park#De_Young_Museum)

How Much Do You Remember?



After reading the article, answer the questions below. If the sentence is incorrect, correct it to make it true.

1. Golden Gate Park is the second largest artificial park in the U.S.

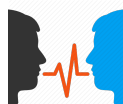
2. Riding a bicycle is a good way to “accidentally” discover park attractions.

3. The Academy of Sciences is San Francisco’s main art museum.

4. The Botanical Gardens is a glass-and-wood building filled with butterflies and flowers.

5. You are not allowed to bring your pets to Stow Lake.

Grammar: Polite Requests



The size and complexity of Golden Gate Park, or any other large area, may make things difficult for newcomers to adjust to. Using polite requests is a good way to request information. Read the following sentences and take note of the underlined sections.

- a. We’re running a little late. Can you hurry with the check, please?

- b. Would you mind stepping out of the way? I need to get through.

- c. If you're going into the kitchen, do you think you can bring me back a glass of water?
- d. Would it be possible for you to call me back later? I'm on the other line right now.
- e. Can you do me a favor? I'm a little lost and am looking for directions to the train station.

Writing



Now, it is your turn to come up with some polite requests. Using any of the above underlined suggestions, please write a polite request for each of the following scenarios:

1. Ask someone where to buy a ticket to enter the Botanical Gardens.

2. Ask for directions to the Japanese Tea Garden.

3. Ask someone to please move aside so you may better see the view from the top of the de Young Museum.

4. You have gotten lost and need to ask a park ranger to help you find the proper bus route to take home.

Park Vocabulary



Read the following box that contains park regulations and suggestions. Pay attention to the **bolded** terms.

Park Regulations and Suggestions

DO	DON'T
Alert park rangers of any problem.	Stay after hours .
Stay away from where you don't belong.	Leave your belongings unattended .
Stay cool and remain hydrated by drinking a lot of water.	Enter restricted areas .
Be aware of your surroundings .	Feed the animals.
Pay attention to current park alerts.	Talk to strangers or sit next to suspicious-looking people.
Keep your valuables out of sight .	Wander in remote routes.

Brainstorming



With a partner, try to guess the meaning of the words **bolded** above and share your ideas.

Vocabulary Flashcards



Shown below is a set of flashcards explaining the previous **bolded** vocabulary terms. Use the flashcards to help you fill in on the following page's Fill in the Blanks vocabulary activity.

<p>PARK RANGER</p> 	<p>(noun)</p> <p>A person whose job is to protect and preserve parklands</p>	<p>HYDRATED</p> 	<p>(adjective)</p> <p>A person is hydrated when they drink large amounts of water.</p>
<p>AFTER HOURS</p> 	<p>(adverb)</p> <p>Beyond normal working or opening hours</p>	<p>SUSPICIOUS-LOOKING</p> 	<p>(adjective)</p> <p>A potentially harmful or dangerous person.</p>
<p>UNATTENDED</p> 	<p>(adjective)</p> <p>Unnoticed or unsupervised.</p>	<p>VALUABLES</p> 	<p>(noun)</p> <p>Objects that are worth a lot of money.</p>
<p>RESTRICTED AREA</p> 	<p>(noun)</p> <p>An area not open to the public: only authorized persons can enter.</p>	<p>OUT OF SIGHT</p> 	<p>(adjective)</p> <p>Invisible.</p>
<p>SURROUNDINGS</p> 	<p>(noun)</p> <p>The places and things around someone or something.</p>	<p>REMOTE</p> 	<p>(adjective)</p> <p>Far away and isolated.</p>

Fill in the Blanks



Use the vocabulary flashcards from the previous page to fill in the blanks in the sentences below.

1. Cindy can get herself into trouble, or she may get injured if she doesn't pay attention to her _____.
2. Parents always warn their children to never talk to strangers or people who are _____.
3. It is tempting to discover new places, but we should not try to enter any _____. They are usually _____ and dangerous.
4. Hande, Cindy and their friends were discussing how irresponsible it was of some mothers to leave their small children _____ at the playground.
5. When it gets dark and the sun goes down, park rangers make sure that all visitors leave the park. It is potentially dangerous to try to stay in parks _____.
6. A park ranger asked Cindy to gather her _____ and put them inside her backpack. He advised her to always keep them hidden and _____ when she's outdoors.
7. Before going to the park, Hande went to the grocery store to buy a big bottle of water, in order to keep herself _____.
8. Every hour, a _____ walks through the park to make sure everything and everyone is safe.

Safety in the City

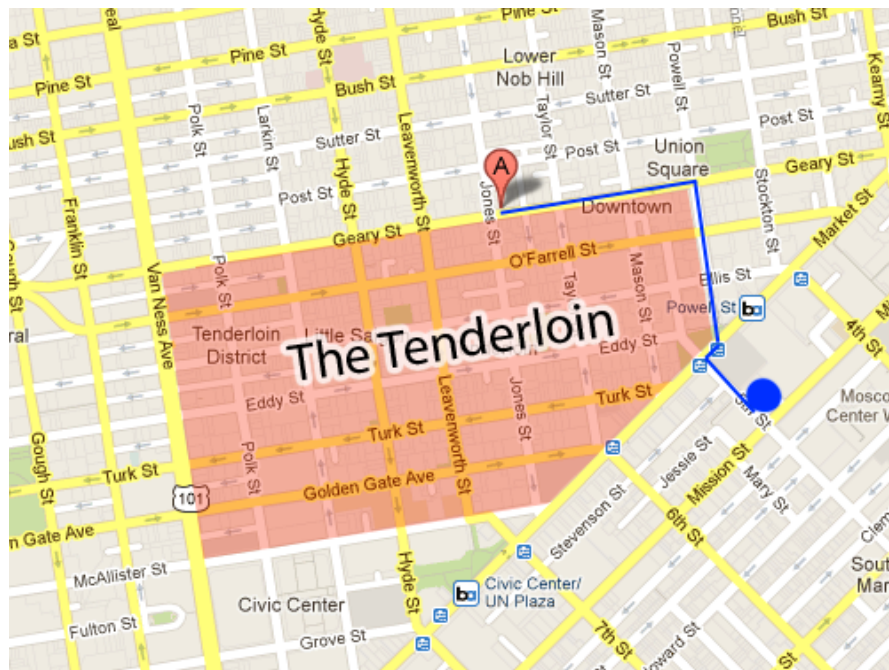


The sheer size of Golden Gate Park makes it a potentially dangerous place to visit, particularly at night. It is advisable that newcomers learn

about neighborhoods and sections of town to be aware of when in San Francisco. Read the following article, “**Five Dangerous Places in San Francisco**”. Then, be prepared to answer questions after reading the article.

San Francisco is an odd city. The worst parts of town are just blocks away from the most touristy parts. Most tourists have a problem telling the neighborhoods apart, and the seedier areas are not exactly marked on a map. Furthermore, the character of a neighborhood can change from day to night. There are some areas you should avoid, particularly after sunset. Here are the five most dangerous areas in San Francisco:

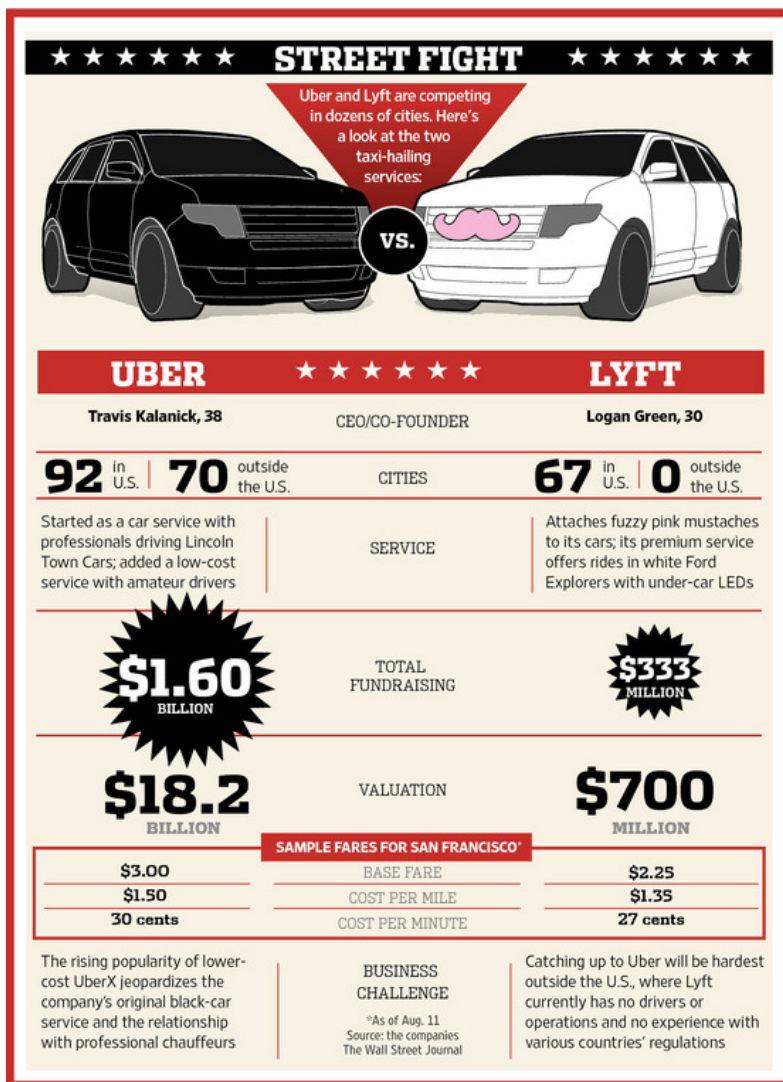
1. The **Tenderloin** is named because the police who were assigned to patrol this notorious area got an extra stipend, allowing them to buy better meat (tenderloin) for their meals. It is one of the seediest parts of town, mere blocks away from downtown Union Square area. Consider the Hilton Hotel on O’Farrell Street as the western boundary; the area is relatively harmless during the day, but can get downright scary at night.



Map of the Tenderloin, San Francisco

2. **South of Market (SOMA)** is usually very quiet, especially at night, except around certain bars and clubs Friday and Saturday nights. During the day, you can find some factory outlet stores in this area, but at night it can become dark and desolate. You can call for a taxi (415-333-3333 for Yellow Cab) or choose Lyft (<https://www.lyft.com>) or Uber (<https://www.uber.com>) rides to help you navigate your way through the city.

Sidebar: Here is a comparison between the two primary competing car services (other than taxis) in the city of San Francisco:



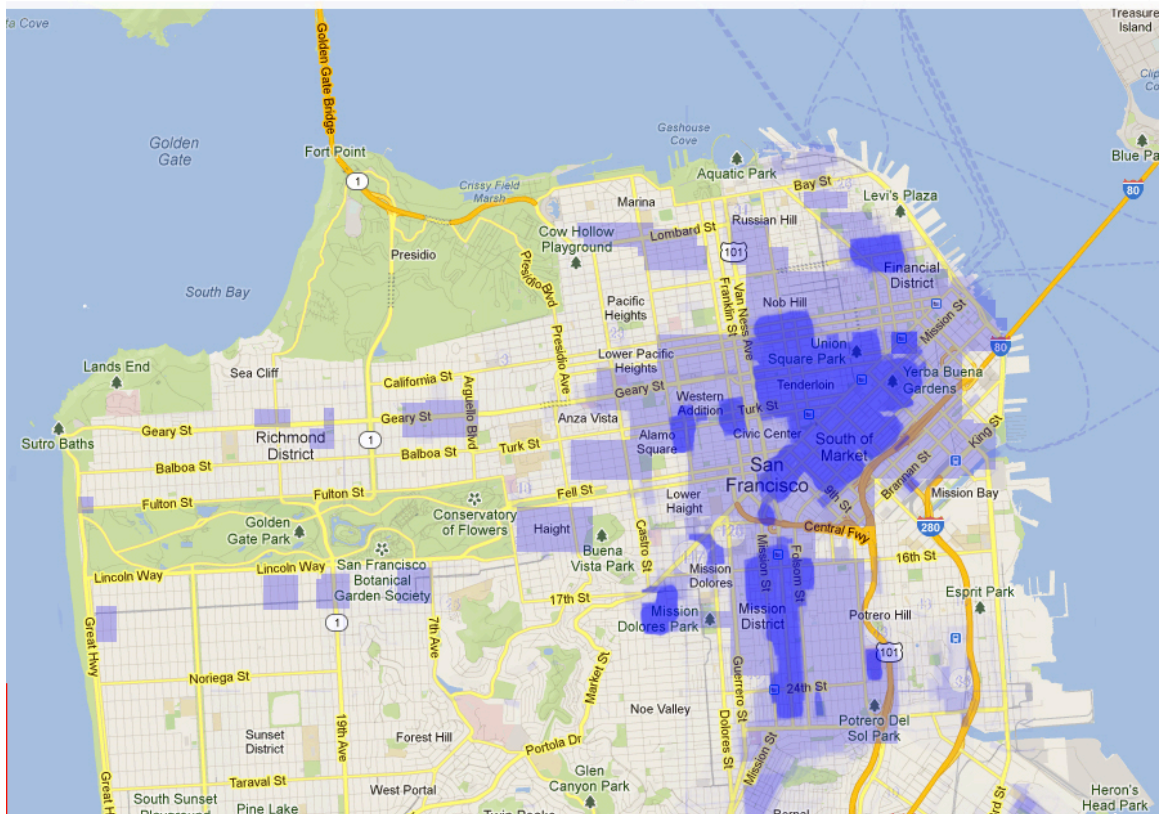
Question 1: Do you have either of these car services in your own city? Have you ever used them? Why?

Note: Because these services both utilize amateur drivers, they are not necessarily safer than other modes of transportation. Riders are cautioned to be careful when choosing one of these car services, and to travel, if possible, with a companion for added safety.

Uber versus Lyft comparison

3. Market Street is a major thoroughfare, but the area **between Fifth and 10th streets** is much seedier than the downtown section (Embarcadero to Fifth Street). There are quite a few closed shops (full of graffiti), adult movie places, and more. Also, United Nations Plaza and some nooks and crannies around the area are full of homeless folks who may be panhandling (begging) for spare change. Most are harmless, but some may be more aggressive/persistent. The area is somewhat intimidating during the day, but increasingly scary at night due to bad lighting.

San Francisco - High Crime Areas



A map of the areas where the statistical majority of crimes in SF occur: the neighborhoods in blue show the highest crime rates.

4. **Golden Gate Park** is very dark at night, and visitors are NOT welcome. There is little to see at night anyway. The Park is known for some renegade homeless campers, and is one of the few San Francisco crime hotspots. Visitors are advised to visit during regulated daytime visiting hours.

5. The **Mission District** is pleasant during the day. However, at night the character of the place changes. Certain northern parts of the Mission corridor are known for illegal drug solicitations. Also, most shops close at night and very few people walk the streets except near nightclubs. It is safest to avoid the nearby Dolores Park during the later hours of the evening.

(Taken from: "Safe and Dangerous Places in San Francisco" by K. Chang:
<http://news.travel.aol.com/2010/08/16/safe-and-dangerous-places-in-san-francisco/>)

Reading Comprehension



After reading the article, answer the following questions by selecting the best possible answer. Select a, b, c, or d.

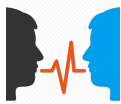
1. The article calls San Francisco an odd city because:
 - a. the worst neighborhoods are adjacent to the best neighborhoods
 - b. it is difficult to tell the seedier neighborhoods from the better ones
 - c. the character of the neighborhoods can change quickly
 - d. all of the above

2. The Tenderloin was named after:
 - a. a piece of meat
 - b. the policemen who worked the neighborhood
 - c. a hotel located on O'Farrell street
 - d. the geography of the neighborhood

3. Golden Gate Park is:
 - a. known for its factory outlets
 - b. home to the nearby United Nations Plaza
 - c. made dangerous at night by homeless encampments
 - d. close to Dolores Park

4. According to the map shown in the article, the highest incidents of crime occurred in which neighborhood of San Francisco?
 - a. the Richmond District
 - b. Noe Valley
 - c. Union Square
 - d. the Financial District

Brainstorming Activity



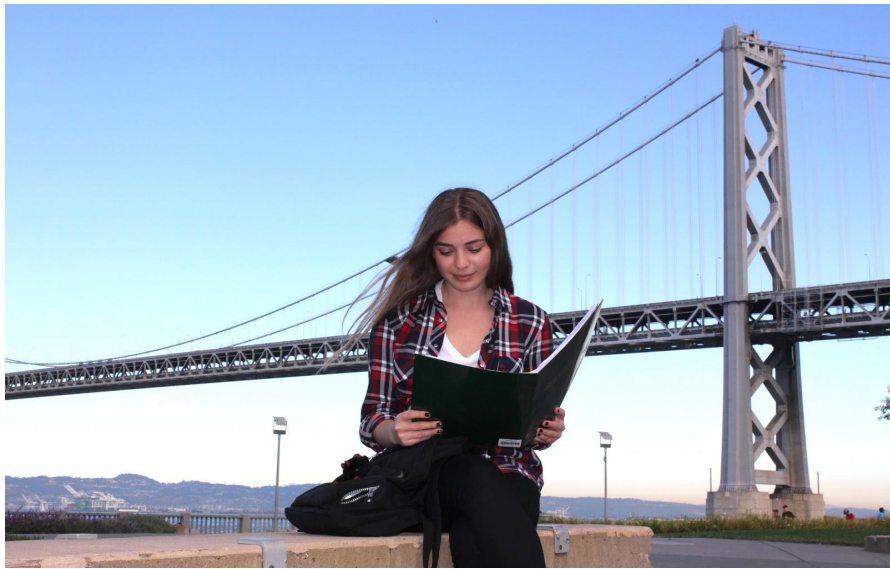
After answering the questions above, think about the following questions. Come up with answers and be prepared to share your answers with a partner.

1. Why are certain neighborhoods safer during the day than during the night?
2. Think of experiences you have had in San Francisco. Do they include encounters with homeless people? How did you handle yourself in such a situation?
3. Why would homeless people camp out in a public park?

Paired Discussion



Cindy and Hande both like to study in the public park located beside the Bay Bridge. Both girls have different styles and ways of studying. Look at the pictures below and discuss and compare with a partner how safe they might be.



Picture A



Picture B

Further Work I: Writing

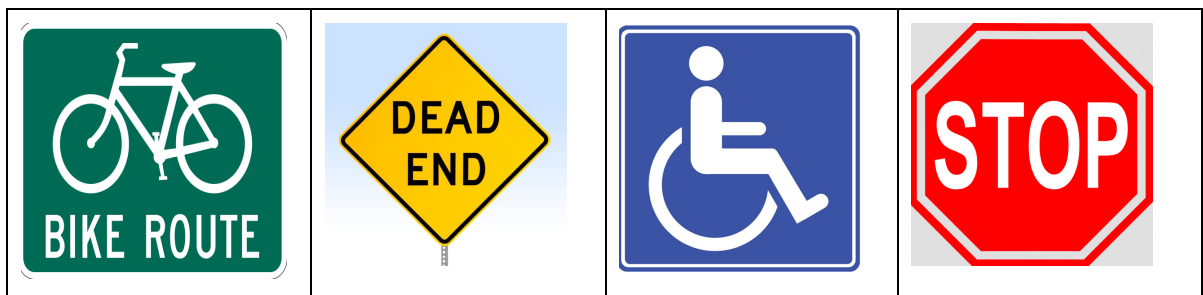


Choose one of the girls in the picture and write them a short letter or an email, telling them what they did safely or not so safely in the picture, using your knowledge of public safety.

Further Work II: Street Signs Recognition



Look at the signs below and try to guess their meanings with a partner. How do they differ from each other? Can you think of other signs? What color are they? What do they mean?



Further Work III: Neighborhood Safety Report



Go to a neighborhood with a friend or classmate. You may choose downtown Union Square or any neighborhood that is of interest to you. Is the neighborhood safe? Why?



Pay attention to your surroundings. You may write down notes or take pictures. Afterwards, bring your notes and pictures and be prepared to share your safety report with your classmates.

SECTION 5

TRAVELING BACK HOME



Warm-up



It is after dark and Hande is traveling alone on the BART train. She is headed home after having a successful first date with a friend she met at school. Can you think of two tips that you can recommend for college students so they can safely go home after a first date?

Tip 1: _____

Tip 2: _____

Read an Article



Read the following article about college dating safety to find out the answers to the question posed above. Be prepared to answer questions after reading the article.

There's enough to stress about in your college life before you add in the stressors of dating. Use these 10 tips for college dating safety to make sure your fun night out stays exactly that.



The sculpture "Cupid's Span" by Claes Oldenburg and Coosje van Bruggen.

1. **Tell someone where you're going** – *and when you'll be back. You don't have to spill all the juicy details, but at least let someone know what your plans are.*

2. **Agree to meet your date somewhere.** *While having your date pick you up may seem nice, it can also leave you stranded if the date isn't going very well and you want to leave.*

3. **Go with another couple.** *If you're not quite sure how interested you are in someone, go out with a bunch of people. You can disguise it ("I'd love to check out this new club with you, and some friends of mine are going on Saturday...") while still making sure you aren't stuck alone.*

4. **Go somewhere public.** *As romantic as candlelight dinner at your date's apartment may sound, it's not a good idea if you don't know someone very well. Meet somewhere very public for your first few dates.*



Cartoon depicting various things to do on a date.

5. Use alcohol responsibly. *If you're old enough to be drinking, you're old enough to handle it like an adult. Don't get yourself into a situation you didn't plan on due to poor choice around alcohol.*

6. Say "no" when you feel like it. *Don't want to grab drinks after dinner? Saying "no" is fine at any point, and you shouldn't worry about sounding rude. If someone isn't hearing what you're saying, they're the one exhibiting rude behavior.*

7. Listen to your gut. *If something, or someone, doesn't feel right, listen to that feeling. It's there for a reason.*

8. Watch your drink. *Keeping an eye on your drink – at all times – means someone else can't change your plans for the evening without your knowing about it.*

9. **Carry cash.** *Everything seemed great at first, but it went downhill faster than you could believe. Now you're stuck at a club and just want to run. Having cash in your wallet makes catching a cab or bus much, much easier.*

10. **Agree to check in with a friend at a certain time.** *Or have them call you. Decide beforehand language you can use to say if it's going well or not. ("Yes, the food here is fantastic," or "Oh, I'm so sorry to hear you're sick!" won't sound strange to your date, but your friend can pick up on what's going on.) Having your roommate call you because she's "suddenly sick" is a great way to slip out of a bad date early. Just make sure to answer the phone when your friend calls!*

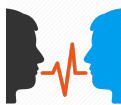


Map showing the largest statistical number of single people in urban areas of the US.

Taken from: "10 Tips for College Dating Safety" by K.C. Lucier:

(<http://collegelife.about.com/od/dating/qt/datingsafety.htm>)

Exploring the Theme



Do you or any of your friends or classmates practice any of the safety dating tips mentioned in the previous article?

- a. Which strategies do you feel are most effective?
- b. Can you recommend other strategies for staying safe? Write your strategies in the space provided below:

Grammar Exercise: Speculation and Deduction



The following exercise contains several questions followed by twin responses. Underline the correct response. If both responses are potentially correct, explain why.

1. I think I just heard your girlfriend knocking on the front door.
That **can't be/it must** have been. She's not due to show up until later tonight.
2. They've gotten very quiet. Do you think they have --
probably fallen asleep/fallen probably asleep?
3. Did you hear what he said about us?
Don't pay attention, **it must have been/it must be** sour grapes.

4. Can you give me a call at a pre-appointed time? If my date doesn't turn out well, **I will likely/I am likely** call you to come rescue me.
5. Has Yoshi come back from the bar yet?
No, he hasn't shown up yet. He must **be still dating/must be still** on his date.

Tips for Making Friends



Friendships are often as rewarding for college students as personal relationships. Listen or read along to the following conversation in which Hande has described how she makes American friends.

Transcript: *Listeners hear and/or read:*

(Interviewer)

Hande, can you tell us how you make American friends?

(Hande)

Sure, a couple of times I've run into somebody on campus, and they've looked very friendly. We saw the same thing and just started laughing. I wasn't afraid to start a conversation. However, some people are more open to friendships with international students than others. Also, you have to be careful of approaching a member of the opposite sex. Sometimes they can misunderstand my intentions.

(Interviewer)

What do you say when you first meet someone?

(Hande)

"It's nice to meet you" works well. Men generally shake hands when they meet you. Girls don't. When I'm meeting a man, usually he will wait for me to hold out my hand before he shakes it. That way it's my decision.

(Interviewer)

How do Americans greet you?

(Hande)

It's not different than how they greet each other. On the street they will wave and say "Hi." Sometimes they will ask, "How are you?" They really don't want an answer to that question, though,

they're just being polite. My answer is usually something short like "fine", "good", or "okay", unless I really know the person and I know they're really asking how I'm doing.

(Interviewer)

Is it easy to make conversation?

(Hande)

Usually it's no problem. People are curious about my home country. If I'm ever shy, I just ask them about life in America in general. People are normally glad to help. One of the things I have learned is that there are some things you shouldn't ask: how old an adult is, how much money they make, and if a newly married woman is pregnant.



A portrait of Hande

(Interviewer)

How have you improved your English?

(Hande)

With conversation partners. I ask my friends to correct me if I use an incorrect word. They also let me ask them to explain things I don't immediately understand, like American idioms or

slang. “Raining cats and dogs” is one of the phrases that I didn’t understand, at first. It means to rain very hard.

(Interviewer)

How do they actually help you with your English?

(Hande)

I just ask them to repeat things slowly. Or write it down for me.

(Interviewer)

Are relationships different between men and women here?

(Hande)

Sometimes men will help a woman with her coat, or open the door. Sometimes the man pays for the woman’s meal. It depends on who is involved. I think now American men and women are treating each other as equals.

(Interviewer)

Do you feel it’s a good idea for international students to date Americans?

(Hande)

I think it depends on the individual. At first, though, it’s a good idea to take part in group activities rather than “one-on-one” dating. You don’t have to date, especially if single dating is not the custom in your home country.

(interviewer)

Do you have any final advice?

(Hande)

Just remember that Americans are very truthful, even sometimes blunt, and it can seem rude, even if they don’t mean it. Don’t be afraid of insulting your friends by telling them what you think or feel about something, even if it means saying “no” to visiting them or anything. They would rather hear the truth. Also, many Americans have lots of acquaintances but maybe not a lot of close friends. So try to be sensitive to others’ expectations, and don’t be discouraged if your friendships don’t develop as quickly as you would like. Give it time and you will have lots of friends!



(Taken and adapted from:

<http://www.leaderu.com/ist/lifeinamerica/howtosurvive/makingfriends.html>)

Reading & Listening Comprehension



Read or listen to the conversation again and answer the following questions with a partner.



- a. Why does Hande say you should be careful about approaching members of the opposite sex?
- b. Discuss the different ways in which Americans greet each other.
- c. How have conversation partners improved Hande's English?
- d. Does she believe it's a good idea for international students to date Americans? To maintain American friendships?
- e. In what specific manner does Hande request Americans to assist her in improving her English?
- f. Discuss with your partner how your own experience learning English and interacting with Americans compares with Hande. Do you agree with her observations? Why or why not?

Tips for Traveling on Buses and Trains



While Hande is riding on the BART train home after her date, we will find out about traveling safely on buses and trains in the evening.



Read an Article



Read the following article about ways in which you may travel safely on trains and buses during the evening. After finishing the article, be prepared to answer questions.

People traveling at night need to take extra precautions. Here are a few practical things to consider when journeying in the dark.

1. Know the bus or train times.

It's particularly important to know the time of the last bus or train home if you are traveling late at night so that you do not become stranded – and vulnerable to attack.



2. Catch your bus or train from somewhere well lit.

Thieves are far less likely to strike in well lit areas so try to make sure that you catch your bus or train from a well-lit spot. This could mean using a station or bus stop further away, so plan your route carefully. Try to stay in the most brightly lit spot and close to nearby help in case you need assistance.

3. Trust your instincts about the person you sit near.

Sitting close to the driver is a good idea. It's also important to trust your instincts. If you get onto a train and feel uncomfortable with one of the other

passengers, you can always get off at the next stop. Also, try to sit with plenty of other people. As most robberies are opportunistic, you are more vulnerable to attack if you are alone or seated near just one other person.

4. If someone attacks or touches you, shout to other passengers.

Most criminals are cowards so if you are attacked, make as much noise as possible to scare off the perpetrator. By alerting your fellow passengers you will stand a much better chance of fighting off your attacker.



Late night BART schedule.

5. Keep your mobile phone out of sight.

Besides your phones, keep other valuables like purses and laptop computers stashed on your person as well. Having your valuables on display gives a thief a perfect opportunity to steal.

6. Don't display or talk about personal details.

Do not read letters with your name and address on them in public places. If you answer your phone simply answer "Hello" rather than giving away your name. By unwittingly giving away personal information you make yourself vulnerable to thieves.

7. Blend in with your environment.



School lanyards

Newcomers who do not blend into their environment tend to become targets as well. Try to dress as you see the locals in San Francisco do, meaning covered in layers and with no identifying markers on your person. This means that if you are a college student, you should not wear your school **lanyard** around your neck after hours or in isolated environments.

8. When you leave your bus or train don't walk home alone in the dark.

Many criminals strike after passengers have left and are walking home in the dark. Try to arrange for someone to pick you up if you travel at night, or see if you can walk back with another passenger who is traveling your same route.

(Taken from: "How to stay safe on trains and buses" by Charlotte Harding:
<http://www.dailymail.co.uk/health/article-146201/How-stay-safe-trains-buses.html>)

Group Discussion



After reading the article, discuss with your group about the various ways people can travel in a safer manner. Present your ideas and suggestions to the class. You may also refer to the statements below for additional ideas regarding travel safety.

Helpful Hints Provided by Law Establishment

1. Isolated areas are places that thieves often target.
2. Protecting your valuables by wearing them close to the body can be a deterrent.
3. If accosted or harassed, police recommend that a person should not physically fight back, for risk of injury.

Exploring the Theme



Read the box below for additional ideas for travel safety when traveling alone.

10 Safe Ways to Travel Alone

1. Stash your valuables
2. Don't appear to be traveling alone
3. Know where you're going
4. Don't loiter
5. Blend in
6. Look confident
7. Be wary of new friends
8. Stay sober
9. Tell your friends where you are going
10. Know how to defend yourself

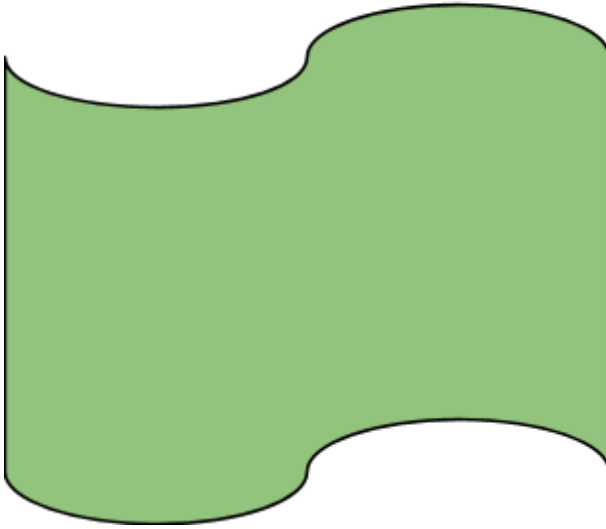
Vocabulary Exercise



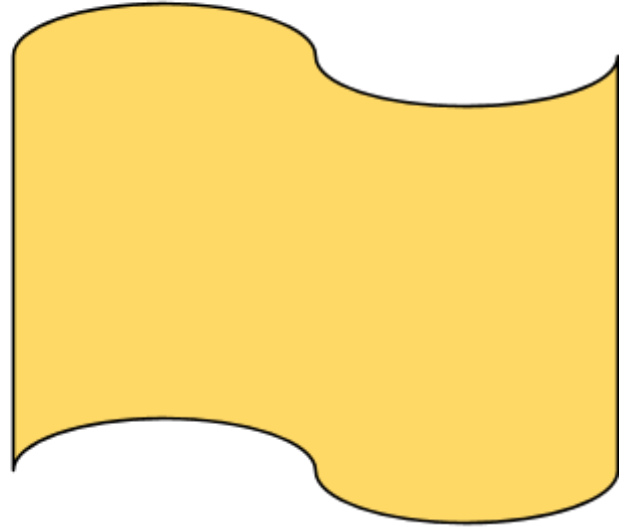
Read the following vocabulary words that represent human populations and then sort them in the brackets on the next page according to whether or not you think they are vulnerable to being targeted by pickpockets.

- Immigrants
- Students
- Men
- Tourists
- Police Officers
- The Elderly
- Women
- Children
- People who are aware of their surroundings
- People who are unaware of their surroundings

Likely to be targeted



Unlikely to be targeted



Coming Back Home



Cindy has lost contact with Hande and must find an alternate way home.



True/False Questions



Circle *T* for *true* or *F* for *false*. Correct the sentence if the answer is false.

Empty parking garages are generally safe.	T	F
Using your phone while walking alone is a good idea.	T	F
Phoning a friend when lost is a responsible activity.	T	F
Slinging your bag across your back makes it harder for thieves to steal it.	T	F
A thief grabs onto your purse and pulls. Keep holding onto your purse.	T	F
A lanyard is a responsible means of identification.	T	F
Sitting close to the bus driver is a good idea.	T	F
Women traveling alone are safer when they are aware of their surroundings.	T	F

What To Do If You Get Lost



Cindy is calling Hande for help because she is lost. Hande has no phone reception because she is on the BART and is unable to respond.

Write a paragraph describing how you think Cindy should get home. Remember to describe what type of transportation you think Cindy should use to get there.

Note: Use the safety tips for travelers as seen on the previous pages to get you started.



Cindy has decided to take a cab.

Ways to hail a cab:

Call 511 or go to <http://www.511.org> for transportation options, fares, and traffic notices. You may also call 415-333-3333 for a Yellow Cab.

Use the web: go to <http://www.taxifarefinder.com> for fee estimates and available cabs.

In person: If all else fails, step safely to the curb and wave to a free passing taxi. Look for the lighted sign on the roof that indicates the vehicle is free.

Role-Play: How Can You Keep Safe?



Look at these situations with a partner and come up with at least two solutions/suggestions per situation. Remember to provide important information and to give specific advice. Role-play the various situations in your group, acting out the solutions that you came up with.

1. A friend is visiting San Francisco while you are out of town. They ask for the best way to travel the city to various tourist destinations. What do you tell them?
2. Your grandparents are going to a museum downtown. They want a safe and cheap method of travel. Come up with the best travel plan for them.

Guided steps for role-playing:

- Choose your partner
- Assign your roles (add more roles if needed)
- Practice your dialogue
- Perform your role



Grammar Exercise: Permission, Obligation, and Necessity



Look at the sentences that appear on the next page. Discuss with a partner whether the sentences contain similar meanings or the same meaning. If their meanings are different, explain the difference.

1. You'd better call your roommate.
You should call your roommate.
2. You don't need to pay me back, it was a gift.
You don't have to pay me back, it was a gift.
3. It is not permitted to smoke inside the restaurant.
It is not allowed to smoke inside the restaurant.
4. I should have bought my best friend a birthday present.
I had to buy my best friend a birthday present.
5. You're not supposed to wash your clothes after 10 pm.
You shouldn't wash your clothes after 10 pm.

Reflection Activity I: Safety in Numbers



It is time to write a reflective essay. A reflective essay means that you explore your own feelings and opinions about a particular topic.

This reflective essay is about the value of having friends.

Besides providing emotional support, friends can give you a shoulder to cry on or lend a sympathetic ear. Hande and Cindy have gotten to be good friends, and often study together. Besides studying, can you think of something that good friends do together? Do you have a best friend? What types of activities do you like to do?

Write your thoughts in the space provided here:

Reflection Activity II: Safety Around the World



It is time to write a reflective essay. A reflective essay means that you explore your own feelings and opinions about a particular topic.

This reflective essay is about safety around the world.



The United States government maintains a website on domestic and international travel safety at:

<http://www.usa.gov/Topics/Usresponse/Travel-Safely.shtml>

Furthering the Theme



Describe what is happening in the photo shown below.



What do you think will happen next?

Is Cindy safe? What would you do if you were Cindy?

Use the space below to write down your thoughts.

Unit Review and Summary

True/False

Circle *T* for *true* or *F* for *false*.

There are 12 districts in San Francisco.	T	F
There is some dispute over what should be known as the 6 th hill of San Francisco.	T	F
The word <i>progressive</i> means proceeding gradually in stages.	T	F
BART runs 24 hours daily. MUNI does so as well, except for weekends.	T	F
A reflection activity includes doing research about facts and figures online.	T	F
You should stand on the <i>right</i> side of the escalator in order to let people pass by.	T	F
You should apply sunscreen at the beginning and ending of every ballgame that you attend.	T	F
There are 6 main attractions in Golden Gate Park.	T	F
Some Americans have many acquaintances but few close friends.	T	F
Thieves are likely to strike in well-lit areas.	T	F

Fill in the Blank

Select the best possible answer. Choose *a*, *b*, or *c*.

1. San Francisco is currently in the midst of another “gold rush” concerning:
 - a. science
 - b. technology
 - c. tourism

2. English is the primary language spoken at home in SF. What is the second?
 - a. Spanish
 - b. Asian languages
 - c. other European languages

3. San Francisco State University is located in which district?
 - a. Twin Peaks
 - b. Bernal Heights
 - c. The Richmond

4. The three main cable car lines do *not* go to:
- a. Chinatown b. Golden Gate Park c. the Ferry Building
5. PED XING is usually found on the:
- a. sidewalk b. crosswalk c. crossing lane
6. The first major sports team based in San Francisco was:
- a. the Giants b. the Raiders c. the 49ers
7. Which of the following places is *not* part of Golden Gate Park?
- a. Tea garden b. Stow Lake c. Embarcadero
8. San Francisco has what percentage of single people?
- a. 45% b. 40% c. 43%

Complete the Sentences

Fill in the missing words to complete the sentences.

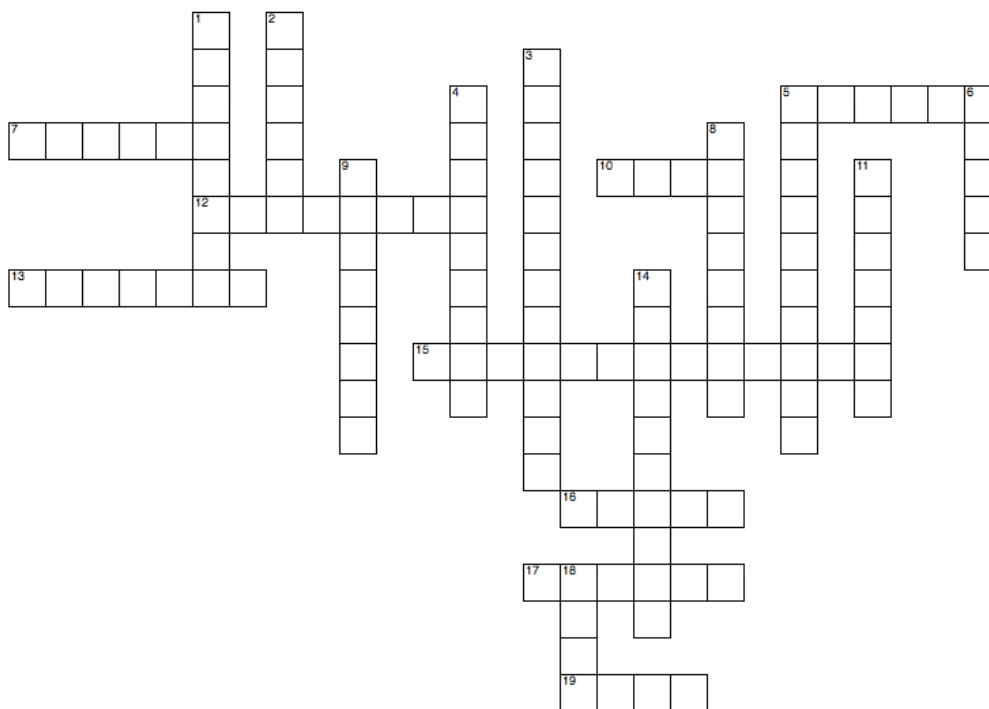
1. To ride the MUNI, one must have e_____ c_____.
2. Someone who works well with others is a t_____ p_____.
3. Park Merced is a planned community. Another word for this is p_____ n_____.
4. If you have no job or place to live, you are considered h_____.
5. Sam blends in very well. Even though he is new to the city, he doesn't look like a t_____.
6. She kept a s_____ d_____ away from the suspicious looking person.
7. The weather patterns are always changing, they're so un_____.
8. When something is invisible, it is called o_____ o_____ s_____.

Crossword Activity

Do the following crossword activity. The answers include vocabulary words taken from each section of the unit. They are all concerned with safety in the city.

Public Safety in San Francisco

Crossword Activity



ACROSS

- 5 the opposite of private
- 7 a building to park cars inside
- 10 a train system in San Francisco
- 12 how you enter a new place
- 13 a visitor from another country
- 15 they speak the native language
- 16 overly trusting
- 17 safe
- 19 short for taxicab

DOWN

- 1 a beggar
- 2 what you carry your money around in
- 3 things around you
- 4 a tourist attraction ride
- 5 someone who steals
- 6 something against the law
- 8 a person you don't know
- 9 a bag with shoulder straps
- 11 I.D. card worn around the neck
- 14 something wrong or not right
- 18 a way out

Grammar

Check the following sentences. If they are correct, mark them with a check mark (✓). If they are incorrect, rewrite them using the correct grammar.

1. The player left his catcher mitt out on the field.

2. I haven't seen my roommate yet, she must have been still eating dinner.

3. You should be paying attention to your gut, if something doesn't feeling right.

4. The ballgame plays music in the seventh inning, giving fans time to stretch.

5. You should bring a bottle of water along so not to be dehydrated at the park.

6. James pull the stop cord to alert the driver of his stop.

7. When you drive, remember to get aware of other drivers and pedestrians.

8. Hande's conversation partners helped her to improve her English skills.

9. Safe ways of traveling include look confident and stash your valuables.

Recall & Comprehension: Numbers Game

Answer the following sentences using the appropriate information.

1. Name the 4 types of MUNI vehicles.
2. Name the 6 main attractions of Golden Gate Park.
3. Name 5 dangerous areas in San Francisco.
4. Name 5 essential types of protective sports equipment.
5. Name at least 5 ways to travel safely on buses and trains.
6. Name at least 5 types of people likely to be targeted by thieves.
7. Name 4 things not to do in San Francisco.
8. Name their 4 alternatives.
9. Name 3 alternative types of public transport not including MUNI or BART.
10. Name the 7 hills of San Francisco.

Reflection

Write a reflective essay about the value of safety in a new environment. Think of relevant experiences that you have personally encountered in addition to the materials found within the body of this unit. Write your response in the space provided below or on a separate piece of paper.

Answer Key

Introduction: San Francisco

Warm-Up

Potential answers for people coming to San Francisco may include work, schooling, health, and tourism

Reading Comprehension

1. C
2. D
3. B
4. A
5. C
6. B
7. B

Exercise I: Matching

The Fillmore – Western Addition
 Planned Neighborhood – Park Merced
 Second Chinatown – Richmond
 Stroller Town – Noe Valley
 Candlestick Park – Bayview-Hunter's Point
 24th St. Corridor – Mission
 The Avenues – Sunset/Richmond
 Military Base – Treasure Island

Exercise II: Word Search

Districts of San Francisco Vocabulary

A	C	R	O	N	Y	M	T	M	S	T	C	U	A	M
S	V	N	N	Z	K	S	N	V	P	H	E	J	A	V
Z	Y	H	E	V	S	I	T	U	A	T	E	D	Q	N
L	S	N	V	N	D	U	D	W	N	M	M	H	F	L
A	T	M	P	G	Z	H	X	B	N	Y	P	H	M	L
I	N	T	O	E	U	Q	S	E	R	U	T	C	I	P
T	E	N	P	O	C	P	I	L	V	V	Q	T	K	S
N	M	E	U	F	K	Y	Q	X	W	O	U	Y	F	G
A	P	U	L	Y	T	E	I	R	O	T	O	N	E	O
T	O	L	A	T	N	E	C	A	J	D	A	B	X	K
S	L	F	T	D	I	F	B	N	N	F	T	J	E	K
B	E	F	E	P	R	O	G	R	E	S	S	I	V	E
U	V	A	D	Z	Q	R	C	C	K	Q	B	P	D	F
S	E	D	V	M	K	K	W	E	S	R	E	V	I	D
O	D	R	Q	B	V	G	J	L	V	H	U	O	O	F
DEVELOPMENT	SUBSTANTIAL	NOTORIETY												
ACRONYM	SITUATED	ADJACENT												
PROGRESSIVE	DIVERSE	POPULATED												
AFFLUENT	SPAN	PICTURESQUE												

Exercise III: District Vocabulary List

1. notoriety
2. development
3. picturesque
4. span
5. affluent
6. populated
7. progressive
8. acronym
9. adjacent
10. situated
11. substantial
12. diverse

Further Exploration

1. Ghiradelli Square
2. The route begins on Powell and Market streets
3. Chinatown

**Section 1:
Keeping Safe On Public Transportation****Warm-Up**

1. A, B, D, E
2. D
3. B, E
4. A, B, C
5. C

Vocabulary Exercise

1. homeless
2. be aware
3. A pickpocket
4. suspicious
5. a nuisance
6. surroundings
7. naive

Listening 1

1. A homeless person was singing in front of Hande, so she got off the bus and transferred to a streetcar.
2. Light rail and Bart.

Listening 2 (True or False)

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

Summary of the Article

Don't...	Why?	What should you do instead?
Go to Fisherman's Wharf	The food is overcooked, badly sauced, overpriced	Go to the Ferry Building
Ride a double-decker bus	Because it's cold	Take a cable car or catch the J-Church Muni
Eat at the Cheesecake Factory	Because it's too touristy	Eat at any of the Chronicle's Top 100 restaurants
Stand on the wrong side of the escalator	Other people will get angry with you	Stand on the right hand side to let people pass

Section 2:

Take Me Out To The Ball Game

Vocabulary Exercise I

1. exact change: the right or proper amount of money
2. platform: the raised area beside a track where you get on or off a train in a station
3. crowded: too full of people or things
4. vest: a piece of clothing worn without sleeves
5. (be) considerate: always thinking of what other people need or want and being careful not to upset them
6. (be) alert: the ability to notice and cope with a situation or problem
7. safety: when someone or something is safe from danger or harm
8. seat: a place where you can sit, especially inside a vehicle

Vocabulary Exercise II

1. considerate
2. exact change
3. crowded
4. seat
5. vests
6. platform
7. safety
8. alert

How Much Do You Remember?

1. C
2. A
3. B
4. A

Exploring the Theme

Answers may vary

Internet Research

Answers may vary

Grammar Exercise I: (Action Verbs)

1. board
2. approaches
3. move
4. pulled
5. feeds; takes
6. exited

7. tapped; going
8. standing; hold
9. purchases
10. listens

Grammar Exercise II: (Action Verbs)

Answers may vary.

Discussion

Announcement 1: One should be aware of their surroundings in order to prevent their valuables from being stolen; one should be aware of the bus making sudden stops; one should be aware of the stop along the route that the bus is at.

Announcement 2: Seniors and persons with disabilities are more likely to encounter trouble if the bus stops suddenly, as they are likely to be weaker/unstable due to their age/health conditions.

Section 3: It's Game Time!

Exploring the Theme: Answers may vary. Sample answers:

1. AT&T Park is a sports facility in San Francisco. It is the home to the San Francisco Giants.
2. AT&T Park hosts baseball games and musical concert events.
3. Yes, I have been to AT&T Park last summer. I watched the Giants game with my friends.

How Well Do You Remember?

1. F
2. F
3. F
4. F
5. T
6. T
7. F
8. F

Paired Discussion: Sample answers:

Cindy should *stay with her friends/ always keep her head up/ look around for possible dangers*

Cindy shouldn't *talk to strangers/leave with people she doesn't know/ drink too much alcohol*

Sports Idioms

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

Grammar: Compound and Possessive Forms

1. catcher's mitt
2. both are appropriate
3. baseball diamond
4. player's section
5. both
6. relief pitcher
7. both
8. team dugout
9. ballpark franks

Focused Reading

1. D
2. C
3. A
4. B
5. E

Vocabulary List

1. vulnerable
2. bleachers
3. dehydration
4. exposure
5. sunscreen
6. loose-fitting
7. unpredictable
8. forecast

Writing

Answers may vary.

Reflection Activity

Answers may vary. The song "Lights" may be used because the band are from San Francisco and still reside in the Bay Area.

Section 4: Park Safety

Warm-Up

1. Answers may vary: people may visit the Park to see the attractions, have a picnic, exercise, or sunbathe.

How Much Do You Remember?

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

Writing

Answers may vary: Sample answer:

1. Can you tell me where I can buy a ticket to the Botanical Gardens?
2. Would you mind telling me how I can get to the Japanese Tea Garden?
3. Would it be possible for you to move so I can see the view?
4. Do you think you can tell me how I can find my proper bus route?

Brainstorming

Answers may vary.

Fill in the Blanks

1. surroundings
2. suspicious-looking
3. restricted areas; remote
4. unattended
5. after hours
6. valuables; out of sight
7. hydrated
8. park ranger

Reading Comprehension

1. D
2. A
3. C
4. C

Brainstorming Activity

Answers may vary.

1. Neighborhoods are safer in the day because of more people around and more visible light.
2. Answers may vary.
3. To remain out of sight, for purposes of crime, and for safety reasons.

Paired Discussion

Answers may vary. Hande is demonstrating more responsible safety tactics in the picture. Cindy is in close proximity to a homeless person and is not watching her belongings. **Note:** See Speaking Rubric on pg. 129 for scoring guide.

Section 5: Traveling Back Home

Warm-up

Answers may vary. Several tips can be found in the next section.

Exploring the Theme

Answers may vary.

Grammar Exercise I: Speculation and Deduction

1. That can't be
2. probably fallen
3. it must be
4. I am likely
5. must be still

Reading and Listening Comprehension

- a. they may misunderstand your intention
- b. speaking, saying "hi", shaking hands, etc.
- c. by correcting her English and explaining idioms and unfamiliar terminology
- d. dating is personal. She recommends friendships for everyone
- e. by repeating slowly what she doesn't understand
- f. answers may vary

Vocabulary Exercise

- Likely to be targeted: Immigrants, Students, Tourists, The Elderly, Women, Children, People unaware of their surroundings
- Unlikely to be targeted: Men, Police officers, People aware of their surroundings

True/False Questions

1. F
2. F
3. T
4. T
5. F
6. F
7. T
8. T

What To Do If You Get Lost

Answers may vary.

Role-Play

Answers may vary.

Grammar Exercise: Permission, Obligation, and Necessity

1. different meaning
2. same meaning
3. same meaning
4. different meaning
5. different meaning

Furthering the Theme

Answers may vary.

UNIT REVIEW and SUMMARY**True/False**

1. F
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. T
10. F

Fill in the Blank

1. B
2. B
3. A

4. B
5. B
6. C
7. C
8. B

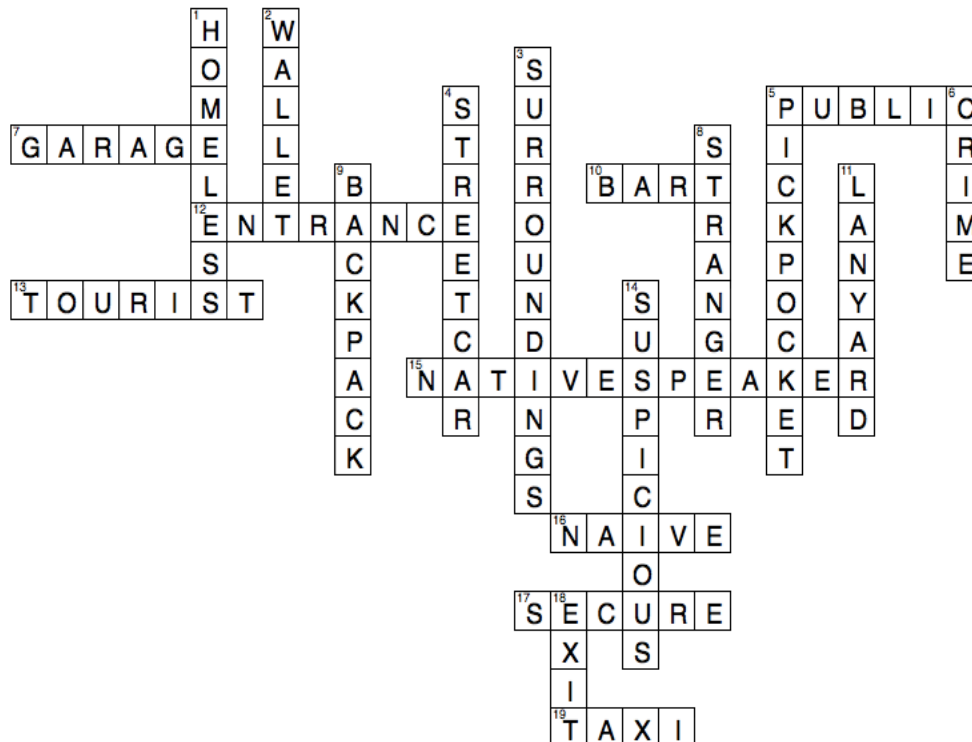
Complete the Sentences

1. exact change
2. team player
3. planned neighborhood
4. homeless
5. tourist
6. safe distance
7. unpredictable
8. out of sight

Crossword Puzzle

Public Safety in San Francisco

Crossword Activity



Grammar

1. The catcher left his catcher's mitt out on the field
2. I haven't seen my roommate tonight, she must still be eating dinner.
3. You should pay attention to your gut, if something doesn't feel right.
4. Correct
5. Bring along a bottle of water so as not to get/become dehydrated at the park.
6. James pulled the stop cord to alert the driver of his stop.
7. When you drive, remember to be aware of other drivers and pedestrians.
8. Correct
9. Safe ways of traveling include looking confident and stashing your valuables

Comprehension: Numbers Game

1. bus, streetcar, cable car, light rail
2. Stow Lake, Botanical Gardens, Conservatory of Flowers, Japanese Tea Garden, de Young Museum, California Academy of Sciences
3. the Tenderloin, South of Market, Market St. between 5th and 10th streets, Golden Gate Park, the Mission District
4. helmet, eye protection, mouth guard, wrist guard, proper footwear
5. know the last bus time, stand in a well-lighted area, trust your instincts, shout if attacked, hide your phone, don't talk about yourself, blend in, don't walk home alone in the dark
6. immigrants, students, tourists, the elderly, women, children, people unaware of their surroundings
7. don't go to Fisherman's Wharf, don't ride a double-decker bus, don't eat at the Cheesecake Factory, don't stand on the left side of the escalator
8. go to the Ferry Building, ride the J-Church MUNI, eat at one of the Chronicle's Top 100 restaurants, stand on the right hand side of the escalator
9. taxi, Uber, Lyft
10. Telegraph Hill, Nob Hill, Russian Hill, Mount Davidson, Twin Peaks, Mount Sutro, either Rincon Hill/Lone Mountain etc.

Reflection Activity

Answers may vary.

Note: See Reflective Rubric on the second page following for scoring guide.

Speaking Rubric

Speaking Rubric	
Score	Explanation of Scores
5	<ul style="list-style-type: none"> • Excellent • Speaks fluently without hesitation. • Responds with confidence. • Speech and pronunciation are clear and easily understood. • Uses colloquial expressions appropriately. • Uses complete sentences and phrases. • Uses appropriate and varied vocabulary. • Very few errors in form or function.
4	<ul style="list-style-type: none"> • Very Good • Speaks fluently without much hesitation. • Generally responds with confidence. • Speech and pronunciation are usually clear and easily understood. • Uses most colloquial expressions appropriately. • Usually uses complete sentences and phrases appropriately. • Usually uses appropriate and varied vocabulary. • Few errors in form or function.
3	<ul style="list-style-type: none"> • Good • Speaks fluently with a little hesitation. • Sometimes responds confidently; may occasionally show some unwillingness to use the language. • Speech and pronunciation may not always be easily understood. • Uses an assortment of sentence structures some of the time. • On most occasions uses appropriate and varied vocabulary. • Some errors in form or function.
2	<ul style="list-style-type: none"> • Fair • Speaks with frequent hesitation. • Does not respond confidently; some unwillingness to use the language. • Speech and pronunciation are often not easily understood. • Uses very few colloquial expressions appropriately. • On most occasions, uses appropriate and varied vocabulary. • There are some errors in form or function.
1	<ul style="list-style-type: none"> • Low • Speaks with frequent hesitation, occasionally does not respond verbally. • Does not respond confidently; moderate unwillingness to use the language. • Speech and pronunciation not easily understood. • Rarely uses colloquial expressions appropriately. • Rarely uses complete sentences, vocabulary, and phrases appropriately. • Significant errors in form or function.
0	Did not speak on the topic assigned.
NR	Did not speak at all.

Writing/Reflective Activity Rubric

Writing Rubric	
Score	Explanation of Scores
5	<ul style="list-style-type: none"> • An essay at this level largely accomplishes all of the following: • effectively addresses the topic and task. • is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details. • displays unity, progression, and coherence. • displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, though it may have minor lexical or grammatical errors.
4	<ul style="list-style-type: none"> • An essay at this level largely accomplishes all of the following: • addresses the topic and task well, though some points may not be fully elaborated. • is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and details. • displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections. • displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning.
3	<ul style="list-style-type: none"> • An essay at this level is marked by one or more of the following: • Addresses the topic and task using somewhat developed explanations, exemplifications, and/or details. • displays unity, progression, and coherence, though connection of ideas may be occasionally obscured. • may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning. • may display accurate but limited range of syntactic structures and vocabulary.
2	<ul style="list-style-type: none"> • An essay at this level may reveal one or more of the following weaknesses: • limited development in response to the topic and task • inadequate organization or connection of ideas. • inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task. • a noticeably inappropriate choice of words or word forms. • an accumulation of errors in sentence structure and usage.
1	<ul style="list-style-type: none"> • An essay at this level is seriously flawed by the following weaknesses: • serious disorganization, underdevelopment of ideas, little to no attention paid to detail. • topic and choice irrelevance and inattention to word or word forms. • serious and frequent errors in sentence structure. • serious and frequent errors in sentence usage.
0	Did not write on the topic assigned or copied words from the topic.
NR	Did not write the essay.

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See the following list for particulars:

Pg. 4: Image of San Francisco skyline: <http://1.bp.blogspot.com/-fkcGmPmJxqA/UkXG0aPyVhI/AAAAAAAAAOM/A7PqkocXIk/s1600/27:9-2.jpg>

Pg. 9: Activity Icon Key:

Reading icon: <http://www.webace.org/images/icons/guide.png>

Writing icon: https://openclipart.org/image/2400px/svg_to_png/4219/ernes-mano-con-penna-hand-and-pen.png

Speaking icon: <http://www.freepik.com/free-photos-vectors/speaking-icon>

Listening icon: http://www.ipassielts.com/images/main/icon_listening_st.png

Interpersonal icon: <http://images.clipartpanda.com/talk-clipart-clip-art-illustration-of-orange-people-talking-chit-chat-conversation-speech-royalty-free.jpg>

Group discussion icon: <http://www.slipstick.com/images/2011/outlook-2010/conversation-group-icon-110x110.jpg>

Debate icon: <http://www.upesci.in/tpl/img/events/debate1.png>

Internet research icon: <http://www.traversient.com/wp-content/uploads/2011/08/icon256.png>

Role-play icon: <http://images.clipartpanda.com/movie-clipart-movie-clip-art-12.jpg>

Intrapersonal icon: <https://s-media-cache-ak0.pinimg.com/236x/35/7a/be/357abe0ecdd8137c6257798002d130b1.jpg>

Logical-mathematical icon: http://www.systemsbiology.emory.edu/_multimedia/images/pages/core-comp-math-icon.jpg

Musical icon: http://lh4.ggpht.com/-mJOYZyioy6k/U0qezYmoOEI/AAAAAAAAAKtM/3_3_H_tipgY/music.png?imgmax=800

Visual/spatial icon:

<https://lh6.ggpht.com/tzpqhsBG3jOggcPP6sPpsw8Y06Uc27QM1xhPv1WAbn2y23mNoEv8BzA8ASX4nNiLYEY>

Naturalistic icon: http://cdn.onlinewebfonts.com/svg/img_325217.png

Bodily/kinesesthetic icon: https://image.freepik.com/free-icon/person-running_318-29475.jpg

Verbal linguistic icon: <https://cdn2.iconfinder.com/data/icons/advertisement-marketing/512/dialog-512.png>

Pg. 11: San Francisco: <https://www.roulezmagazine.com/wp-content/uploads/2015/10/Skyline-San-Francisco-at-Dusk.jpg-1078x516.jpg>

Pg. 12: San Francisco 1848 illustration:

https://upload.wikimedia.org/wikipedia/commons/3/3f/CF1850_SAN_FRANCISCO_IN_NOVEMBER_1849.jpg

Pg. 12: cable car image:

http://mediad.publicbroadcasting.net/p/kalw/files/styles/medium/public/201208/cable_car.jpg

Pg. 13: newspaper image of earthquake: <http://static.ijreview.com/wp-content/uploads/2015/01/cincinnati-post-newspaper-0419-1906-san-francisco-earthquake.png>

Pg. 13: Castro image: https://hd1n2hd4y-res.cloudinary.com/image/upload/c_scale,w_800/post-63998.png

Pg. 14: chart of tech businesses in SF:

http://www.business.com/images/content/559/ac4963287b1ae0c8b4567/San_Francisco_Startups.668by378.png

Pg. 17: Who is San Francisco chart: http://my.paragon-re.com/Docs/General/SixtyFortyImages/SF_Language.jpg

Pg. 18: Districts of San Francisco Map: http://www.sfhomeblog.com/wp-content/uploads/2015/07/SF_Districts_color_neighborhoods-2012.jpg

Pg. 19: Palace of Fine Arts:

https://41.media.tumblr.com/b48ee227dbb1d311fb913c0530fdce0e/tumblr_inline_o4dd9fFY161tt9zyt_540.jpg

Pg. 21: Western Addition: https://josianebravo.files.wordpress.com/2015/06/san-francisco-haight-ashbury-1_0.jpg

Pg. 22: Park Merced map: <http://www.socketsite.com/wp-content/uploads/2010/05/Parkmerced-Map.jpg>

Pg. 23: Mission: <http://www.exploresanfrancisco.biz/images/slide2.jpg>

Pg. 27, 34: Bus: <http://www.thesfnews.com/wp-content/uploads/2012/11/SF-Muni-bus.jpg>

Pg. 27, 34: Historic Streetcar: © Gregory Russell Sugajski

Pg. 27, 34: Cable Car: http://media1.fdncoms.com/sfexaminer/imager/muni-has-changed-its-story-about-a-cable-car-collision-saying-now-that-the/u/original/2314176/cable_car_2.jpg

Pg. 27, 34: Light Rail: <https://s-media-cache-ak0.pinimg.com/736x/45/be/cc/45becc7231f0a55e2bc9364f69023e1d.jpg>

Pg. 28, 34: BART: http://i.kinja-img.com/gawker-media/image/upload/t_original/772947448425524655.jpg

Pg. 29: Cable car routes map: http://s3-media1.fl.yelpcdn.com/bphoto/R2EgGiEERV1_nSkU8_wpSA/o.jpg

Pg. 30: Reflection activity: <http://ssrv.wallpapersten.com/media/tn3/1/girl-touching-the-water-31998.jpg>

Pg. 39: Ferry Building: http://ww2.kqed.org/bayareabites/wp-content/uploads/sites/24/2014/12/edible_excursions.jpg

Pg. 40: J-Church line map: http://archives.sfmta.com/cms/mtep/images/TTRP_Map.png

Pg. 41: Stand on the right: <http://www.australiantimes.co.uk/wp-content/uploads/2011/09/stand-on-the-right-410x294.jpg>

Pg. 44: Exact change: <http://www.alameda.ca.lwvnet.org/images2/moneychange.jpg>

Pg. 44: Platform: © 2016 Gregory Russell Sugajski

Pg. 44: Vests: <http://moderntailoring.com/wp-content/uploads/2015/04/ww.jpg>

Pg. 44: Safety: <http://worldartsme.com/images/moving-animated-safety-clipart-1.jpg>

Pg. 44: Considerate: https://www.sfmta.com/sites/default/files/landinglist/130318_156_Hybrid_Web.jpg

Pg. 44: Alert: http://skift.com/wp-content/uploads/2015/10/4575707721_66cd1ee62c_o.jpg

Pg. 44: Crowded: © 2016 Gregory Russell Sugajski

Pg. 44: Seat: <http://media.baycitizen.org/interactive/3-11/bart-seat/Muni.jpg>

Pg. 47:
<https://www.google.com/maps/dir/2130+Fulton+St,+San+Francisco,+CA+94117/AT%26T+Park,+Willie+Mays+Plaza,+San+Francisco,+CA/@37.7800517,-122.4367701,14z/am=t/data=!4m1!4m1!1m5!1m1!1s0x8085874c7aef1b37:0xee263642436feb44!2m2!1d-122.4503602!2d37.7765871!1m5!1m1!1s0x808f7fd770b93dfd:0xce4f29ed1da6117a!2m2!1d-122.3892698!2d37.7785951!2m2!7e2!8j1460116200!3e3>

Pg. 53:
<https://www.google.com/maps/dir/2130+Fulton+St,+San+Francisco,+CA+94117/AT%26T+Park,+Willie+Mays+Plaza,+San+Francisco,+CA/@37.7800148,-122.4367705,14z/data=!4m1!4m1!1m5!1m1!1s0x8085874c7aef1b37:0xee263642436feb44!2m2!1d-122.4503602!2d37.7765871!1m5!1m1!1s0x808f7fd770b93dfd:0xce4f29ed1da6117a!2m2!1d-122.3892698!2d37.7785951!2m2!7e2!8j1460116200!3e3>

Pg. 59: Giants logo: http://i.vimeocdn.com/video/100635543_1280x720.jpg

Pg. 59: A's logo:
https://upload.wikimedia.org/wikipedia/commons/thumb/6/63/Oakland_athl_primlogo.svg/768px-Oakland_athl_primlogo.svg.png

Pg. 59: Warriors logo: <http://www.sanfrancisco.com/sports/images/gswarriors-logo.gif>

Pg. 59: 49ers logo:
https://wallpaperscraft.com/image/san_francisco_49ers_football_logo_98915_3840x2400.jpg

Pg. 59 Raiders logo: http://img.auctiva.com/imgdata/1/7/3/6/3/8/webimg/687281689_o.jpg

Pg. 59: Sharks logo:
<https://upload.wikimedia.org/wikipedia/en/thumb/3/37/SanJoseSharksLogo.svg/1258px-SanJoseSharksLogo.svg.png>

Pg. 59: Quakes logo: <http://www.logo-world.net/wp-content/uploads/Etats-Unis/MLS/San-Jose-Earthquakes-2014-1910.png>

Pg. 61: Helmet graphic: http://share.upmc.com/wp-content/uploads/2014/03/CHP411164_BikeSafetyGraphic_FINAL.jpg

Pg. 62: Footprints graphic: http://blog.cleveland.com/health/2008/04/large_04292008_footgraphic.jpg

Pg. 62: Shoe graphic: <http://ultrafootwear.elitesite.net/wp-content/uploads/2013/11/gender-specific.jpg>

Pg. 68: UV Index chart: http://www.weathergamut.com/wp-content/uploads/2013/07/UV_Index.jpg

Pg. 77: Conservatory of flowers: <http://1.bp.blogspot.com/-b26TdvGmuGI/Tr4Ij30K-VI/AAAAAAAAABhU/AFaVjbFpR7E/s1600/Golden+Gate+Park+San+Francisco.jpg>

Pg. 78: Golden Gate Park map: http://www.sfinbloom.com/MapArt/images/goldengateparkmap_crop.gif

Pg. 78: Botanical gardens:
<https://media.licdn.com/media/AEEAAQAAAAAAAY3AAAAJGNjYjI1Njc2LTQ0MzctNGQ4MS1hYTlhLTJhYzYzMwMGJjNjYQ.png>

Pg. 79: de Young Museum: <http://4.bp.blogspot.com/-fmz64aOC45A/UKokfPRy2tI/AAAAAAAAAr0/BLDtrSZvh5o/s1600/de+young+museum.jpg>

Vocabulary Flashcards

Pg. 83: Park Ranger:
http://40.media.tumblr.com/aa95f240b41cf1b8b4ab3a739dd1890e/tumblr_n0h4ytybd01tr34yto1_500.jpg

Pg. 83: Hydrated: <http://uniondaily.net/Images/News/78015338-11032015.JPG>

Pg. 83: After Hours: http://pictures.depop.com/b0/1864840/227063371_kM3f5SicK9/P0.jpg

Pg. 83: Suspicious-looking: <http://www.uwo.ca/police/img/SuspiciousPerson%20cartoon.jpg>

Pg. 83: Unattended:
https://laminating.blackanddecker.com/media/catalog/product/cache/1/image/9df78eab33525d08d6e5fb8d27136e95/b/u/business_donotvaluables_traditional_base_5.png

Pg. 83: Valuables: <https://s-media-cache-ak0.pinimg.com/236x/d4/69/7f/d4697f3c3443fc3e736a1a4f896ad51e.jpg>

Pg. 83: Restricted Area: <http://www.safetysign.com/images/catlog/product/large/K4597.png>

Pg. 83: Out of Sight: http://www.e-reading.club/illustrations/1010/1010593-_7.jpg

Pg. 83: Surroundings: http://www.sandiegocounty.gov/content/sdc/sdcfa/prevention/defensible-space/_jcr_content/par/image.img.jpg/1428082534392.jpg

Pg. 83: Remote: http://media.mnn.com/assets/images/2012/04/remote.jpg.560x0_q80_crop-smart.jpg

Pg. 85: Tenderloin map: http://www.themakeupshow.com/the-makeup-show-blog/wp-content/uploads/2015/08/Tenderloin_SF.png

Pg. 86: Uber/Lyft graphic: <https://www.casact.org/community/affiliates/sccac/1214/SharingEconomy-2014.pdf>

Pg. 87: SF High Crime Areas map: http://1.bp.blogspot.com/-LNj2YUxuGLc/UX3WydswMI/AAAAAAAAABgI/zQaklmKh_qI/s1600/SF_crime2.jpg

Pg. 91: Bike route sign: http://www.pd4pic.com/images250_/sign-outline-symbol-signs-route-bike-road-street.png

Pg. 91: Dead end sign: http://st.depositphotos.com/1005979/2184/i/110/depositphotos_21848229-Dead-End-Yellow-Warning-Road-Sign-Closed-No-Exit.jpg

Pg. 91: Wheelchair sign: <http://www.78actu.fr/files/2015/12/panneau-accs-handicap.jpg>

Pg. 91: Stop sign: <https://classconnection.s3.amazonaws.com/978/flashcards/4101978/jpg/sales-negotiations-1420172D659343EBAE5.jpg>

Pg. 93: Cupid's Span: http://www.sanfrancisco.travel/sites/sftraveldev.prod.acquia-sites.com/files/field/image/sft_banner_article_cupidspan.jpg

Pg. 94: Dating cartoon: http://si.wsj.net/public/resources/images/BN-GV046_DATING_12H_20150205131246.jpg

Pg. 95: On their Own map: <https://s-media-cache-ak0.pinimg.com/236x/56/e8/28/56e828036fbc03c296f5498f5ee42074.jpg>

Pg. 101: BART image:
http://cdn.thebolditalic.com/paperclip/articles/5945/rect_images/original/BART_night_2800.jpg?1412104539

Pg. 102: Late night BART schedule:
<https://upload.wikimedia.org/wikipedia/commons/thumb/9/91/BARTMapNight.svg/2300px-BARTMapNight.svg.png>

Pg. 103: Lanyard image: <https://s-media-cache-ak0.pinimg.com/736x/51/59/64/515964c20732b59a68a98f7d25a845ab.jpg>