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# An Intensive ESL Camp Curriculum and Excursion Activities for International High School Graduated / College Students

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University of San Francisco

**An Intensive ESL Camp Curriculum and Excursion Activities for  
International High School Graduated / College 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  
Ying Chen  
May 2018

**An Intensive ESL Camp Curriculum and Excursion Activities for  
International High School Graduated / College Students**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

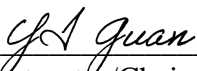
TEACHING ENGLISH AS A SECOND LANGUAGE

by  
Ying Chen  
May 2018

UNIVERSITY OF SAN FRANCISCO

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

Approved:

  
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Instructor/Chairperson

05/04/2018  
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Date

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Date

## TABLE OF CONTENTS

	Page
Acknowledgements.....	iv
Abstract.....	v
Chapter I – Introduction.....	1
Statement of the Problem.....	1
Purpose of the Project.....	4
Theoretical Framework.....	6
Significance of the Project.....	9
Definition of Terms.....	11
Chapter II – Review of the Literature.....	13
Introduction.....	13
Theme #1.....	15
Theme #2.....	17
Theme #3.....	20
Theme #4.....	22
Summary.....	25
Chapter III – The Project and Its Development.....	28
Brief Description of the Project.....	28
Development of the Project.....	30
The Project.....	31
Chapter IV – Conclusions and Recommendations.....	32
Conclusions.....	32
Recommendations.....	34
References.....	36
Appendixes.....	40

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## ABSTRACT

There are many factors for students' poor command of English among international students in the native language institutions. One of the factors is the students' negative attitude and low motivation in English learning. Another aspect to lower students' English learning motivation is the inappropriate use of the learning materials. Moreover, learners still lack a chance to immerse in the real language environment and the authentic cultural background to improve their comprehensively intercultural and communicative competence. For the sake that the second language instruction provided in regular schools is limited in time, many students even do not have enough time to learn and interact in the language. In addition, the students still learn English with the outdated teaching and learning strategies so that they are very afraid of opening their mouths and hearts to communicate with their peers and ask for help from the tutors.

This field project took advantage of the sources and theories from the study and practical applications of the intensive ESL camp programs to build a set of curricula and excursion activities which include the cultural assets of learners on a daily basis in the authentic and intercultural environments. International students have the demand for immersive and short-term language programs and this field project contributes to be compatible with their needs. Intercultural communicative competence is an important facilitating factor in the acquisition of second language. The materials, curriculum, exercises and excursion activities in the project can help international ESL students develop their English proficiency and intercultural communicative abilities. This project can also fill the scarce knowledge currently on the topic of ESL extensive classroom and activities. The teachers and curriculum developers can utilize this project as a kind of reference to organize their language teaching in ESL camp and guide their camp activities' design and curriculum development.

## CHAPTER I

### INTRODUCTION

#### **Statement of the Problem**

“Now, let’s welcome Cindy!” I said enthusiastically. Following my lead, the whole class tuned their eyes to the young girl I was referring to. Cindy, clutching her wrinkled speech draft, looked reluctant to go to the front of the classroom. Suddenly, the air in the classroom seemed to freeze. It was silent and still. Both the teacher and the students in the class felt really awkward.

The above is but not only one situation I encounter in my English teaching career, which has brought me much happiness and satisfaction; but at the same time, I realized many English as a foreign language (EFL) students like Cindy often lack confidence, study motivation, and interest in English language learning. They never have the chance to experience a real and vivid language learning environment. Many teachers and students still teach and study language with the stale teaching & learning approach.

Reflecting on my professional journey in mainland China, Hongkong and Taiwan, I found one of the obstacles that prevented my students from becoming more proficient in using their second language are the negative attitude and low motivation in English learning. Language learning is a very complicated process that is influenced by many factors. Some of those factors include motivation, attitude and interests ---- are the direct and the most key factors to English learning. Kong (2009) asserted that the behavior of English learners is dominated by cognition, in other words, the learners have a desire in which is a drive to persist in English learning. One of the most important factors of achieving the success of language learning is motivation (Dornyei, 1994). Young international students are all very active in mind and curious about the world. They are not satisfied with thousands of same patterns and tunes in the traditional English

classroom. The “Teacher speaking and Students listening” method, outdated learning strategies, repeating memorizing vocabularies and sentences all dampen the students' enthusiasm for learning. Therefore, as teachers, we should know the psychological theory and create the diversities of English learning styles inside and outside the classroom in order to encourage and enhance the English learning for students.

Another aspect to lower students' English learning motivation is the inappropriate learning materials. Linguist Stephen Krashen is famous for coming up with the input hypothesis of second language acquisition. In this context, the titular “input” stands for the language curriculum. Krashen (1987) asserted that teaching at any level of difficulty is necessary but not sufficient. The input received by a learner should be comprehensible. That is to say the language curriculum and materials must reach learners at their own level and challenge them with tasks and activities, and should be one level beyond their current stage. However, most of my EFL students respond that the materials they use in and after classes make them feel out of reach. I find that the students in my classes would often feel “shut down” and have trouble engaging with the ESL lessons. They try hard to comprehend and understand the meanings between lines in the textbooks or what the teacher said. However, they have no idea about how to progress the class activities and tasks. Because of that, the students divert and lose patience from the class gradually. To ensure that students feel motivated to learn, it is important to make sure that they feel like they can progress to the next level of learning and try to provide them with various types of comprehensible input including auditory, visual, sensory, verbal and nonverbal in nature or a little beyond the level of the learner (Ismail & Tahir, 2011).

In addition, the Chinese EFL teachers' insufficiency in comprehending the second language learning mechanism make them find hard to create the perfect real-life situations for the students.



For lack of sufficient English pragmatic know-how, the teachers are not so sure about the scenes they create for students are closely related to the real ones that native speakers encounter. Pèrez (2004) claims that it's a major factor for second-language acquisition that the learners have opportunity to communicate in authentic situations and settings. Cohen, (1998); Cai, (2005) also states that the target language is better acquired by ESL learners if the learners have chance to immerse in the target language environment, which we call immersion teaching methodology. Littlewood (1995) encourages EFL learners to get access to situations where they are able to use the language as a "natural means of communication". My English teaching experience makes me believe that the best teaching model is to get my students involved in real life language learning environment. To implement this method, I realize that the teaching material created and the learning environment should be authentic. Nevertheless, due to the long distance from the target language environment, both my students and I, as a teacher, still lack a chance to immerse in the real language environment and need more improvement regarding the real English cultural background.

The proper learning and teaching strategies plays the pivotal roles in successful ESL acquisition. White (1989) pointed out that it is very important for learners to develop a regular habit of learning style which will make learners focus more on communicative approach so that the learners can be encouraged to use the language as much as possible. Unfortunately, many international ESL students only can experience panic and stress in classes. The exam and performance-based teaching approach impose the great pressures on students so that they are very afraid of opening their mouths and hearts to communicate with their peers and ask for help from the tutors. Silence, tension, and freeze are the traditional ESL classroom normality. Learning - weary, learning - fear become the serious problems of English learning. Such less

stressed teaching methodology can be gained through intensive English Camp or the enrichment programs. All these years, I have practiced creating the real language environment, the more communicative teaching and learning styles, and the authentic materials for my intermediate to advanced level students, while tried to maximize its effects in my English teaching. One of the best ways for this is to develop the summer/winter intensive ESL camp for international students. There are amounts of scattered resources. However, they are not organized or classified as a systematic curriculum, excursion activities or guidebook for international ELLs (English Language Learners). As more and more international ELLs come to the US to take part in the short term intense ESL camp programs, there are many ESL teachers who become overwhelmed in organizing or teaching in this language camps and receive hardly any support. They are often stressed, have no previous experience, and are not able to best serve the students effectively.

To conclude, the obstacles that prevent the students from becoming more proficient in using their second language are the negative attitude, low motivation and interests in English learning. Moreover, they still lack a chance to immerse in the real language environment to improve their comprehensive pragmatic competence. In addition, the students still learn English with the outdated teaching and learning strategies. As a teacher, I really wanted to inspire my students and make them be closer to the fantastic English language and culture.

### **Purpose of the Project**

The purpose of this project is for intensive ESL camp teachers to familiarize international high school graduated/college students with ESL intense courses and excursion activities with the practices and cultural conventions that shape students' English proficiency and acculturation in US short-term language camp program. In short, the project initiates these students into a US cultural discourse community. Ismail & Tahir (2011) points out clearly from both the course

objectives and description that the students obtain the skills through the language camp program which not only about the language skills but also the incorporative soft skills, for example, communication, critical thinking, problem solving ability, team work, information management and assessment, entrepreneurial skills, ethics and professionalism, and leadership. As such descriptions above, the purposes of our ESL camp program are training the students with necessary skills so that they are capable to communicate in English fluently, learn how to do the team work, cultivate their leadership qualities, develop the sense of self-belongings, assume responsibilities, and enlighten creativity and logical thinking skills. The two weeks' courses, comprising indoor and outdoor; controlled and partially controlled activities, polish the learners' communicative capability which plays the pivot role in achieving success in students' command of the language. The learners will also be immersed in authentic English communicative environments. The intense language courses and extensive excursion activities are also designed to be interesting and motivated stimulating. They will encourage learners to participate the cooperative work which leads them to assume responsibilities for their own progress.

The project takes the form of a guidebook including a partial syllabus for students and teachers. The guidebook will collect and classify the authentic and meaningful materials into the chapters which will be themed based. Each chapter consists of tasks and exercises for listening, speaking, reading, and writing. Each of these parts will have pre, while, and post exercises. These chapters will be supplemented by project tasks and learning modality activating exercises. Additionally, after every chapter, the acculturating excursion activities will be designed for the students to scaffold and support the intense ESL courses. In short, this project will create the systematic curriculum about the intense ESL courses for language camp adapting to the international students' needs and helping align the ESL teachers in the program around using

similar scaffolds for tutoring students. The guidebook will also incorporate the partial syllabus which will provide ESL instructors with a loose chronological framework for progressing through the various intense language camp courses' and activities' schedules until the project is completed.

### **Theoretical Framework**

The theoretical foundations for my field project are: Krashen's affective filter hypothesis and input hypothesis (i+1); communicative language teaching (CLT); intercultural communicative competence.

Dr. Krashen (1987) once came up with a language learning environment with a "low affective filter" where the learners learn the language in a non-threatening, relaxing and funny environment. By contrary, learners feel uncomfortable, stressed and unconfident which will further result in a 'psychological barrier' to impede learners' language communication and acquisition (Littlewood, 1995). Chang and Shu (2000) once claimed that there must be a positive relationship between the learning environment and students' learning motivation while stating that a low pressured learning environment effectively improves the language outcomes, and boosts the learning spirit. This hypothesis theory guided me to create the low- pressure and high-effective language learning environment for ESL students.

The second theoretical framework for my project is input hypothesis. Krashen (1987) also encouraged providing various sufficient input for students which are auditory, visual, sensory, verbal and the input received by a student should be comprehensible. That is to say the language curriculum must reach students at their current level and challenge them with one level beyond their current stage. (i+1). This theory implies that ESL learning should provide students with a continuous and consistent exposure to the language being learned. These kinds of

comprehensible input should be carried through any language learning program. The enrichment part of a language curriculum should comprise the language input which encourages the target language's successful transfer and learning. Various authentic materials, activities and tasks which require learners' active participation are prepared and contextualized. (Ismail & Tahir, 2011). This framework inspired me as a teacher to engage students in the authentic materials and language environment in order to make their input to be more effective and comprehensible in the process of second language acquisition.

The third theoretical framework that guides my project is communicative language teaching (CLT). Applying the theoretical perspective of Communicative Approach, CLT aims broadly to make communicative competence the goal of language teaching (Larsen-Freeman, 1986). Littlewood (1995) also encouraged to create an environment where the teachers and the students are having access to situations wherein students are able to use the language as a "natural means of communication". In the research of Huang and Naerssen (1987) in China about the development of communicative competency showed clearly that students who were more successful in communication reported implementing functional practice strategies more frequently than the less successful ones. Those functional practice strategies and approaches in the study include speaking with other peers, having lectures and presentations, interacting with teachers & peer evaluation and group discussion. Therefore, Ismail & Tahir (2011) concluded that learning strategies have great influences on the proficiency of the students in learning a second language in a more natural and less informal learning sessions. The CLT guided me to pay more attention to students' meaningful use of language and to innovate learning strategies for students to do more functional practice.

The fourth theoretical framework which gives my project inspiration is intercultural communicative competence. Wiseman (2002) defined intercultural communicative competence as "the knowledge, motivation and skills which are needed to interact effectively and appropriately with members of different cultures" (p. 208). It has become a currently and highly important kind of competence after the dominant linguistic competence and communicative competence. Byram (1997) developed the principles to encourage teachers to improve students' intercultural communicative competence (ICC) in foreign language teaching and he also believed that language teachers should pay more attention not only to train students to communicate without mistakes but also to expose them to the open communication and develop their intercultural awareness, while taking account the culture, values, and behaviors of others. I will utilize these principles of ICC in my field project development for international and multicultural ESL classrooms.

The language acquisition theories and principles in language teaching described in this section have each played a vital role in the construction of this project. The first theory, affective filter hypothesis, helped to determine and place a great emphasis upon the relationship between motivation and learning. The second theory, input hypothesis can inspire teachers to choose the appropriate activities and materials for the learners. The third theory, CLT, allowed for the more practical aspects of the project to come to fruition by placing notable emphasis upon the communicative learning strategies in order for the language learner to best succeed. And the final theory, intercultural communicative competence, reminds all teachers and students of the pivot importance of acculturation and intercultural awareness.

### **Significance of the Project**

Upon completing the ESL camp program with the help of the guidebook, students will improve their English proficiency in a natural and authentic language situation which they are unable to obtain in Chinese classroom. The camp program is full of language enrichment tasks and extensive excursion activities using arts, music and adventured tours and interesting games. The activities in the camp are divided into indoor activities and outdoor activities. Indoor activities are planned for about a week, where activities concentrate more on refreshing and enhancing four language skills which are listening, speaking, reading and writing. All activities are designed to be like team or group work. At the same time, the students can also be exposed to a more authentic and challenging environment for English learning such as in a natural or a cultural scenery spot for their outdoor activities. For nearly two weeks, students gradually improve not only their language skills but also those soft skills they may need in their daily life. It is during this camp where the learners' communicative competencies and language proficiency are improved, enhanced, and polished. All activities are task-based and group-based and well manifest the soft skill properties. The authentic materials will provide the students with abundant resources for ESL learning and culture sharing. And the acculturating excursion activities designed for the camp will help students better immerse in the authentic language environment and broaden their multi-culture views.

The project will also provide many benefits to ESL instructors in the language camp programs. The comprehensive guidebook will help ESL teachers/educational consultants feel better prepared to support the international ESL students. Such programs and courses will assist our teachers to support their students for improving their English proficiency and the first hand data gathered on its impact can become the guidance for further evaluation and assessment of the

language camp. The systematic series of curricula and the activities' schedule will benefit the teachers as a completion towards preparing and supporting them as more professional future ESL teachers and educators. The scope and sequence will be used to guide instruction and provide a trajectory for ESL language camp. Data from assessments can be used to inform instruction and show the teachers the students' growth through the ESL camps. Aside from this, our guidebook may also provide ESL camp teachers with series of teaching materials as reference.

To conclude, the materials, curriculum, exercises and excursion activities in the project can help international ESL students develop their English proficiency and communicative abilities. The teachers in the ESL camp can use the guidebook as a kind of teaching reference to organize their language teaching and enhance their students' progress.



### Definition of Terms

**Affective filter:** A metaphorical filter that is caused by a student's negative emotions, which reduce the student's ability to understand the language spoken to them (Larsen-Freeman, 1986).

**Authentic learning materials:** Authentic materials are those materials that people use in their everyday life, and teachers may use these materials for educational purposes. Authentic materials can help students learn more about outside world (Ianiro, 2007).

**Communicative approach:** An approach to language teaching that makes learning to communicate central (Larsen-Freeman, 1986).

**Communicative language teaching:** This concept is also known as the communicative approach. It is a widely accepted approach and serves as an umbrella term for a number of methods: task-based learning, community language learning, content-based instruction and, to a lesser degree, Total Physical Response (Byram, 2000). The emphasis is on teaching through meaningful interactive tasks in an attempt to promote authentic communication in the target language. Language is often presented in classroom activities regarding functions rather than grammatical categories.

**Comprehensible input:** Language that is understood by students. The teacher ensures that she or he is understood by using pictures, gestures, and occasional words in the students' native language (Larsen-Freeman, 1986).

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

**EFL:** There are some English learners who do not speak English as their mother tongue and they are not living in an English-speaking country (Dictionary.com, 2016).

**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).

**Input hypothesis:** according to the hypothesis, we acquire a language when we understand the language, that includes the structures whose complexity are a little above our current linguistic level (Krashen, 1982).

**Intercultural communicative competence (ICC):** ICC is the ability of individuals to interact with people from another country and culture in a foreign language (Byram, 1997). Byram's model of ICC is based on the interrelationship of three factors: skills, knowledge, and attitudes. Also, an individual's ICC develops through the acquisition of four related competencies: linguistic, sociolinguistic, discourse, and intercultural.

**i+1:** It refers to the language or conversations that contain the structures that are beyond our current language level (Krashen, 1982).

**Learning strategies:** 'The techniques or devices which a learner may use to acquire knowledge' (Rubin 1975:43).

**Scaffolding:** Language support provided by a teacher, which enables learners to communicate something they could not do otherwise, e.g. building a complete utterance together with the students (Larsen-Freeman, 1986).

**Systematic syllabus:** A syllabus comprising linguistic units: grammar structures, vocabulary items, functions, etc. It is the learner's responsibility to synthesize the linguistic units for the purpose of communication (Wilkins, 1976).

**Task:** An activity, with a clear outcome, in which learners communicate meaningfully (Larsen-Freeman, 1986).

## CHAPTER II

### REVIEW OF THE LITERATURE

#### **Overview**

As an ESL teacher, the alarming poor command of English among international students in the native language institutions today causes my attention. According to my experience of language teaching and my classroom observation, I conclude many factors for students' failure. One of the factors is the students' negative attitude and low motivation in English learning. Another aspect to lower students' English learning motivation is the inappropriate use of the learning materials. Moreover, learners still lack a chance to immerse in the real language environment and the authentic cultural background to improve their comprehensively intercultural and communicative competence. Stern (1985) stated that in many countries in the world, the second language instruction provided in regular schools is limited in time. Many students even do not have enough time to learn and interact in the language. As a result, it is not unusual for families which have awareness of the limitations of language instruction and the advantages of proficiency in foreign languages to seek to supply their children's second language education by enrolling them on extracurricular immersion programs (Tragant, E ( 1 ), Serrano, R ( 1 ), & Llanes, ( 2 ), 2017). In addition, the students still learn English with the outdated teaching and learning strategies. The exam and performance-based teaching approach impose the great pressures on students so that they are very afraid of opening their mouths and hearts to communicate with their peers and ask for help from the tutors. Silence, tension, and freeze are regularly seen in the traditional ESL classroom.

To overcome the problem, many language schools and ESL teachers has implemented several solutions and strategies to improve learners' performance in English and to enhance

English use. One of the strategies is English-In-Camp (EIC) for international students. It is introduced as an enrichment program and is seen as an effective strategy of proactive learning to successfully enhance participants' speaking, reading, writing and listening. However, there is not many organized or classified systematic curriculum, excursion activities or guidebook for international ELLs (English Language Learners). As more and more international ELLs take part in the short-term intensive ESL camp programs, the New York Times recently reported that nearly 75% of American summer camps have foreign nationals attending their activities, there are many ESL teachers who become overwhelmed in organizing or teaching in this language camps and receive hardly any support. They are often stressed, have no previous experience, and are not able to best serve the students effectively.

### **Review of the Literature**

The theoretical foundations for my field project take the structures from Dr. Krashen's affective filter hypothesis and input hypothesis, also the theory of intercultural communicative competence. From these points of view, the short-term intensive language program, for example, the English Camp is regarded as a unique strategy to provide a wealth of language learning input inside and outside classroom situations, which emphasizes the elements of learning English in a more natural and authentic environment and empowers the students to interact effectively within a more intercultural and communicative background.

The literature review concentrates on themes about the nexus of motivation, environment, contents, intercultural communicative competence, learning and teaching strategies and language acquisition. Firstly, a review of affective filter in the ESL classroom will discuss about the relation between Dr. Krashen's affective filter hypothesis and ESL acquisition which has far-reaching impacts on students' anxiety, learning motivation and attitudes in the process of English

learning. The research conducted by Mayes (n.d.) (2003) expounds the importance of affective filter in English learning and shows the intrinsic/ extrinsic motivation and some personal factors that influence motivation. Furthermore, the researcher suggested several effective ways to motivate students in English learning. A survey research about the English camp program in Malaysia by Ismail & Tahir (2011) shows how the intensive camp program can lower affective filter in second language acquisition, and some recommendations for teachers to boost students' interests and improve the learning effectiveness. Secondly, Chao (2013) talked about the characteristics of input hypothesis and the implementation of the hypothesis on the development and use of the ESL learning materials. A study conducted by Wu (2010) discusses about teaching of listening and speaking of College English by applying input hypothesis. The researcher found that the input hypothesis inspired the language teachers to develop and use more effective input contents and create more communicative environment for learners. Thirdly, the theory of intercultural communicative competence was highlighted. The connection between language and culture was explored from the perspective of the intercultural and social meaning of communication. A study of Hismanoglu (2011) exploring language proficiency, cultural experience and intercultural communicative competence was introduced and analyzed. Finally, some applications and practices for intensive ESL camp programs were presented as the vivid examples to take on the contemporary extensive ESL curricula in and out of the classroom.

### **The Affective Filter in ESL Learning**

Dr. Krashen (1982) made a statement that high affective filter is an impediment to language learning or acquisition, which is caused by negative emotional ("affective") responses to the environment. It is a hypothesis of second-language acquisition theory, and also relative to educational psychology. According to the affective filter hypothesis, some kind of emotions, for

example, anxiety, self-doubt, and mere boredom may interfere with the process of second language acquisition. Those kinds of psychological emotions function as a filter between the speaker and the listener, which may reduce the language input of the listener. In a word, these negative emotions prevent efficient processing of the language input (Krashen, 2003).

In the research, Mayes (n.d.) (2003) asserted that ESL students need not only to acquire the language simply. They demand for more beyond the language classroom. The students may often be depressed by those certain affective filters, for example, they feel anxious, unconfident and low motivated. They may face difficulties in school which are usually caused by those negative emotional factors besides the problems about language acquisition. In this research, the researchers came up with three learners' profiles for instructors as references to design and create the learning environment for ESL learners, which may serve their needs better. The research also discussed the learning services rendered in a school in Langley, British Columbia. The researcher encouraged teachers to develop a harmonious relationship with the students and their parents to know more about the student's background. Another aspect is to provide the multiple strategies for ESL learners to help them overcome various affective factors which are unrelated to their learning problems but actually impact on their learning performance and language acquisition in the classroom. Those affective factors might be the emotional issues such as pressures, anxiety, low level interest, study burnout, trauma and lack of confidence. The researchers showed us the strong evidence that it's very important to support those ESL students, particularly those new and feel strange to the educational context and environment, those who may be experiencing the culture shock and 'psychological barrier'. As the teachers, we need to pay more attention to the students' emotional situations and discover how these will influence

their learning performance. This research provides teachers with multiple strategies for how to assess and meet the needs of struggling ESL students that extend from the traditional classroom.

Many researchers also found that some emotional issues show relevance to learning motivation. Oxford and Shearin (1996) identified six affective factors which influence motivation in language learning including attitudes, beliefs about self, goals, environmental support, involvement and personal attributes. Finocchiaro (1982) has concluded that the positive factors, for example, learners' and teachers' positive attitudes, the pleasant and safe environment which are interrelated to motivation should be sustained for successful transfer of language learning. According to the researches above, in the survey research about the English camp program in Malaysia, Ismail & Tahir (2011) believed that conducting an environment such as intensive ESL camp, which can drive the students to learn and to sustain students' interest in language learning will foster positive attitudes and motivate learning. Within this learning environment students are provided with activities which combine in-class activities with after-class ones. All activities are based on communicative, integrative, pleasant and non-threatening enthusiastic elements. Teachers should try to create the diversities of English learning styles inside and outside the classroom in order to encourage and enhance the English learning for students. This research gives other researchers a wide scope in assessment and evaluation of ESL camp activities and takes on the complete manipulation of mixed method research.

### **The Input Hypothesis for ESL Learning Contents and Environment**

The input hypothesis advanced by Dr. Krashen (1987) states that language learners tend to make progress when they comprehend language input that is slightly more advanced than their current level. This level of input is called "i+1", where "i" is the learner's current interlanguage level and "+1" is their next step of language acquisition. In other words, the learners are

supposed to be exposed to the language which should be a little bit beyond their current competence. It is better for learners to understand most of it, but they still have space to make progress.

In a study about the influence of Krashen's input hypothesis on teaching college English in China, the researcher explained the characteristics of input hypothesis and analyzed the implementation of the hypothesis on the development and use of the ESL learning materials. First, one of the necessary prerequisites of language acquisition is to understand the language input which must be incomprehensible. Second, the input material should be interesting and relevant to each other. Third, sufficient quantity of input by multiple readings, conversations and activities can provide for students with more opportunities and time to reach to a little bit advanced level of language acquisition (Chao, 2013). Not only should the input channels of the ESL training contents be expanded, but also the nature of the input materials should be improved. Chao (2013) also pointed out that ESL materials and contents should be authentic, comprehensible and diversified as much as possible so that it is beneficial to create an effective communicative process in order to increase learners' interest in ESL classroom. Gilmore (2007) described authenticity as the materials which are true to their nature. The prerequisite for authentic materials is that the level and difficulty of the ESL contents and materials should be understood by most of the learners. As for another aspect, the teachers are encouraged to adapt and develop various kinds of real life communicative contents. So it is necessary for teachers to diversify the input materials. In a word, the process of ESL acquisition should allow students to get access to a wide range of subject matters and the broad topic themes of life such as the intercultural topics and the valuable daily life themes. A wide range of activities encompassing the rich means of multimedia tools and network resources and other language materials can be



used as applications in ESL classroom or program. Furthermore, the input contents should take into account the cultural differences between the native language environment and target language environment. This study is a concrete application of Krashen's input hypothesis in language teaching in China. It gives teachers the inspiration for improving the language input to enhance students' second language proficiency although it only has mono description of theory application in classroom and lacks taking account the environment variables.

Wu (2010) conducted a study about teaching of listening and speaking of College English by applying input hypothesis and he found that the input hypothesis can inspire the language teachers to develop and use more effective input contents and create more communicative environment for learners. It also benefits the language learners in improving their second language acquisition as well as their language proficiency. Firstly, those comprehensible materials as input will generate learners' interest and motivation to learn. As a result, the learners may obtain a better understanding about the language input while acquiring the relative background information. Secondly, the successful output needs abundant input first. When the learners apprehend enough, they will imitate the input and create their own outcome. All in all, the effective input will more probably facilitate successful output. Thirdly, the learners improve not only their language skills by practice but also gain the pragmatically communicative skills integrated with culture knowledge. Finally, the comprehensible materials and authentic learning environment will benefit the improvement of the students' thinking and soft skills which help establish learners' confidence and train critical thinking. These thinking methods and soft skills prove to be pivot factors to cultivate their ability to use English in a well-rounded way. All in all, this research inspires and benefits both the language learners and the teachers. It is of great value in guiding the teachers and curriculum developers the direction and standard on materials

preparation, activities design and authentic environment creation.

### **Intercultural Communicative Competence for ESL Teachers and Learners**

Wiseman (2002) defined intercultural communicative competence as "the knowledge, motivation and skills which are needed to interact effectively and appropriately with members of different cultures" (p. 208). It has become a currently and highly important kind of competence after the dominant linguistic competence and communicative competence. Penbek, Yurdakul and Cerit (2009) found in their research that the students who were given the educational support by intercultural materials and international exchange language programs/courses would be more equipped with sufficient intercultural sensitivity to develop acculturation and respect with people from the other language culture. By contrary, Cetinavci, (2012) had the opinion that in case language learners were in the contexts like a non-English speaking country with sociocultural and educational situations such as little access to English, restricted communication needs, nonnative teachers, a different culture and very dominant examination systems, it should be hard for them to improve their intercultural communicative competence. Fitzgerald (2003) also asserted that English language curriculum needs to take account and promote the cultural awareness and values underlying target languages in order to cultivate ESL learners to be active observers and researchers of language and culture. He further encouraged ESL teachers to provide learners with a natural and authentic culture community of English language to immerse and study for their progress of intercultural communicative competence.

A study aiming at exploring how language proficiency, target culture experience are relative to intercultural communicative competence was conducted at European University of Lefke. The study adopted the methodology including a quantitative research in which 35 students at the English language teaching department participated. The participants joining in this study had

different language proficiencies ranging from the elementary level to the upper intermediate level. The researcher, Hismanoglu, interpreted the findings of the study and made some suggestions for language teachers to help the learners develop the intercultural communicative competence in ESL learning. In the first place, Hismanoglu (2011) indicated that the learners who get the higher language proficiency would be more capable of responding to and handling the communicative situations than the students with lower language proficiency. And then, the study revealed that the learners who had overseas immersion experience had the higher level of intercultural communicative competence than those learners who only studied in the native countries. Overseas immersion experience did help the participants in this study to develop their intercultural communicative competence. It can be concluded that it's better to provide the richer input for language learners in the target language learning environment than in their native language environment. Finally, intercultural communicative competence is a key factor to becoming a successful communicator in the target language. The ESL teachers and learners should realize that intercultural communicative competence as an important language skill which would best be commenced from the very beginning of ESL acquisition so that the learners would be more sensitive to those intercultural differences in languages and improve their intercultural communication competence for more successfully in communicating with native English speakers. Hismanoglu (2011) also made some suggestions for language teachers to foster the learners' intercultural communicative awareness. On one hand, the teachers should be active to create the authentically and interactively intercultural surroundings. Alptekin (2002) once stated that "successful bilinguals with intercultural insights and knowledge should serve as pedagogic models in English as an International Language rather than the monolingual native speaker" (p. 63). So the teachers should try to contrive the real scenes, for example, by having learners watch

videos of authentic interaction or feature films or observe the daily dialogues of native English speakers so as to make the learners become familiar with when and where successful communicators with intercultural insights and knowledge should perform what kind of actions of communication, and to whom. On the other hand, the language teacher should try to design tasks and activities for the learners in ESL classroom for providing them with the chance to practice a wider range of intercultural communicative competence basic skills which are necessary for learners to communicate in different intercultural circumstances. Learners are encouraged to immerse as real social roles in various speech events by series of activities such as role plays, simulation shows, cultural comparison and scene plays in ESL classroom. The language teacher should also incorporate more intercultural elements into activities, for example, cultural capsules, cultural problem solving, cultural assimilators, cultural discussion, ethnographic tasks, projects. All these activities and curriculum development can be considered as good practices to foster learners' intercultural communicative competence and to avoid pragmatic failure in the setting of English culture. This research established a research model for researchers in the field of second language acquisition by showing a full investigation using quantitative method to collect and analyze data, while exploring the relationship among language proficiency, target culture experience and intercultural communicative competence.

### **Application and Practices for Intensive ESL Camp**

White (1989) stated that it is very important to consider a habitual learning style which focuses more on communicative approach in order to promote learners to learn English. The research of Tragant, Serrano and Llanes (2017) about the short-term intensive language program further shows that intensive exposure to a foreign language for a short period of time leads to expedite the second language improvement among school-age learners, regardless of the degree

of formality of the program. Such kind of intensive exposure to language can be gained through English Camp or other enrichment programs. Active participation in language interaction can offer language learners the opportunity to practice what they have acquired in real scenes context. The intensive language curricula in target language surroundings can more likely provide broader scope and context for ESL learners to be able to experience greater verbal and cultural contact with each other and with English native speakers than what their teachers give them during the class time. Intensive language camps for adolescents or adults who would like to acquire a second or additional language and experience the authentic intercultural language environment have become a worldwide phenomenon. The short-term language camps are quite popular in the USA, Canada and Britain for languages such as English, French, German and Spanish. During the school holidays, more and more students from Asia or Europe who would like to learn English or other languages enjoy a lot from this kind of language camps (Hanewald, 2013).

In a survey research to evaluate the effectiveness of the English camp activities in Malaysia, Ismail & Tahir (2011) not only assessed the activities which were developed on the base of the course objectives but also examined the learners' benefits, their ESL improvement and the satisfaction level. This survey was implemented from May to June 2010. There were 73 students participating in this survey and giving a response rate of 64%. The findings of this survey fairly indicate that learners have positive attitudes towards this form of intensive ESL camp. The students obtained a lot in their language proficiency improvement and soft skills cultivation. The survey research also shows us some interesting notes from the participants. Some students had comments that they didn't want to extend the time of the language camp and they were really tired of the traditional paper base English examinations. The survey inspired ESL teachers to

sustain students' precious genuine interests and enthusiasm in learning English while creating continuous intensive programs combining with in-class and out-of-class activities which can help nurture learners' language proficiency and soft skills.

Another survey about a summer English immersion program was conducted by an English camp leader to assess how well the program assisted in language acquisition through writing. This summer camp began in 2003 and provided instruction by native English speakers for Thai college students. During the program, ESL students from Thai were exposed to the in-class instruction and out-of-class field experiences and immersed within an English-speaking environment. The survey about this camp program compared students' pre and post writing before and after camp and found there was a 116% increase (Rugasken & Harris, 2009). The results of the survey also indicated the immersion language program was successful not only in language acquisition but also in cultural understanding for all the campers.

A summer camp program was examined in the case study of Tragant, Serrano and Llanes (2017). The language camp was organized by a prestigious institution in the neighborhood of Barcelona, Spain and open for school aged students between 10 and 15 years old. In the three-week language summer camp, the instructor/camper ratio was 1:5. The camp required all instructors to address students in the camp in English at all times. The schedule of camp activities included: morning English lessons (2 hours 50 mins), afternoon sports, crafts, or adventure activities (3 hours), camp-wide evening activities (1 hour 30 mins) and camp announcements (usually around meal times). The camp instructors supervised all activities directly. Campers were organized into 7 to 14 learners each group according to their English proficiency and age. The whole camp was divided into 4 periods. The first period usually concentrated on the accumulation of grammar and vocabulary. Both the second and third periods

had a functional focus which emphasized the themes and topics such as games and songs, but with little attention to form. During the third period, students should prepare and work on an interactive project in groups, such as film-making project with the support from instructors. Students also used their space time to finish the semi-autonomous project, which was an ongoing activity, also the final goal throughout the camp. The project was aimed at involving students devising a simple plot, writing a short script, obtaining or making the props and costumes, and finally filming the scenes in the process of communication in English. Tragant, Serrano and Llanes (2017) stressed out at the end of this research that intensive language camp is beneficial for ESL improvement among school-age learners and can become a rich source of ESL learning motivation stimulation and a good supplement to the formal language education. This case study will contribute to fill the scanty knowledge currently on this topic. We can expect that the issues discussed in the research will be beneficial for teachers, researchers and curriculum developers to enlighten them the wider points of view and brand new perspectives in exploring the studies of ESL intensive camp alike.

### **Summary**

The first section of the literature review mainly discussed the role of the affective factor in ESL learning and the implication that the teachers should take account the emotional and psychological situations of learners and figure out how to improve their language learning performance. Some foundational researches are covered in this section including Mayes (n.d.)'s research about the relationship between emotional issues and learning motivation, the survey research about the English camp program in Malaysia by Ismail & Tahir showing how the intensive camp program can lower affective filter in second language acquisition, and some recommendations for teachers to boost students' interests and improve the learning effectiveness.

In the second section of this review of literature, there are two works mentioned on the topic of the input hypothesis for ESL learning contents and environment, including Chao's work which talks about the characteristics of input hypothesis and the implementation of the hypothesis on ESL learning materials development and use, a study conducted by Wu discussing about teaching of listening and speaking of College English by applying input hypothesis. The researcher found that the input hypothesis can inspire the language teachers to develop and use more effective input contents and create more communicative environment for learners.

The third section covered the literature on the theory of intercultural communicative competence for ESL teachers and learners, which highlighted the connection between language and culture and explored from the perspective of the intercultural and social meaning of communication. A study was introduced in this section, which is aiming at exploring how language proficiency, target culture experience are relative to intercultural communicative competence.

The final section presented some applications and practices for intensive ESL camp programs. The vivid examples of three English camps in Thailand, Malaysia and Spain take on the contemporary practice of extensive ESL program in and out of the classroom. The survey researches about these short-term intensive language programs further show that intensive exposure to a foreign language for a short period of time leads to expedite the second language improvement and nurture the intercultural communicative competence among language learners.

This field project will take advantage of the sources and theories from the study and practical applications of the intensive ESL camp programs to build a set of curricula and excursion activities which include the cultural assets of learners on a daily basis in the authentic and intercultural environments. International students have the demand for immersive and short-



term language programs and this field project will contribute to be compatible with their needs. Intercultural communicative competence is an important facilitating factor in the acquisition of second language. The materials, curriculum, exercises and excursion activities in the project can help international ESL students develop their English proficiency and intercultural communicative abilities. This project will also contribute to fill the scarce knowledge currently on the topic of ESL extensive classroom and activities. The teachers and curriculum developers can utilize this project as a kind of reference to organize their language teaching in ESL camp and guide their camp activities' design and curriculum development.

### **The Project**

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

## CHAPTER III

### THE PROJECT AND ITS DEVELOPMENT

#### **Description of the Project**

The intensive ESL camp project is to design a series of short-time (2 weeks) intense ESL lessons and diverse cultural activities combined with the colorful campus and excursion trips in Bay Area, north California for international high school graduated/college students who would like to enroll in our camps and fly to the US to improve their English skills, also get more knowledges about the US academic system and experience the real language and culture here during their school vacation in summer/winter. In addition to teaching students how to improve their language skills in the camp, this vacation project assists teachers in scaffolding instruction for ESL learners as they also teach them how to decode, interpret, answer and solve the problems in second language acquisition. The language training camp provides the international ESL learners with an immersing and real-life language learning environment with more international and intercultural backgrounds.

The project takes the form of a guidebook including a partial camp schedule syllabus for students and teachers. The guidebook collects and classifies the authentic and meaningful materials into the chapters which are themed based. Each chapter consists of tasks and exercises for listening, speaking, reading, and writing. These chapters are supplemented by project tasks and learning modality activating exercises. Additionally, after every chapter, the acculturating excursion activities are designed for the students to scaffold and support the intense ESL courses before. In short, this project creates the systematic curriculum about the intense ESL courses for language camp adapting to the international students' needs and helping align the ESL teachers in the program around using similar scaffolds for tutoring students. The project is organized in

three chapters and two extra camp excursions with contents based on nature, culture of humanities, academic and campus life, western table manners and sports, above of which are supplemented by a goodbye dinner party in the end of two-week camp. The development of communicative competence incorporating the target language cultural experience will be stick to the end of the camp program.

Chapter 1: “Hiking in Yosemite National Park” In this chapter, students will know about the introduction and background information of Yosemite; listen and speak about preparation for hiking in a US national park Read a passage about the waterfalls in Yosemite national park; learn strategies to read and write; have a hiking trip in Yosemite national park. At the end, students will write a passage to introduce spots and some tips for new camp hikers.

Chapter 2:”Visting Legion of Honor Museum” In this chapter, students will know about the introduction and background information of Legion of Honor museum; listen and speak about making the appointment to visit a US museum; read a passage about the collections in Legion of Honor and learn strategies to read and write; have a trip of visiting Legion of Honor museum. At the end of this chapter, students will write a passage to introduce Legion of Honor museum and the collections in it for new campers.

Chapter 3:”Walking in the USF Campus” In this chapter, students will know about the introduction and background information of University of San Francisco; listen and speak about academic and campus life in the US university; read a passage about the history of USF; learn strategies to read and write; have a trip of visiting USF . At the end of this chapter, students will write a passage to introduce the USF campus tour for new campers.

Extra excursions: NBA Basketball Game, Goodbye Dinner.

### **Development of the Project**

My English teaching career reflecting on my professional journey in mainland China, Hongkong and Taiwan, which has brought me much happiness and satisfaction; but at the same time, I realized many EFL (English as a foreign language) students often lack confidence, study motivation, and interest in English language learning. They never have the chance to experience a real and vivid language learning environment. Therefore, as a teacher I really want to create the diversities of English learning styles inside and outside the classroom in order to encourage and enhance the English learning for my students. After I had deep awareness of the limitations of traditional EFL instruction, I seek to supply my students' second language education by enrolling them on extracurricular immersion programs. I have been so interested in researching the new style extensive English classroom such as students' community English club after school and intensive English camp program. I once was the person in Charge in students' English Club at Xiamen Haicang School Affiliated to Beijing Normal University. I and my students planned and organized many activities for Eastern Day, Halloween, Thanksgiving Day and Christmas successfully, also CCTV English Talent Competition for high school students, English Reading Party and English Films Appreciation. My research paper "Love English, Love English Clubs- An Exploration of Effective Teaching Through Extracurricular Activities to Promote English Immersive Learning" was compiled into Teaching Papers Written by English Teachers in China. As all I know, the intensive language camp program can also extend the EFL/ESL classroom instruction for students effectively and gained favor from most teachers and students.

This field project is a very good opportunity for me to do my further research on English extensive classroom while starting my new trial on ESL extracurricular development. I compiled a series of materials and developed the systematic curricula in conducting the ESL camp

program. Firstly, I would like to collect and classify the original English materials for students of high school graduated/college students' level language proficiency. Then, I brought some facilities and arranged real communicative situation scenes with vivid US culture styles in the classroom, like the tour in local famous natural scenery spot, the visit to the art museum, US campus life, sports game and so on. I also selected real-life topics for students to practice and would offer them practical sentences and words often used in the designated situation. I have already gathered and organized many resources into an ESL camp guidebook including systematic curricula, teaching and learning schedules, excursion activities design.

My project obtained the great assistance from EFL teachers and students of Xiamen Haicang School Affiliated to Beijing Normal University. They offered me abundant effective information and help me collect the data about their perspectives towards ESL intensive camp program including camp duration, activities design, courses schedules and materials development which have the great value for me to contrive the complete program and create the clear scope and sequence and direction for my guidebook development.

The project will cooperate with a Language College in Bay Area and will initiate the camp in the summer vacation in July to August, 2018. I am going to join the camp as a language instructor, educational consultant, and classroom/camp observer then. I think that will be a good opportunity for me to do the further spot research and collect the complete first-hand data for assessment and evaluation of my field project. To conclude my project, I hope the summer camp not only will enhance students' English proficiency, introduce the relevant information about US culture, but also, the teachers will let students communicate, experience and share with each other in class. Moreover, our international students will be extremely motivated and the desired curricula objectives will be achieved successfully.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### **Conclusions**

On one hand, language and culture are like twins. Each of them links with another inextricably. The successful use of second language depends on the deep understanding and rich experiences of the target language culture. The worldwide acceptance about the intercultural competence and the communicative competence as the mainstream conception of language teaching and learning has guided the ESL teachers to search for more effective teaching styles and learning strategies as the powerful attribute of English language pedagogy (Lindsey, Nuri-Robins, & Terrell, 2009). On the other hand, there exists the profound relationship between the motivation, environment, contents and language acquisition. Dr. Krashen's affective filter hypothesis demonstrates that the learners' psychological status has the far-reaching impacts on students' anxiety, learning motivation and attitudes in the process of English learning. Dr. Krashen's input hypothesis also gives teachers the inspiration for improving the language input to enhance students' second language proficiency. This project provided examples of how to include culture schemata, create the immersing language environment and enrich interactive experiences in the lesson plans which are meant to activate students' motivation about second language cultures while lowering the learning filters to stimulate reflection on the aspects of culture, communication and language which profoundly affect students' attitudes, feelings, behaviors, and preferences.

There are many factors for students' poor command of English among international students in the native language institutions. One of the factors is the students' negative attitude and low motivation in English learning. Another aspect to lower students' English learning motivation is

the inappropriate use of the learning materials. Moreover, learners still lack a chance to immerse in the real language environment and the authentic cultural background to improve their comprehensively intercultural and communicative competence. For the sake that the second language instruction provided in regular schools is limited in time, many students even do not have enough time to learn and interact in the language. In addition, the students still learn English with the outdated teaching and learning strategies. The exam and performance-based teaching approach impose the great pressures on students so that they are very afraid of opening their mouths and hearts to communicate with their peers and ask for help from the tutors.

English-In-Camp (EIC) for international students is introduced as an enrichment program and is seen as an effective strategy of proactive learning to successfully enhance participants' speaking, reading, writing and listening. However, there is not many organized or classified systematic curriculum, excursion activities or guidebook for international ELLs (English Language Learners). As more and more international ELLs take part in the short-term intensive ESL camp programs, the New York Times recently reported that nearly 75% of American summer camps have foreign nationals attending their activities, there are many ESL teachers who become overwhelmed in organizing or teaching in this language camps and receive hardly any support. They are often stressed, have no previous experience, and are not able to best serve the students effectively.

This field project took advantage of the sources and theories from the study and practical applications of the intensive ESL camp programs to build a set of curricula and excursion activities which include the cultural assets of learners on a daily basis in the authentic and intercultural environments. International students have the demand for immersive and short-term language programs and this field project contributes to be compatible with their needs.

Intercultural communicative competence is an important facilitating factor in the acquisition of second language. The materials, curriculum, exercises and excursion activities in the project can help international ESL students develop their English proficiency and intercultural communicative abilities. This project also contributes to fill the scarce knowledge currently on the topic of ESL extensive classroom and activities. The teachers and curriculum developers can utilize this project as a kind of reference to organize their language teaching in ESL camp and guide their camp activities' design and curriculum development.

### **Recommendations**

This field project was envisioned to have a total of five to six chapters. However, it was apparent that producing five chapters was not reasonable for two to three weeks' ESL camp. My first recommendation is that the rest three chapters can be created and implemented in the future and informed by the further research about the use of Affective Filter hypothesis, Input theory and the theories of communicative/ intercultural competence in ESL teaching and learning. Such programs and courses not only can assist ESL teachers to support their students in their English language proficiency, but also it can be a guide for further plans of the language camp as data gathered on its impact. The systematic series of curricula for the teachers as a whole towards can prepare them as more professional future ESL teachers and educators. The scope and sequence will be used to guide instruction and provide a trajectory for ESL language camp throughout college level. Data from assessments can be used to inform instruction and show the teachers the students' growth through the ESL camps. Aside from this, the whole project may also provide ESL camp teachers and organizers with the teaching materials as references. The second recommendation is that ESL camps' teachers training should become an important part of efforts to improve the ESL language camp programs. Teachers' training programs can provide



opportunities for raising ESL camp teachers' awareness of the communicative and intercultural competence on the surface and deeper levels. ESL camp instructors should be able to better prepare to interact with the international students from other countries and cultures; be better able to understand and accept students with different perspectives and values and be able to regard the teachers- students interactions as the rich intercultural experiences for them and their students.

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## APPENDIX

**An Intensive ESL Camp Curriculum and Excursion Activities for  
International High School Graduated / College Students**

# MY ESL Summer Camp

## ADVENTURE



**AN INTENSIVE ESL CAMP CURRICULUM AND EXCURSION ACTIVITIES**

***For International High School Graduated / College Students***

***By Ying Chen***

# CONTENTS

<b>INTRODUCTION AND OBJECTIVES.....</b>	<b>1</b>
<b>INTENDED AUDIENCE USE/CULTURE SETTING &amp; INSTRUCTION/GOALS &amp; OBJECTIVES</b>	
<b>ACTIVITY ICON KEY.....</b>	<b>2</b>
<b>CHAPTER 1: HIKING IN YOSEMITE NATIONAL PARK.....</b>	<b>3</b>
SECTION A.....	5
SECTION B.....	8
EXTENSIVE READING.....	13
SECTION C.....	14
SECTION D.....	15
<b>CHAPTER 2: VISITING LEGION OF HONOR MUSEUM.....</b>	<b>17</b>
SECTION A.....	19
SECTION B.....	23
EXTENSIVE READING.....	28
SECTION C.....	29
SECTION D.....	30
<b>CHAPTER 3: WALKING IN THE USF CAMPUS.....</b>	<b>32</b>
SECTION A.....	34
SECTION B.....	37
EXTENSIVE READING.....	42
SECTION C.....	43
SECTION D.....	44
<b>EXTRA EXCURSION ACTIVITIES.....</b>	<b>46</b>
<b>BASKETBALL GAME.....</b>	<b>46</b>
<b>GOODBYE DINNER.....</b>	<b>47</b>
<b>APPENDIX.....</b>	<b>48</b>
<b>LISTENING TEXT.....</b>	<b>48</b>
<b>KEY ANSWER.....</b>	<b>50</b>



# Introduction & Objectives

## Intended Audience & Use

- + Teacher guide for ESL language camp in the US integrating culture and language learning
- + For intermediate and above level ESL students who will be continuing their education or entering employment in the English speaking countries
- + Class size: 10-15 students
- + Class period: 90 minutes each section (including after-class inquiry), each section a day
- + These lessons focus on:
  - ◆ English listening, speaking, reading, writing and language integrated skills
  - ◆ Intercultural competence, acculturation cultivation
  - ◆ Problem solving & team work
- + International Students from non-English speaking countries

## Culture setting & Instruction

All humans have cultures. We live it—culture is a part of us. Our ESL language camp uses English culture schemata as a starting point to learn English and experience the culture. Students will supply the content and the teacher will assist language acquisition in the process of communicating that content. Integrating cultural experience and enriched excursion camp activities also allow a holistic process encompassing cognitive, affective, interactive and behavioral learning of a second language.

## Goals & Objectives

This curriculum 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 curriculum incorporate English culture schemata and enriched excursion activities. Each activity or task in this guidebook is grouped with a corresponding pictorial icon that denotes the type of learning strategy that is emphasized by the particular nature of the task. The list of in-class activities and after-class excursions in this curriculum that incorporate intercultural competence cultivation including essay writing, reflective tasks, vocabulary, paired discussion, group discussion, Internet research, role-play, and extension activities involving interview and video making.

# Activity Icon Key

<p><b>LISTENING</b></p> 	<p><b>LISTENING COMPRIHENSION</b></p> 	<p><b>VEDIO WATCHING</b></p> 	<p><b>SPEAKING</b></p> 
<p><b>VOCABULARY</b></p> 	<p><b>READING COMPRIHENSION</b></p> 	<p><b>EXTENSIVE READING</b></p> 	<p><b>WRITING</b></p> 
<p><b>CULTURE SCHEMATA</b></p> 	<p><b>SELF-RESEARCH</b></p> 	<p><b>EXCURSION</b></p> 	
<p><b>REFLECTIVE ACTIVITY</b></p> 	<p><b>BRAINSTORM</b></p> 	<p><b>TEAMWORK</b></p> 	

Shown here are the pictorial icons that denote the different aspects of learning modalities and language learning objectives that correspond with the associated tasks and activities located within this guidebook.

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



## Chapter 1

# Hiking in Yosemite National Park



**F**amous for its plunging waterfalls and massive granite faces, this unparalleled **parkland**, designated as a UNESCO World Heritage site in 1984, attracts 4 million visitors each year—with good reason. Nearly the size of Rhode Island and covering more than 1,100 square miles/284,899 hectares, it features unforgettable natural beauty, from the sheer walls of Yosemite Valley to the alpine beauty of Tuolumne Meadows.

### ABC Vocabulary

**READ THE SENTENCES. MATCH THE BOLDFACED WORDS WITH THE DEFINITIONS.**

- \_\_\_\_\_ 1. A small brown deer hopped across the **trail** in front of them.
- \_\_\_\_\_ 2. We should be prepared for any **contingency**.
- \_\_\_\_\_ 3. Each factory should have at least one well - stocked **first aid kit**.
- \_\_\_\_\_ 4. Any unexpected **circumstance** that arises may catalyze a sudden escalation of violence.
- \_\_\_\_\_ 5. Lack of exercise can lead to feelings of depression and **exhaustion**.

In this chapter, you will:

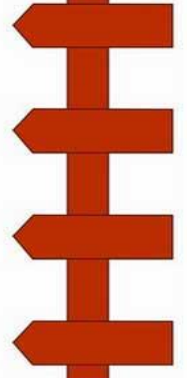
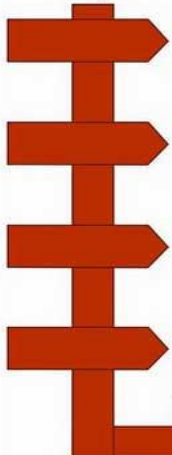
- Know about the introduction and background information of Yosemite
- Listen and speak about preparation for hiking in a US national park
- Read a passage about the waterfalls in Yosemite national park
- Learn strategies to read and write
- Hiking trip in Yosemite national park
- Write a passage to introduce spots and some tips for new camp hikers



- \_\_\_\_\_ 6. Among the most **spectacular** sights are the great sea-bird colonies.
- \_\_\_\_\_ 7. This **phenomenon** has been observed experimentally.
- \_\_\_\_\_ 8. Niagara Falls is one of the greatest **marvel** in the world.
- \_\_\_\_\_ 9. The building looked as **impressive** in actuality as it did in photographs.
- \_\_\_\_\_ 10. She was **unpredictable**, explosive, impulsive and easily distracted.



- a. serious weakening and loss of energy
- b. something that causes feelings of wonder:
- c. sensational in appearance or thrilling in effect:
- d. a path or track roughly blazed through wild or hilly country
- e. impossible to foretell
- f. a condition that accompanies or influences some event or activity
- g. any state or process known through the senses rather than by intuition or reasoning
- h. a possible event or occurrence or result
- i. making a strong or vivid impression:
- j. emergency care bag given before regular medical aid can be obtained



## Cultural Schemata



In the mid-nineteenth century urban walking clubs emerged in the United States. A little more than a century later, tens of millions of Americans were hiking on trails blazed in every region of the country. The unique history of the American hiking community and its rich, nationwide styles have become a popular living culture of millions of Americans who find happiness, inspiration, and better health on America's trails.

# Section A



Hiking in Yosemite

## PRE-LISTENING



### Group Discussion

**DISCUSS THE QUESTIONS IN PAIRS OR SMALL GROUPS.**

- ◆ How will you and your friends prepare for your hiking trip in a national park?
- ◆ What kind of things will you put in your checklist?
- ◆ What matter do you need to pay attention before a hiking trip?



## WHILE-LISTENING



**LISTEN TO A PHONE CALL TWICE AT THE NORMAL SPEED.**





# POST-LISTENING



## Comprehension Questions

THINK ABOUT THE QUESTIONS AND CIRCLE T/F.

- T F 1. Lucy prepared first aid kit, trail food and water bottle for hiking trip.
- T F 2. Lucy couldn't schedule when she and Daniel will meet.
- T F 3. Lucy and Daniel would like to go to the waterfall 101 in Yosemite after supper in a Mexican restaurant.
- T F 4. They would like to go to Yosemite national park by taxi.



## Post Listening Activities

### A. COMPLETE THE HIKING CHECKLIST WITH YOUR PARTNER.

# TEN ESSENTIALS

'Be prepared'! Just like every Scout every camper should be equipped with these ten essentials on any camping trip:

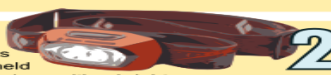
#### Contingency & First Aid Kit 1

"Contingencies" (someone forgot a flashlight, wet weather makes fire building difficult, etc.) are more common than emergencies. A first-aid kit supplemented with a spare flashlight, spare whistle, trail food, matches, and fire starters is your 'air bag' - essential but you hope, (like the air bag in your car), you'll never need it.



#### Flashlight 2

A sturdy headlamp is better than a hand-held flashlight. LED lights (one with a brightness of 35 lumens is more than adequate) use less power and batteries last longer.



#### Trail Food 3

Carry a few granola bars, protein bars, trail mix, or other compact, high-energy, high nutrition food (avoid sugar-based snacks). Carry a couple of additional nutrition bars in the Contingency & First Aid Kit.



#### Matches & Fire Starters 4

There are any number of fire starter alternatives; many can be made at home. If you need to get a fire going in difficult circumstances, you want a proved fire starter and matches in a waterproof container.



#### Sun Protection 5

In direct sun in hot weather sunburn and some level of heat exhaustion are common. Staying hydrated, using sunscreen and wearing a broad-brimmed hat are important.



#### Whistle 6

If you become lost or separated stay put and use a whistle. Signal by blowing three blasts (a well-known emergency signal).

Spend a little more on one designed to signal over distances; cheap insurance should you need it.



#### Rain Gear 7

Staying warm is crucial, and it's hard to stay warm if you are wet.

Rain pants and a rain jacket are essential, Ponchos restrict movement and don't trap warmth near your body.



#### Water 8

An adequately sized (32 ounces), wide-mouthed rugged water bottle. In dry or hot climates carry two. Include some simple way to purify water, tablets or other chemical treatments don't take up much space.



#### Map & Compass 9

A simple base-plate compass is best.

Buy a reliable brand rather than a cheap knock-off, it's worth spending a bit more for an accurate compass.



#### Pocket Knife 10

A sturdy, well-made simple combination knife is ideal for camping.






# Day Hike

## PACKING CHECKLIST

<input type="checkbox"/> Cell Phone	<input type="checkbox"/> Sunscreen
<input type="checkbox"/> Compass/GPS	<input type="checkbox"/> Water/Beverages
<input type="checkbox"/> First Aid Kit	<input type="checkbox"/> Extra Socks
<input type="checkbox"/> Sunglasses	<input type="checkbox"/> Toilet Paper
<input type="checkbox"/> Insect Repellent	<input type="checkbox"/> Trash Bag
<input type="checkbox"/> Lip Balm	<input type="checkbox"/> Knife/Tool Kit
<input type="checkbox"/> Camera	<input type="checkbox"/>
<input type="checkbox"/> Whistle	<input type="checkbox"/>
<input type="checkbox"/> Food/Snacks	<input type="checkbox"/>
<input type="checkbox"/> Reflective Blanket	<input type="checkbox"/>
<input type="checkbox"/> Hand Sanitizer	<input type="checkbox"/>
<input type="checkbox"/> Hat	<input type="checkbox"/>
<input type="checkbox"/> Matches	<input type="checkbox"/>



**B. MAKE A PHONE/VIDEO CALL TO YOUR FRIEND TO MAKE AN APPOINTMENT ABOUT YOUR SUMMER CAMP HIKING TO YOSEMITE NATIONAL PARK ACCORDING TO THE INFORMATION BELOW.**





# Section B

## PRE-READING



Do you know?

### About the waterfalls of Yosemite

**SEARCH FOR FIVE FASCINATING TIPS ON LINE/FROM ARTICLES ABOUT WATERFALLS IN YOSEMITE AND SHARE THEM WITH YOUR CAMPERS.**

- 
- 
- 

+ Yosemite Falls holds the undisputed title of the tallest waterfall in North America.



## WHILE-READING

**READ A PASSAGE ABOUT THE WATERFALL IN YOSEMITE NATIONAL PARK.**

*“A waterfall is water that has awakened... That awakening in the water seems to wake up something in us too.” – Shelton Johnson, National Park Service in Yosemite*

# WATERFALLS AND FIREFALLS





Yosemite's waterfalls are diverse and dramatic. They draw visitors to the park from around the world, and spring is the best time to witness their full power. Between March and May, the waterfalls reach their peak flow and put on a **spectacular** show. If you can't **marvel** upon them in person today, build your excitement with a few Yosemite waterfall facts.

Yosemite's waterfalls are a force of...

1. \_\_\_\_\_

The highest, the tallest...: Yosemite waterfalls claim some **impressive** records. At 1,612 feet tall, Ribbon Fall is the highest single drop of water in North America. The combined **cascades** of Yosemite Falls make it the tallest waterfall in North America and the 5th tallest in the world. This famous 2,425-foot-tall waterfall sends 135,000 gallons of water over its edge every minute during its peak season.

Horsetail Fall **phenomenon**: Under the right **circumstances**, a small waterfall pouring over El Capitan appears to catch fire during the sunset. Drawing photographers and visitors from around the world, the Horsetail Fall phenomenon only occurs in years with enough snow or rain for a waterfall to flow during mid- or late-February where the sun's angle hits it perfectly. The earliest known photograph of the firefall was taken by Ansel Adams sometime in the 1930s, but it was black and white. The first known orange glow photograph was taken by Galen Rowell in 1973.

2. \_\_\_\_\_

Two types of waterfall formation: There are two types of waterfalls in Yosemite Valley. In "hanging" waterfalls, the water appears to drop from the sky at the top of **steep** cliff faces. Bridalveil Fall (as well as Yosemite Falls, Sentinel Falls and Ribbon Fall) was formed when one side of the Sierra block rose faster than the other and the Merced River **barreled** down into Yosemite Valley, leaving Bridalveil Creek stranded far above the valley. The Ice Age and years of water wear have left Bridalveil Creek with an even steeper drop today. Vernal and Nevada Falls were formed differently. Glaciers from the High Sierra came down and **trimmed** away rock only in portions of the stairway. The tougher rocks were left behind and formed the Giant Staircase that Vernal and Nevada Falls now pour down.

Why some waterfalls dry up: Bridalveil Fall almost never goes dry, but Yosemite Falls only flows for part of each year. Yosemite Creek, which feeds Yosemite Falls, was almost entirely glaciated about 20,000 years ago and is now bare bedrock. During big storms, Yosemite Falls quickly **swells** and the water runs straight into the falls, but it doesn't **stick** around for long. And since it's largely fed by melted snow, its season typically ends when the snow is gone. Bridalveil Fall, on the other hand, has a smaller basin but has many **meadows**, lakes and patches of soil near the basin that **contribute to** a more constant flow regardless of rainfall.

3. \_\_\_\_\_

Frazil ice: In winter, the mist coming off the waterfalls freezes into small crystals of **frazil** ice. This ice moves downstream in a **slurry** mixture that flows like **lava**. Frazil ice can become thick and act like cement, causing channels to clog up and changing the flow of the stream. Yosemite Creek at full force can flow up to 100 cubic feet per second, and when frazil ice is involved, buildings and foot bridges can be easily damaged or destroyed by the strong flow. Frazil ice has been observed in all of the valley waterfalls.

Danger: Sixteen water-related **fatalities** occurred in the park between 2002 and 2011. Waterfalls and rivers in the park draw visitors to their beauty but they can be extremely strong and **unpredictable**. Most fatalities occur when visitors leave the trail to take photos, wade in shallow water, attempt to cross streams or try to swim. The rocks around the rivers in Yosemite are not only water-polished but glacier-polished, so they're especially **slick**.



4. \_\_\_\_\_

Poloti witches in Yosemite Falls: An old tale warned that the pool at the bottom of Yosemite Falls was **inhabited** by the spirits of Poloti witches. In the tale, a woman went to fetch a bucket of water from the creek. When she pulled it up, she found it full of snakes. Each time she scooped out water, she found more snakes. Eventually a sudden gust of wind blew her into the pool.

Pohono's evil spirit: Another Native American myth tells of Pohono, an angry spirit who cursed Bridalveil Fall. Pohono is felt in the cold wind that blows around the waterfall. In the legend, a woman at the top of the fall went close to the edge to gather grass to weave a basket. Pohono placed a **mossy** rock near the fall to **lure** her near and then sent her down the falls. No one found the woman, and legend says Pohono imprisoned her spirit until she lured another victim down.

## POST-READING



### Identifying Main Ideas

**MATCH EACH PART WITH ITS MAIN TOPIC.**

- \_\_\_ 1
- \_\_\_ 2
- \_\_\_ 3
- \_\_\_ 4

- A .Destruction
- B .Lore
- C .Awe
- D .Nature



### Identifying Details



#### READING TIP

**Identify main ideas and details**  
 YOU LEARN TO READ BETWEEN THE PARAGRAPH TO SUMMERIZE THE MAIN IDEA OR TOPIC OF EACH PART AND READ BETWEEN LINES TO SEARCH THE RELATIVE SOURCES AND DETAILS FOR SELECTING THE APPROPRIATE INFORMATION TO ANSWER THE QUESTIONS.



**CHOOSE TRUE(T) OR FALSE(F) OF THE DETAILS IN THE PASSAGE.**

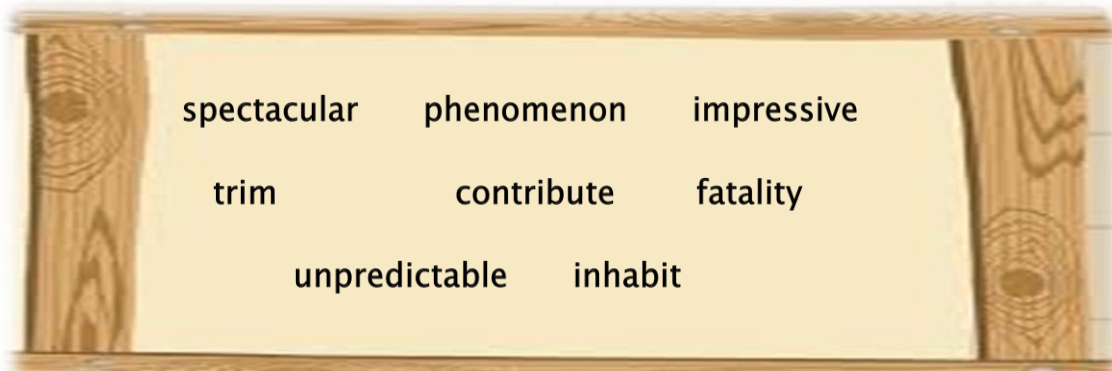


- \_\_\_ 1. The highest single drop of water in North America is Ribbon Fall. The combined cascades of Yosemite Falls make Horsetail fall the tallest waterfall in North America and the 5th tallest in the world.
- \_\_\_ 2. There are two types of waterfalls in Yosemite Valley, the “hanging” waterfalls and the “glacier” waterfalls.
- \_\_\_ 3. Bridalveil Fall was formed when one side of the Sierra block rose faster than the other and the Merced River barreled down into Yosemite Valley, leaving Bridalveil Creek stranded close to the valley.
- \_\_\_ 4. Most fatalities occur when visitors leave the walking path to take photos, wade in shallow water, attempt to cross streams or try to swim. The rocks around the rivers in Yosemite are especially slick.
- \_\_\_ 5. In the legend, Pohono placed a mossy rock near the fall to lure a woman near and then sent her down the falls. No one found the woman, and Pohono imprisoned the woman’s spirit until she lured another victim down the fall.



## Activating Your Vocabulary

**COMPLETE THE SENTENCES WITH WORDS FROM THE BOX.**





1. I believe that each of us can \_\_\_\_\_to the future of the world.
2. He was well-built, but too fleshy to be\_\_\_\_\_.
3. No-one knows where they stand with him; he is utterly\_\_\_\_\_.
4. Grass shears are specially made to \_\_\_\_\_ grass growing in awkward places.
5. There was a \_\_\_\_\_sunrise yesterday.
6. The virus has a \_\_\_\_\_rate of about 30 %.
7. Wild tribes still \_\_\_\_\_part of the Philippines.
8. It's an interesting scientific\_\_\_\_\_, but of no practical use whatever.



## Reflecting on the reading

**MAKE A SCHEDULE ABOUT VISITING A WATERFALL IN YOSEMITE AND DISCUSS THE DETAILS IN YOUR CAMP GROUP.**

### **A SCHEDULE ABOUT VISITING A WATERFALL IN YOSEMITE**

**The recommended waterfall:**

**Characteristics:**

**Safe tips:**





*Hiking in Yosemite*



Reading  
Soooooo Is  
Delicious!

## Extensive Reading

**READ MORE ABOUT THE WATERFALLS AND YOSEMITE NATIONAL PARK.**

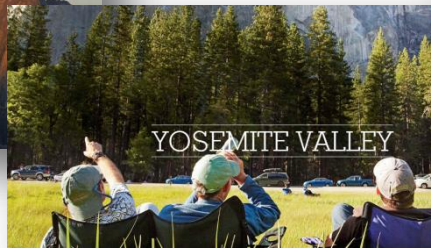
**ONLINE SOURCE:** <http://www.visitcalifornia.com/attraction/waterfalls>

<http://www.visitcalifornia.com/search?query=yosemite>



## Section C

### CAMP EXCURSION



Known for its plunging waterfalls, giant sequoia trees, sheer granite cliffs, and more, we could easily spend one day of our camp to explore Yosemite National Park. The park has a distinct appeal no matter what time of year—here, shoulder season simply means less people and a chance to see Yosemite's beauty from a different angle. Getting around the park is made easier by the free Yosemite Area Regional Transportation System (YARTS), our tour bus will also allow us to meander through the park car-free. Four routes connect to Yosemite from the gateway communities of Merced, Fresno, Mammoth Lakes, and Sonora.

Let's plan ahead when we visit this storied destination to ensure the trip of a lifetime!



### Extension Activities

- A: EACH CAMP GROUP TRY TO HAND DRAW A HIKING MAP FOR RECORDING ONE-DAY TOUR.**
- B: EVERY CAMPER TRY TO TAKE PHOTOS/ SELFIES AT THE MOST BEAUTIFUL SPOTS AND CHOOSE THE BEST ONES TO MAKE A GROUP PHOTOS' WALL. FINALLY, WE WILL PRESENT THE PHOTOS' WALLS AND VOTE FOR THE WINNER GROUP.**



# Section D

## WRITING

Writing Tip

Writers usually use a range of superlative expressions or adjectives to highlight the features of the subjects. Use these expressions in your writing to signal special characteristics.

### Use the following expressions to help you:

- ✚ **The highest, the tallest...**: Yosemite waterfalls claim some impressive records.
- ✚ Ribbon Fall is **the highest** single drop of water in North America.
- ✚ The combined cascades of Yosemite Falls make it **the tallest** waterfall in North America and **the 5th tallest** in the world.



## Writing Practice

**USE THE SUPERLATIVE EXPRESSIONS TO HIGHLIGHT THE FEATURES OF SPOTS YOU HAVE SEEN IN YOSEMITE NATIONAL PARK**



# Writing Assignment

**USE THE EXPRESSIONS YOU LEARNT TO WRITE A PASSAGE IN YOUR CAMP BLOG TO INTRODUCE ABOUT YOUR ONE OR TWO FAVORITE SPOTS YOU VISITED IN YOSEMITE AND SHOW THE NEW HIKERS THE HIKING PREPARATION AND SAFE TIPS.**

**MY ESL CAMP BLOG**

Plan Stay Play Ski Deals Events YosemitePark.com

**Yosemite Waterfalls 101**

**YOSEMITE WATERFALLS**

*"A waterfall is water that has awakened... That awakening in the water seems to wake up something in us too." – Shelton Johnson, National Park Service in Yosemite*

Yosemite's waterfalls are diverse and dramatic. They draw visitors to the park from around the world, and spring is the best time to witness their full power. Between March and May, the waterfalls reach their peak flow and put on a spectacular show. If you can't marvel upon them in person today, build your excitement with a few Yosemite waterfall facts.

Yosemite's waterfalls are a force of...

**AWE**

- The highest, the tallest...:** Yosemite waterfalls claim some impressive records. At 1,612 feet tall, Ribbon Fall is the highest single drop of water in North America. The combined cascades of Yosemite Falls make it the tallest waterfall in North America and the 5<sup>th</sup> tallest in the world. This famous 2,425-foot-tall waterfall sends 135,000 gallons of water over its edge every minute during its peak season.
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**NATURE**

- Two types of waterfall formation:** There are two types of waterfalls in Yosemite Valley. In "hanging" waterfalls, the water appears to drop from the sky at the top of steep cliff faces. Bridalveil Fall (as well as Yosemite Falls, Sentinel Falls and Ribbon Fall) was formed when one side of the Sierra block rose faster than the other and the Merced River barreled down into Yosemite Valley, leaving Bridalveil Creek stranded far above the valley. The Ice Age and years of water wear have left Bridalveil Creek with an even steeper drop today. Vernal and Nevada Falls were formed differently. Glaciers from the High Sierra came down and trimmed away rock only in portions of the stairway. The tougher rocks were left behind and formed the Giant Staircase that Vernal and Nevada Falls now pour down.
- Why some waterfalls dry up:** Bridalveil Fall almost never goes dry, but Yosemite Falls only flows for part of each year. Yosemite Creek, which feeds Yosemite Falls, was almost entirely glaciated about

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Feb 24, 2016

YosemiteDN @yosemitedn  
#HorsetailFall illuminated by the setting sun in #Yosemite. Photo by Chris Pubiski

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Yosemite Cemetery Halloween Tour

Favorite Spots: Grand Canyon of the Tuolumne

**Popular Topics**

anniversary art awards **Badger Pass**

Bracebridge Dinner Bridalveil Fall chefs climbing conditions contest Curry Village employees **events** fall favorite spots fee free **Food and Wine**



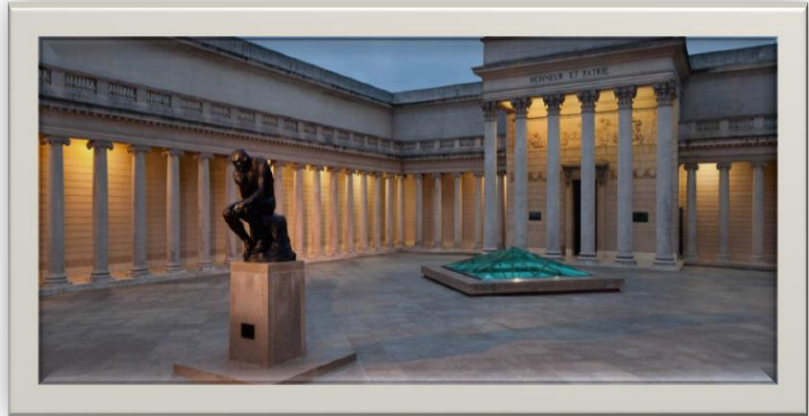


In this chapter, you will:

- Know about the introduction and background information of Legion of Honor museum
- Listen and speak about making the appointment to visit a US museum
- Read a passage about the collections in Legion of Honor
- Learn strategies to read and write
- A trip of visiting Legion of Honor museum
- Write a passage to introduce Legion of Honor museum and the collections in it for new campers

## Chapter 2

# Visiting Legion of Honor Museum



The Legion of Honor, San Francisco's most beautiful museum, displays an impressive collection of 4,000 years of ancient and European art in an unforgettable setting overlooking the Golden Gate Bridge.

Built to commemorate Californian soldiers who died in World War I, the Legion of Honor is a beautiful Beaux-arts building located in San Francisco's Lincoln Park. Overlooking the Pacific Ocean, Golden Gate Bridge and all of San Francisco, the Legion is most noted for its breathtaking setting. Its collections include Rodin's Thinker, which sits in the museum's Court of Honor, European decorative arts and paintings, Ancient art, and one of the largest collections of prints and drawings in the country.

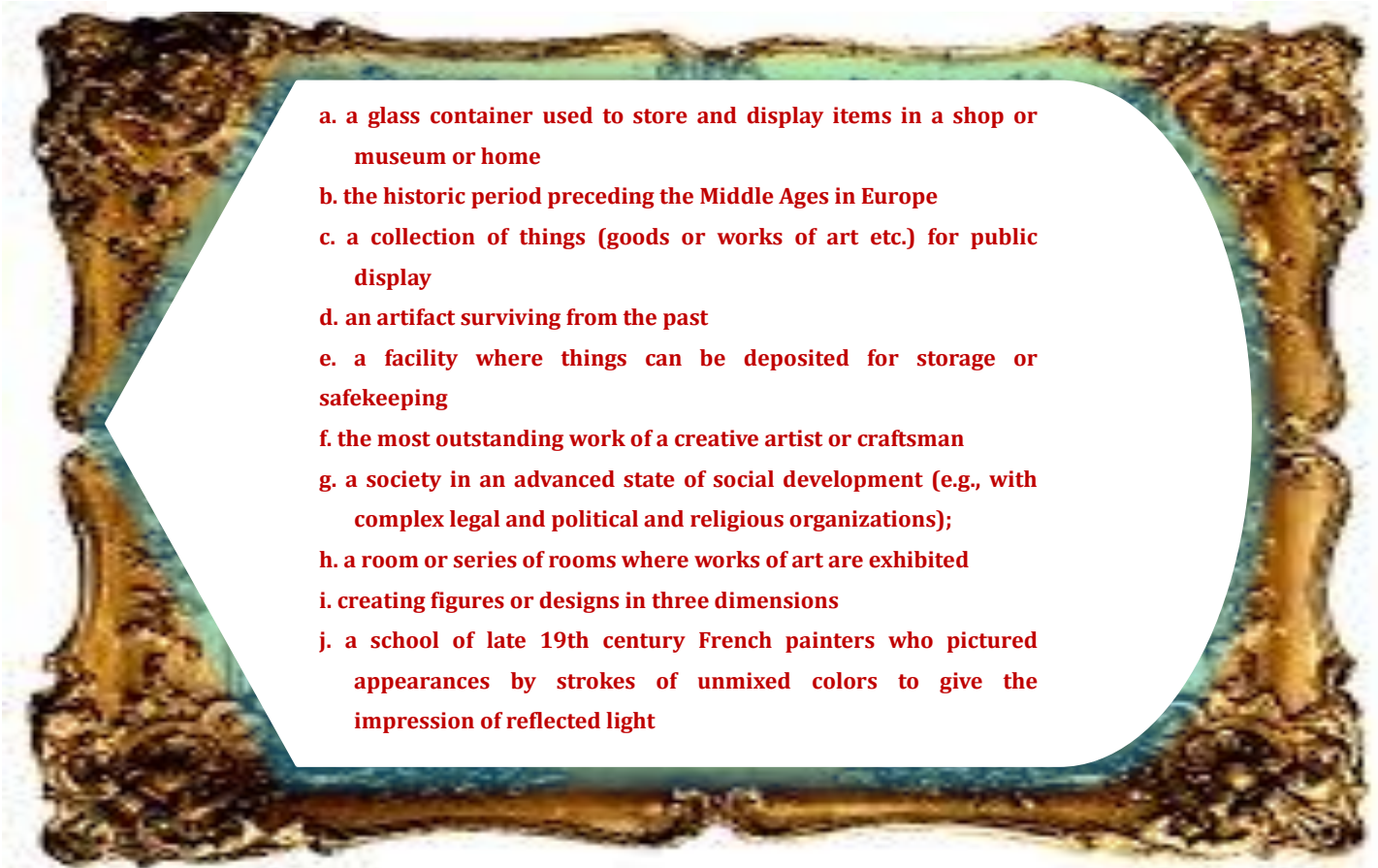
### ABC Vocabulary

**READ THE SENTENCES. MATCH THE BOLDFACED WORDS WITH THE DEFINITIONS.**

- \_\_\_\_\_ 1. This book is a real **masterpiece**.
- \_\_\_\_\_ 2. He studied **sculpture** because he enjoyed working with clay.
- \_\_\_\_\_ 3. The house is a textbook example of **medieval** domestic architecture.
- \_\_\_\_\_ 4. Vincent Van Gogh was a painting master of later **impressionism**.
- \_\_\_\_\_ 5. The festival remains a valuable **showcase** for new talent.



- \_\_\_\_\_ 6. It indicates the **antiquity** of the tradition.
- \_\_\_\_\_ 7. I think we can date the decline of Western **Civilization** quite precisely.
- \_\_\_\_\_ 8. The museum will have a permanent **exhibition** of 60 vintage cars.
- \_\_\_\_\_ 9. My father is a **repository** of family history.
- \_\_\_\_\_ 10. Laura landed a plum job with a smart art **gallery**.



## Cultural Schemata



Explore one of San Francisco's most prominent art collections with admission to the Legion of Honor Museum. Set in the headlands above the Golden Gate Bridge, the building's stunning neoclassical exterior is modeled after the Palais de la Légion d'Honneur in Paris. Inside, discover an impressive collection of ancient Mediterranean art, European paintings and sculptures and the most extensive assemblage of works on paper in the American West. The museum visiting must be very enjoyable and inspiring for you as an ESL camper to have a good opportunity to get closer to the western history and the humanized culture.

# Section A



Visiting Legion of Honor

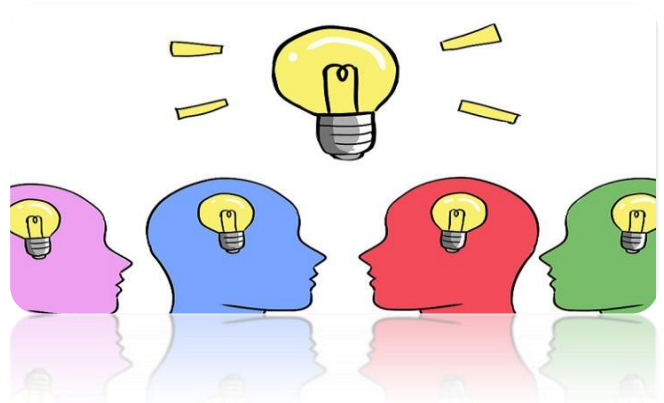
## PRE- LISTENING



## Brainstorm

**BRAINSTORM THE QUESTIONS IN PAIRS OR SMALL GROUPS.**

- ◆ What kind of things will you expect for when you visit the art museum?
- ◆ What matter do you need to pay attention before visiting a museum?



## WHILE- LISTENING



**LISTEN TO A CONVERSATION BETWEEN TWO FRIENDS TWICE AT THE NORMAL SPEED.**





# POST- LISTENING



## Comprehension Questions

THINK ABOUT THE QUESTIONS AND CHOOSE THE RIGHT ANSWERS.

- Where is Legion of Honor museum?
  - at the center of New York
  - at the center building of San Francisco
  - at the center of San Francisco
  - at the San Francisco Center
- Where is the art gallery?
  - at the first floor
  - at the second floor
  - at the upper floor
  - at the lower floor
- What is Legion of Honor famous for?
  - drama
  - special exhibition
  - music show
  - concert
- What does Lisa want to see in Legion of Honor?
  - antiquities of impressionism
  - contemporary sculptures
  - old scripts
  - first edition books
- When and where will Lucy and Lisa meet on Sunday morning?
  - 6:00, at the parking lot
  - 7:00, in the restaurant
  - 8:00, outside the museum
  - 8:00, at the front desk of the museum



## Post Listening Activities

A. DISCUSS THE EXHIBITION TYPES AND INDICATIVE SIGNS WITH YOUR PARTNER.

### LEGION OF HONOR

1 Upper Level	
Special Exhibition	Gallery 1
Medieval, Renaissance, and Mannerist Art	Galleries 2-5
French and Italian Baroque and Rococo Art	Galleries 6-7
Auguste Rodin Sculpture	Gallery 8
The Rouen Room and the 17th- and 18th-Century Decorative Arts	Gallery 9
Auguste Rodin Sculpture and the Skinner Organ	Gallery 10
The Salon Doré from the Hôtel de La Trémoille	Gallery 11
Auguste Rodin Sculpture	Gallery 12
18th-Century British Art	Gallery 13
17th-Century European Art	Galleries 14-15
Neoclassicism	Gallery 16
19th-Century European Art	Galleries 17-18
Impressionism and Post-Impressionism	Gallery 19

LL Lower Level	
Rosekrans Court, Special Exhibitions	Galleries B-G
Bowles Porcelain Gallery	Gallery 23
Reva and David Logan Gallery of Illustrated Books	Gallery 25
Ancient Art	Hall of Antiquities



# LEGION OF HONOR

- Special Exhibition
- Concert
- Art
- Gallery
- Acrobatic
- Sculpture
- Drama
- Organ Playing

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**B. MAKE AN APPOINTMENT WITH YOUR GROUP MEMBERS ABOUT YOUR SUMMER CAMP VISITING TO LEGION OF HONOR MUSEUM ACCORDING TO THE INFORMATION SHEET BELOW.**

## Museum Visiting Information Sheet



Place:  
Legion of Honor museum

---

Time:

---

Group members:

---

Transportation: ESL camp tour bus

---

Favorite exhibition types:

---

Floor / Gallery areas:

---

Other relative information:

---



# Section B

## PRE- READING



Do you know?

About the collections in Legion of Honor

**SEARCH FOR FIVE CATEGORIES OF COLLECTIONS IN LEGION OF HONOR AND SHARE THE BRIEF INTRODUCTION OF THEM WITH YOUR CAMPERS.**

European Painting

## WHILE- READING

**READ A PASSAGE ABOUT THE EXHIBITION COLLECTIONS IN LEGION OF HONOR.**

Collections

The collections at the Legion of Honor offer unique insight into the art historical, political, and social movements of the previous 4,000 years of human history. Holdings include European paintings, sculptures, and decorative arts; ancient art from the Mediterranean basin; and one of the nation's largest repositories of works of art on paper.



### European Painting

1. \_\_\_\_\_ .The Legion’s rich collection of more than 800 European paintings includes **masterpieces** from the 14th to the early 20th centuries. The approximately 250 paintings on view present a survey of artistic accomplishments by Europe’s leading masters, from Fra Angelico to Claude Monet.

The Legion’s permanent collection reflects a history of patronage by its founders, Adolph B. and Alma de Bretteville Spreckels, whose particular collecting focus was 18th- and 19th-century French art. Additional early donors of note include Archer M. Huntington, Mildred Anna Williams, and Albert Campbell Hooper, whose generosity fashioned the collection’s early character. The Roscoe and Margaret Oakes collection brought highlights in Dutch, Flemish, French, and British art of the 17th, 18th, and 19th centuries, including works by Georges de la Tour, Thomas Gainsborough, Henry Raeburn, Joshua Reynolds, Peter Paul Rubens, Anthony van Dyck, and Rembrandt van Rijn. A selection of important paintings from the Samuel H. Kress Collection brought with it major works by Pieter de Hooch, El Greco, and Giovanni Battista Tiepolo. A memorial gift from Dr. T. Edward and Tullah Hanley added paintings by Edgar Degas, Th éodore G éricault, and Édouard Manet, among others. The collection continues to grow and expand through gifts and acquisitions, including paintings by Gustave Caillebotte, Laurent de la Hyre, Eugene Delacroix, and Edouard Vuillard.

### European Decorative Arts & Sculpture

2. \_\_\_\_\_ .At the core is a series of masterworks by Auguste Rodin formed by Legion founder Alma de Bretteville Spreckels, the most famous of which, The Thinker, has become the **emblem** of the museum.

Ranging from **medieval** times to the early 20th-century, the collection includes such highlights as a Spanish ceiling dating from about 1500, a 1560s marble bust of Cosimo de’ Medici by Cellini, a 1600 hard-stone panel from the grand-ducal workshops of Florence, Giambologna’s sculpture Astronomy, and significant pieces by Clodion, Houdon, Carpeaux, and Dalou. 18th-century French furniture and decorative arts are one of the strengths of the collection with a canapé made for Queen Marie Antoinette, the Coventry secretaire of 1763 made by B.V.R B, and three period rooms, including the recently **renovated** Salon Dor é from the Hôtel de La Tr énoille. Among the collection’s porcelain masterworks are a **magnificent** Meissen vase representing early production from the factory of Augustus the Strong; a rare Nymphenburg crucifixion group modeled by Franz Anton Bustelli, and the extensive Bowles collection, **showcasing** the history of English porcelain. Among 20th-century standouts are a tea table and silver tea service by Faberg é given by a member of the Russian imperial family and one of the Legion’s earliest acquisitions.

### Ancient Art

3. \_\_\_\_\_ . **Antiquities** were considered essential to any museum in the early 20th century, and both M. H. de Young, founder of the de Young, and Alma Spreckels, founder of the Legion of Honor, furnished their institutions with a variety of ancient objects. The works they brought to the museums and those that have been added over the years cover a broad geographical and chronological range across the ancient Mediterranean basin—primarily Egypt, the Near East, Greece, the Aegean Islands, Etruria, and Rome. One of the earliest and largest gifts of ancient art was a group of antiquities received by Spreckels from Elisabeth, the Queen of Greece.

The collection is housed at the Legion of Honor, both in the Hall of Antiquities and in a mummy room in Gallery 1. It contains a number of rare works of high quality and importance from Egypt, the Near East, Greece, and Rome. **Splendid** examples of art from these early **civilizations**, spanning more than 5,000 years, provide the foundation for the understanding of Western art and the procession of cultures through the ages. Ancient art objects on view at the Legion feature a wide gamut of sculptures, figurines, vessels, jewelry, and carved reliefs made of diverse materials, such as marble and other stones, bronze, gold, ivory, terracotta, wood, and glass. Notable works include an Assyrian



stone relief and carved ivories from the ancient site of Nimrud, an Achaemenid Persian wall relief from the palace of Darius in Persepolis, Egyptian mummies, coffins, and a 4,000-year-old carved wood figure of Seneb, the Egyptian royal scribe, as well as classical marble sculptures and painted vases.

#### **Achenbach Foundation for Graphic Arts**

4. \_\_\_\_\_ . Selections from the collection are exhibited in rotating **exhibitions** in specially designated galleries at the de Young and the Legion of Honor, while the remainder of the collection is stored in the department's state-of-the-art facilities at the Legion of Honor, along with the Museums' collection of photography. Much of the collection is available for viewing at the Achenbach Foundation for Graphic Arts Study Center.

The department is named for Moore and Hazel Achenbach, who gave the bulk of their collection to the city of San Francisco in 1948, and the remainder upon Moore Achenbach's death in 1963. When they formed the collection, the Achenbachs intended that it would systematically illustrate the entire development of the graphic arts, from the 15th century to the present day. Through gifts, purchases, and the generous support of additional donors, curators of the AFGA have worked steadily over the years to realize this goal, filling in gaps and moving the collection forward into the 21st century. Many of the additional acquisitions form the basis for special collections within the department, such as the Anderson Collection of Graphic Arts, the Reva and David Logan Collection of Artist Illustrated Books, significant holdings of Japanese prints, theater- and dance-related materials, and an important group of Works Project Administration (WPA) prints and drawings allocated by the Federal Art Project. The department is also the **repository** of a number of **archives**, including the archive of the Bay Area's Crown Point Press and the graphic works of the Los Angeles based artist Ed Ruscha. Today, with more than 90,000 works of art, the AFGA is the largest repository of works of art on paper in the western United States.

#### **Photography**

5. \_\_\_\_\_ . The de Young accepted photographs into its collection during its earliest years, starting with documentary scenes of the California Midwinter International Exposition of 1894. The collection also includes large concentrations of historical California photographs, with many views of the Bay Area, as well as a significant holding of daguerreotype portraits.

The Legion of Honor also amassed historical photographs prior to merging with the de Young. The Legion's most important acquisition was its purchase in 1943 of negatives and prints by Arnold Genthe representing San Francisco in the immediate aftermath of the 1906 earthquake. After the two institutions were combined to form the Fine Arts Museums in 1972, the photography holdings were united at the Legion within the Museums' department of works on paper, the Achenbach Foundation for Graphic Arts. Among the photographers represented in depth are Imogen Cunningham, John Gutmann, Eadweard Muybridge, Bill Owens, Ed Ruscha, David Seymour (Chim), and Arthur Siegel.

Photography is intermittently **displayed** at both the de Young and the Legion of Honor. At the de Young, Gallery 12 is dedicated to rotating exhibitions of photography, primarily from the permanent collection.





## POST-READING



### Identifying Main Ideas

**MATCH EACH PART WITH ITS TOPIC SENTENCE.**

- \_\_\_ 1
- \_\_\_ 2
- \_\_\_ 3
- \_\_\_ 4
- \_\_\_ 5

- A . Ancient Art has been an integral part of the Legion of Honor and the de Young since they were founded.
- B . The Achenbach Foundation for Graphic Arts (AFGA) is the department responsible for the Fine Arts Museums' collection of works of art on paper: prints, drawings, and artists' books.
- C . The Fine Arts Museums' collection of European paintings is showcased throughout the elegant Beaux-Arts architecture of the Legion of Honor's galleries.
- D . European Decorative Arts and Sculpture encompasses part of the founding collections of the Legion of Honor.
- E . The photography collection of the Fine Arts Museums of San Francisco spans the entire history of the medium, with particular strength in 19th-century American and European photography.



### Identifying Details

**WHAT MEANING CAN BE INFERRED FROM THE SENTENCE? CIRCLE THE LETTER OF THE BEST ANSWER.**

#### READING TIP

##### INFERRING

YOU HAVE TO READ BETWEEN THE LINES TO GET THE MEANINGS THAT ARE NOT CLEARLY STATED IN A TEXT.



1. The Legion's permanent collection reflects a history of patronage by its founders.
  - A The additional characteristics of early donors include Archer M. Huntington, Mildred Anna Williams, has great influences on the collection's early character.
  - B The generosity of additional early donors of note include Archer M. Huntington, Mildred Anna Williams, has great influences on the collection's early character.
2. Antiquities were considered essential to any museum in the early 20th century.
  - A Both M. H. de Young, founder of the de Young, and Alma Spreckels, founder of the Legion of Honor, brought a variety of ancient objects to the museums and those that have been added over the years cover a broad geographical and chronological range.
  - B Both M. H. de Young, founder of the de Young, and Alma Spreckels, founder of the Legion of Honor, bought and sold a variety of ancient objects from the museums and those that have been added over the years cover a broad geographical and chronological range.
3. The collection also includes large concentrations of historical California photographs.
  - A There are many daguerreotype portraits with views of the Bay Area.
  - B There are many graphic arts and sculptures with views of the Bay Area.



## Activating Your Vocabulary

### A. CIRCLE THE WORDS YOU FIND IN THE CROSS-WORD PUZZLE.

	o	e	x	h	i	b	i	t	i	o	n	W	e
a	c	v	b	s	p	l	e	n	d	i	d	s	m
g	r	a	p	h	i	c	k	l	p	u	f	v	b
r	d	e	c	o	r	a	t	i	v	e	x	z	l
b	a	q	m	a	s	t	e	r	p	i	e	c	e
m	a	g	n	i	f	i	c	e	n	t	c	v	m



**B. COMPLETE THE PARAGRAPH WITH WORDS FROM THE BOX.**

decorative    splendid    graphic  
 magnificent    emblem    masterpiece  
 exhibition

The Legion's rich collection of more than 800 European paintings includes \_\_\_\_\_ from the 14th to the early 20th centuries including European \_\_\_\_\_ Arts & Sculpture. Among of them, the Thinker, has become the \_\_\_\_\_ of the museum. Among all the collections' porcelain masterworks are \_\_\_\_\_ Meissen vase representing early production from the factory of Augustus the Strong. There are also many \_\_\_\_\_ examples of art from these early civilizations, spanning more than 5,000 years, provide the foundation for the understanding of Western art and the procession of cultures through the ages. Selections from the collection are exhibited in rotating \_\_\_\_\_ in specially designated galleries at the de Young and the Legion of Honor. Much of the collection is available for viewing at the Achenbach Foundation for \_\_\_\_\_ Arts Study Center.



**Reflecting on the reading**

**RECOMMEND YOUR FAVORITE COLLECTIONS YOU WANT TO SEE WHEN YOU VISIT LEGION OF HONOR MUSEUM AND SHARE THE DETAILS IN YOUR CAMP GROUP.**

**THE MOST EXPECTED COLLECTIONS IN LEGION OF HONOR**

<b>THE COLLECTION'S CATEGORY</b>	<b>THE COLLECTION'S NAME</b>	<b>HISTORY</b>	<b>DETAILS</b>



*Visiting Legion of Honor*



Reading  
Is  
Soooooooooo  
Delicious!

## Extensive Reading

**READ MORE ABOUT THE LEGION OF HONOR MUSEUM.**

**ONLINE SOURCE:** <https://legionofhonor.famsf.org/>  
[https://www.tripadvisor.com/Attraction\\_Review-g60713-d15633-3-Reviews-Legion\\_of\\_Honor-San\\_Francisco\\_California.html](https://www.tripadvisor.com/Attraction_Review-g60713-d15633-3-Reviews-Legion_of_Honor-San_Francisco_California.html)



## Section C

### CAMP EXCURSION



In Legion of Honor Museum, there are some of San Francisco's most treasured spaces—sunlit galleries, a bustling café, and quiet rooms for contemplation, appreciation, and intense study. Past white limestone columns and the brooding figure of Auguste Rodin's *The Thinker* lie triumphs of the Hellenistic Age, glories of the Renaissance, and great masterpieces from the medieval to the modern.

Welcome!



### Extension Activities

**A: EACH CAMPER TRY TO TAKE THE PHOTOS OF FAVORITE 3-5 COLLECTIONS IN THE MUSEUM FOR RECORDING ONE-DAY VISITING IN LEGION OF HONOR.**

**Attention: Do not use flashlight of your cellphone or camera when you are taking photos of the collections in the museum!**

**B: EVERY GROUP TRY TO MAKE A VIDEO TO INTRODUCE THE MUSEUM AND YOUR GROUP'S RECOMMENDED COLLECTIONS. FINALLY, WE WILL PRESENT THE VIDEOS AND VOTE FOR THE WINNER GROUP. (5 MINS VIDEO WITH MUSIC AND NARRATIONS)**



# Section D

## WRITING

### Writing Tip

Writers usually use a sentence that goes at the beginning of each paragraph. The purpose is to improve the logical flow of the essay, and help the reader to see how the writers have structured the paragraphs and why. Use topic sentences at the beginning of your topic writing briefly summarize the main idea of each paragraph.

### What Does a Topic Sentence look like?

- European Decorative Arts and Sculpture **encompasses part of** the founding collections of the Legion of Honor.
- Ancient Art has been **an integral part of** the Legion of Honor and the de Young since they were founded.
- The Achenbach Foundation for Graphic Arts (AFGA) is **the department responsible for** the Fine Arts Museums' collection of works of art on paper: prints, drawings, and artists' books..



### Writing Practice

**USE THE TOPIC SENTENCES TO SUMMARIZE THE FEATURES OF THE COLLECTIONS IN DIFFERENT CATEGORIES YOU HAVE SEEN IN LEGION OF HONOR MUSEUM.**



# Writing Assignment



Visiting Legion of Honor

**A. USE THE WRITING SKILL YOU LEARNT TO WRITE A PASSAGE IN YOUR CAMP BLOG TO INTRODUCE THE NEW CAMPERS ABOUT THREE TO FIVE FAVORITE COLLECTION CATEGORIES AND THEIR MOST FAMOUS COLLECTIONS YOU SAW WHEN YOU VISITED LEGION OF HONOR MUSEUM. (YOU CAN ADD THE PHOTOS)**

Legion of Honor **MY ESL CAMP BLOG**

Join Give

**B. USE THE VOCABULARIES YOU LEARNT IN THIS CHAPTER TO MAKE A COMMENTS ON YOUR CAMP MEMBERS' MUSEUM INTRODUCTION PASSAGE IN THE CAMP BLOG.**

Sandy F  
Southampton, United Kingdom  
25 likes 12 photos

5 stars Reviewed March 21, 2018

**Interesting collection**

Easy to access via public transport, lovely museum, enjoyed the galleries with 19C and early 20C art

Ask Sandy F about Legion of Honor

Thank Sandy F

*This review is the subjective opinion of a TripAdvisor member and not of TripAdvisor LLC.*

MarcG1947  
San Francisco, California  
10 likes 8 photos

4 stars Reviewed March 19, 2018

**A Treasure of Art at the Legion of Honor**

My wife and I have been members for years at the Legion of Honor art Museum and are alerted for all the special events held at this most impressive art center in San Francisco. Most recently, we bought advance sale tickets for the Klimt/Rodin and lucky... More

Ask MarcG1947 about Legion of Honor

1 Thank MarcG1947

*This review is the subjective opinion of a TripAdvisor member and not of TripAdvisor LLC.*

burnzferman...  
San Diego, California

5 stars Reviewed March 15, 2018 via mobile

**Amazing Venue**

This place was not on top of my list to see in SF but I am glad we came and saw this place. The entrance was magnificent and at various times of the day, the sun gives a really awesome display of shadows around the... More



In this chapter, you will:

- Know about the introduction and background information of University of San Francisco
- Listen and speak about academic life in the US university
- Read a passage about the history of USF
- Learn strategies to read and write
- A trip of visiting USF
- Write a passage to introduce the USF campus tour for new campers

## Chapter 3

# Walking in the USF Campus



USF's 55-acre campus is situated just one block from the exact center of San Francisco. Art galleries, sporting events, made-from-scratch meals, live music, a room with a view — everything this metropolitan city has to offer is less than 3.5 miles away. And usually, it's already right on campus.

### ABC Vocabulary

**READ THE SENTENCES. MATCH THE BOLDFACED WORDS WITH THE DEFINITIONS.**

- \_\_\_\_\_ 1. This was demonstrated in a **laboratory** experiment with rats.
- \_\_\_\_\_ 2. The basketball nets hung down from the ceiling at either end of the **gymnasium**.
- \_\_\_\_\_ 3. Mr Thomas was taught by the **Catholic** nuns whose school he attended.
- \_\_\_\_\_ 4. This degree program is fully accredited by the **Institution** of Electrical Engineers.
- \_\_\_\_\_ 5. People with disabilities are now doing many things to **enrich** their lives.





- \_\_\_\_\_ 6. If left unchecked, weeds will **flourish**.
- \_\_\_\_\_ 7. The **chronological** sequence gives the book an element of structure.
- \_\_\_\_\_ 8. All single full-time students must reside in university **residence** halls.
- \_\_\_\_\_ 9. Mayors want local companies to behave **ethically**.
- \_\_\_\_\_ 10. Our party believes in encouraging cultural **diversity**, not diversion.

- a. athletic facility equipped for sports or physical training
- b. any address at which you dwell more than temporarily;
- c. noticeable heterogeneity;
- d. a workplace for the conduct of scientific research
- e. in an ethical manner; from an ethical point of view; according to ethics;
- f. an organization founded and united for a specific purpose
- g. The Catholic is the branch of the Christian religion that accepts the Pope as its leader and is based in the Vatican in Rome.
- h. relating to or arranged according to temporal order;
- i. make better or improve in quality;
- j. grow stronger;



## Cultural Schemata



As the world's leading study destination for international students, the US boasts over 150 leading universities in the QS World University Rankings. In recent years, the number of international students choosing to study in the US rose very fast. The most popular states for international students were California, New York and Texas, while the most popular subjects were engineering, business and management, mathematics and computer science. Of course, it's not just the high standard of US universities that attracts students from far and wide. Whether you're attracted to the bright lights and fast pace of the big city or to miles of unspoiled wilderness; sun-kissed beaches or vast mountain ranges; the rustic and traditional or the sleek and modern, this huge and incredibly varied country has something for everyone to experience the academic life and contemporary living style.

**Ready to immerse yourself in American campus life!**

# Section A



Walking in USF

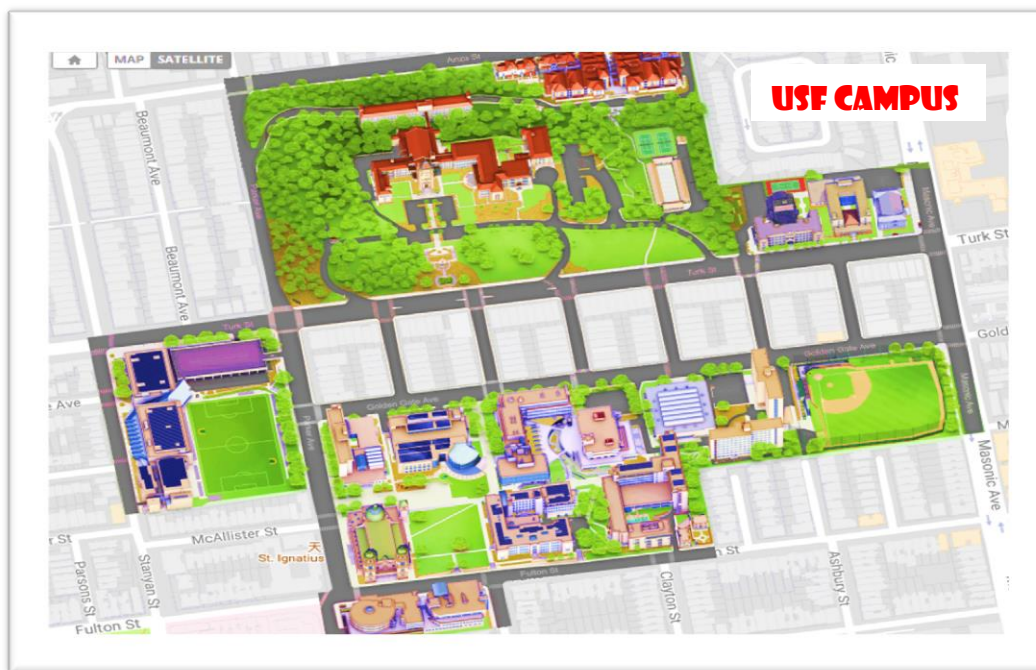
## PRE- LISTENING & WATCHING



## Group Work

**COMPLETE THE MAPPING TASKS IN PAIRS OR SMALL GROUPS.**

- ◆ Label the buildings' names in the USF campus with your group members.



## WHILE- LISTENING & WATCHING



**WATCH A VIDEO ABOUT USF CAMPUS AT THE NORMAL SPEED.**





## POST-LISTENING & WATCHING



## Comprehension Questions

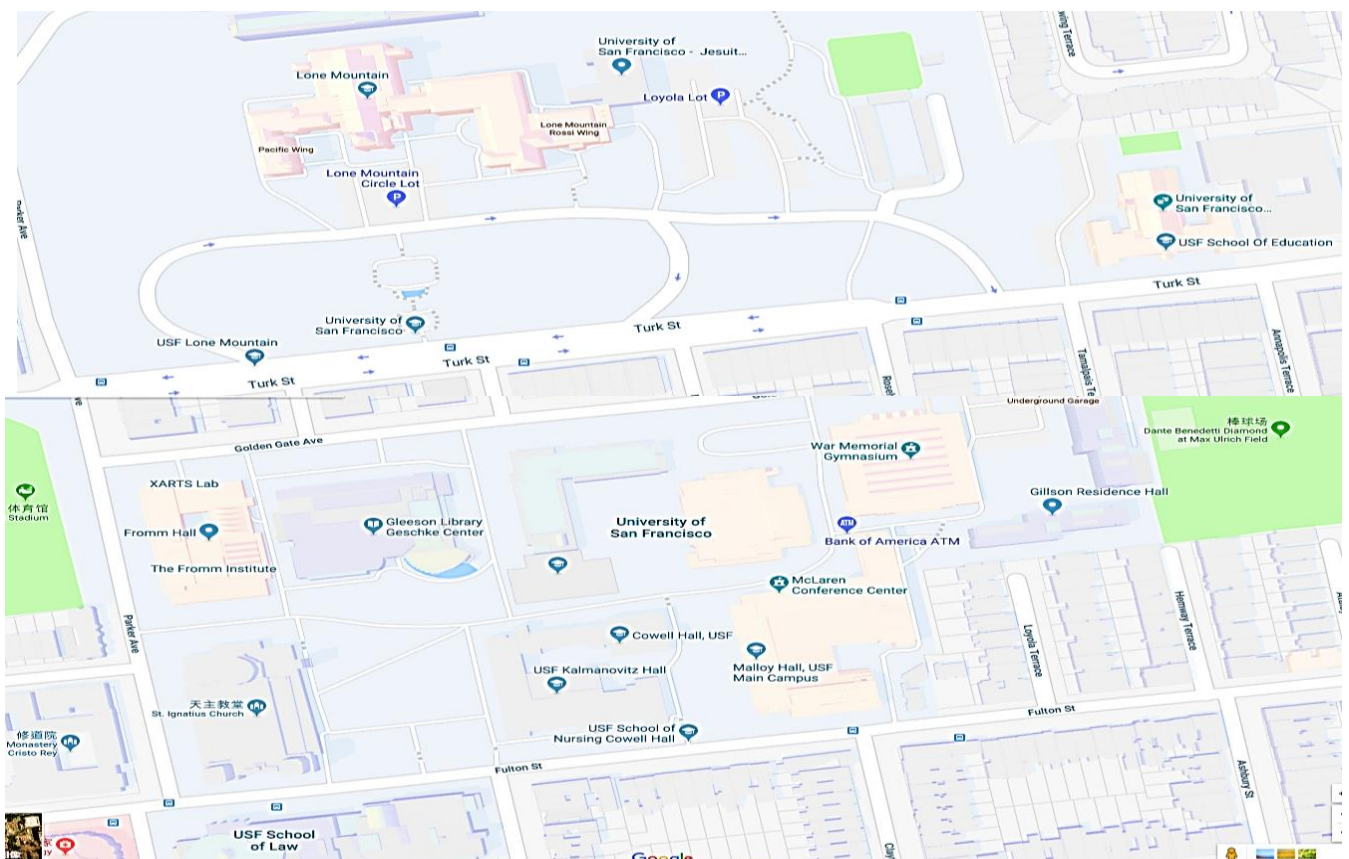
**THINK ABOUT THE QUESTIONS AND ANSWER THE QUESTIONS.**

1. How many places can you see in the video?
2. Where is the first stop when you visit the USF campus?
3. What's the function of Lone Mountain Main?
4. If you want to do exercise, where can you go?
5. How to get help if you want to have a campus tour?



## Post Listening Activities

**A. GET KNOW OF THE FUNCTIONS OF MAIN BUILDINGS  IN THE CAMPUS.**





## USF CAMPUS BUILDING

<ul style="list-style-type: none"> <li>Classrooms &amp; Academic           <ul style="list-style-type: none"> <li>281 Masonic</li> <li>Cowell Hall</li> <li>Fromm Hall</li> <li>Harney Science Center</li> <li>John Lo Schiavo, S.J. Center for Science and Innovation</li> <li>Kalmanovitz Hall</li> <li>Kendrick Hall</li> <li>Lone Mountain Main</li> <li>Malloy Hall</li> <li>McLaren Conference Center</li> <li>School of Education</li> <li>Underhill Building ROTC</li> <li>University Center</li> <li>XARTS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Administration           <ul style="list-style-type: none"> <li>Lone Mountain Main</li> <li>Lone Mountain North</li> <li>Lone Mountain Rossi Wing</li> <li>Loyola House</li> <li>University Center</li> </ul> </li> <li>Dining           <ul style="list-style-type: none"> <li>Club Ed Café</li> <li>Crossroads Café</li> <li>Kendrick Café</li> <li>Koret Deli</li> <li>Outtahere Café</li> <li>The Market Café</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Athletics           <ul style="list-style-type: none"> <li>Koret Health &amp; Recreation Center</li> <li>Negoesco Stadium</li> <li>Tennis Courts</li> <li>The Sobrato Center</li> <li>Ulrich Field &amp; Benedetti Diamond</li> <li>War Memorial Gymnasium at the Sobrato Center</li> </ul> </li> <li>Parking</li> <li>Accessibility</li> <li>Museum &amp; Gallery           <ul style="list-style-type: none"> <li>Rooftop Sculpture Terrace</li> <li>Thacher Gallery</li> </ul> </li> <li>Campus Safety &amp; Health</li> <li>Libraries           <ul style="list-style-type: none"> <li>Dorraine Zief Law Library</li> <li>Gleeson Library   Geschke Center</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Performance           <ul style="list-style-type: none"> <li>Kalmanovitz Amphitheater</li> <li>Presentation Theater</li> <li>Studio Theater</li> </ul> </li> <li>Sustainability</li> <li>Faith Spaces           <ul style="list-style-type: none"> <li>Multi-Faith Meditation Room</li> <li>St. Ignatius Church</li> <li>University Ministry Center for Ignatian Spirituality</li> </ul> </li> </ul>
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**B. ROLE PLAY WITH YOUR PARTNER ABOUT YOUR SUMMER CAMP VISITING THE USF CAMPUS AS AN ESL CAMPER ASKING THE WAY FROM A PRESENT USF STUDENT. (CHOOSE THE BUILDING/PLACE WANT TO GO) (USE THE CAMPUS' MAP TO HELP)**



### EXPRESSIONS BANK:

Where is ...?/ How can I get to ...?

What's the function of ....?

Turn left/ right

Go straight ahead

You can.... in...



# Section B

## PRE- READING



Do you know?

About the chronological events of USF

**SEARCH FOR FIVE CHRONOLOGICAL EVENTS OF USF IN HISTORY AND SHARE THE BRIEF INTRODUCTION OF THEM WITH YOUR CAMPERS.**

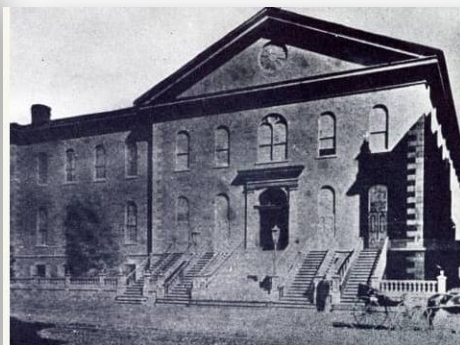
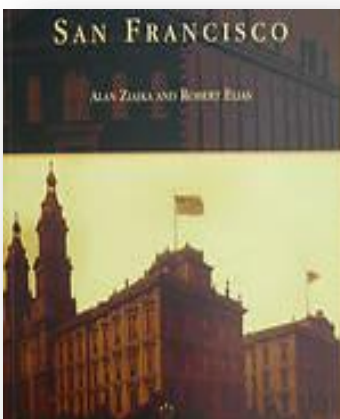


UNIVERSITY OF  
SAN FRANCISCO

**In** 1855, the school opened its doors to its first class.

## WHILE- READING

**READ A BOOK EXTRACT ABOUT THE HISTORY OF UNIVERSITY OF SAN FRANCISCO.**





## University of San Francisco (Book Extracts)

WRITTEN BY ALAN ZIAJKA, USF HISTORIAN

1.

The University of San Francisco began in 1855 as a one-room schoolhouse named St. Ignatius Academy. Its founding is **interwoven** with the establishment of the **Jesuit** Order in California, European immigration to the western United States, and the population growth of California and San Francisco as a result of the **California Gold Rush**.

2.

On October 15, 1855, the school opened its doors to its first class. Three students showed up, a number that gradually grew to 65 by 1858. In 1859, Anthony Maraschi, S.J., the founding president of St. Ignatius Academy, incorporated the institution under California state law, obtained a charter to issue college degrees, formed a board of trustees, and renamed the institution St. Ignatius College. Student enrollment, **composed** largely of first- and second- generation Irish and Italian immigrants, increased to 457 by 1862.

3.

Further growth in the number of students prompted St. Ignatius Church and College to move in 1880 to the corner of Hayes Street and Van Ness Avenue, the current site of the Louise M. Davies Symphony Hall. The college began at this new location with 650 students and rave reviews in the local press. The institution occupied a full city block and was described as having “scientific laboratories and departments” as “thoroughly equipped as money can make them” and a library that contained “the cream of knowledge on all necessary subjects.” The attached church was **depicted** as “magnificent” and could hold up to 4,000 people. In 1903, the college added a “splendid new **gymnasium**,” **portrayed** as the best in the city.

4.

The history of St. Ignatius Church and College at this location came to an **abrupt** end on April 18, 1906. On the morning of that day, an earthquake, followed by several days of fire, brought the church and college, and most of San Francisco, to almost complete ruin. The city and the institution, however, quickly rebuilt from the **devastation**. In September 1906, St. Ignatius Church and School reopened in temporary quarters, known as the “shirt factory,” on the southwest corner of Hayes and Shrader streets, currently the site of one of the buildings of St. Mary’s Medical Center. In 1927, St. Ignatius College moved into its new Liberal Arts Building, the present day Kalmanovitz Hall, near the corner of Fulton and Parker Streets. In 1930, at the request of several alumni groups, St. Ignatius College changed its name to the University of San Francisco.

5.

For 159 years, the University of San Francisco has served the citizens of San Francisco and **enriched** the lives of thousands of people. The institution has graduated students who went on to become leaders in government, education, religion, business, journalism, sports, the sciences, and the legal and the health-related professions. Among its alumni, the university counts three former San Francisco mayors, numerous current city officials, a former United States Senator, one current and three former California Supreme Court Justices, a former California Lieutenant Governor, two Pulitzer Prize winners, three Olympic medalists, several professional athletes, and the former president of Peru. USF has more than 100,000 alumni living in all 50 states, 6 United States territories, and 129 countries.

6.

Today the University of San Francisco enrolls more than 10,000 students in its four schools and one college: The School of Law, founded in 1912; the College of Arts and Sciences, organized in 1925; the School of Management, which began in 1925 as the College of Commerce and Finance and was merged with the College of Professional Studies in 2009; the School of Education, which started as the Department of Education in 1947 and was upgraded to a school in 1972; and the School of Nursing and Health Professions, which began as the Department of Nursing in 1948 and became a school in 1954.



7.

USF is one of the most ethnically diverse universities in the nation. Among the entire fall 2014 student population, 47 percent were Asian, African-American, Latino, Native Hawaiian/Pacific Islander, or Native American, and 16 percent were international. In 1964, USF became completely coeducational, though women had been enrolled in the evening programs in law and business since 1927, in education since 1947, and in nursing since 1948. In the fall of 2014, 63 percent of the overall student population was female.

8.

In 2005, the University of San Francisco celebrated the 150th anniversary of its founding. The main USF campus currently occupies 55 acres near Golden Gate Park in San Francisco. In addition, the university offers classes at four Northern California additional campuses (Sacramento, San Jose, Santa Rosa, and Pleasanton), at a Southern California additional campus, and at locations in downtown San Francisco, including the Folger Building at 101 Howard Street, and at the Presidio. The university also offers students a multitude of international experiences and study-abroad programs that enrich the learning community. The institution has grown dramatically since its modest beginning. It continues, however, to fulfill a mission that stretches back in time to the founding of the Society of Jesus in 1540 by St. Ignatius of Loyola, that took root in San Francisco in 1855, and that flourishes today in a premier Jesuit Catholic University.

**POST-READING**



**Identifying Main Ideas**

**MATCH PARAGRAPH WITH ITS MAIN TOPIC.**

**PARAGRAPH**

- 1 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

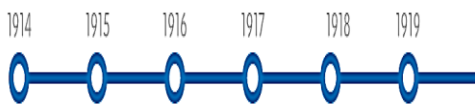
**THE HISTORY OF UNIVERSITY OF SAN FRANCISCO**

- School Foundation
- Early Stage of Development
- Reconstruction
- Contemporary Development
- School in Present Times



## Identifying Details

**SUMMARIZE THE CHRONICAL EVENTS OF USF IN HISTORY ACCORDING TO THE PASSAGE.**



**Timeline**

### READING TIP

#### READING IN ORDER

Readers should understand sequence is to locate signal words that indicate steps in a process (first, then, additionally, finally, proceed), order of importance (above all, the most important, the least significant), or chronological order (first, then, next or the specific year). Reading in order helps readers to preview the selection and determine whether it tells a story, explain how something works, work best to understand the author's purpose, look for clues in the passage.

### THE CHRONOLOGICAL EVENTS OF USF IN HISTORY

On October 15, 1855, the school opened its doors to its first class.

In 1859,

In 1880,

On April 18, 1906,

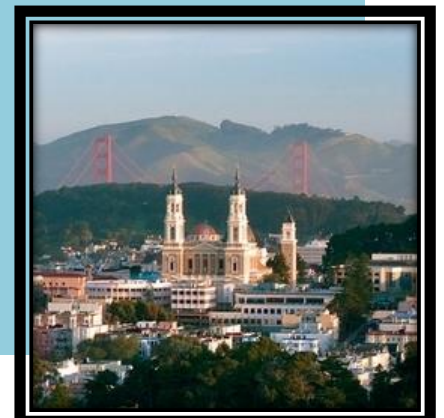
In September 1906,

In 1927,

In 1930,

In 1964,

In 2005,







## Activating Your Vocabulary

**COMPLETE THE SENTENCES WITH WORDS FROM THE BOX.**

compose    depict    gymnasium    portray  
 devastation    enrich    multitude    flourish  
 dramatically

1. There is [ are ] a \_\_\_\_\_ of reasons against it.
2. The author tried to \_\_\_\_\_ the splendor of the sunset.
3. At speeds above 50mph, serious injuries \_\_\_\_\_ increase.
4. Keep the soil moist. That way, the seedling will \_\_\_\_\_.
5. England, Scotland and Wales \_\_\_\_\_ the island of Great Britain.
6. People with disabilities are now doing many things to \_\_\_\_\_ their lives.
7. That's what we tried to \_\_\_\_\_ in the book, this feeling of opulence and grandeur.
8. The basketball nets hung down from the ceiling at either end of the \_\_\_\_\_.
9. The bomb caused widespread \_\_\_\_\_.



## Reflecting on the reading

**INTRODUCE THE HISTORY OF YOUR HIGH SCHOOL/UNIVERSITY ACCORDING TO THE TIMELINE AND SHARE IN YOUR CAMP GROUP.**

<b>THE HISTORY OF _____</b>	
<b>TIME</b>	<b>EVENTS</b>



*Walking in USF*



Reading  
Soooooo Is  
Delicious! **Extensive Reading**

**READ MORE ABOUT USF AND THE UNIVERSITIES IN THE US.**

**ONLINE SOURCE: <https://www.usfca.edu>**

**<https://www.topuniversities.com/>**



## Section C

### CAMP EXCURSION



**Take the USF campus tour to get familiar with the US campus when you arrive for your ESL camp excursion.**

**Explore what's inside the residence halls, libraries and laboratories that make up the Lone Mountain and lower campuses in the heart of San Francisco. Check out pictures, browse resources available to students, gain perspective with the campus map and imagine changing the world from here!**



### Extension Activities

**A: EACH CAMPER TRY TO VISIT THE GLEESON LIBRARY IN USF AND READ A BOOK ABOUT USF OR THE US CAMPUS CULTURE AND SHARE THE BOOK REVIEW WITH GROUP MEMBERS.**

**Attention: Do not speak out loud or keep your cellphone ringing when you visit and read in the university library!**

**B: EVERY GROUP TRY TO MAKE A VIDEO TO INTERVIEW THE PRESENT STUDENTS IN USF CAMPUS ABOUT THEIR PERCEPTION FOR THEIR UNIVERSITY AND THE US CAMPUS LIFE. FINALLY, WE WILL PRESENT THE VIDEOS AND VOTE FOR THE WINNER GROUP. (5-10 MINS VIDEO WITH INTERVIEW AND NARRATIONS)**



## Section D

### WRITING

#### Writing Tip

#### WRITE IN ORDER

Writers usually locate signal words that indicate steps in a process (first, then, additionally, finally, proceed), order of importance (above all, the most important, the least significant), or chronological order (first, then, next or the specific year sequences). Writing in order helps readers to understand how something works and the author's purpose as well as looking for clues in your writing composition.

### Use the following expressions to help you:

- ✚ **First of all**, I visited Cowell Hall which is located in the heart of lower campus and it is home to USF's School of Nursing and Health Professions, featuring the innovative nursing simulation lab, faculty offices, and classrooms.
- ✚ **Then**, I did reading in Gleeson library which houses 90 student and staff employees and some 13,000 volumes per year. Students come here to start their research, request an interlibrary loan, or find a quiet place to study.
- ✚ **Next**, I and my group members arrived at Saint Ignatius. Since 1914, it has been an icon for the University of San Francisco and for the city. This place is the first and last stops of every USF student's academic career.
- ✚ **Finally**, we went to the Lone Mountain which sits high on the hill, one block above lower campus. Breathtaking views, One Stop student services, The Wolf and Kettle Café, One Card, classrooms are all in the main building.



## Writing Practice

**USE THE ORDER YOU LEARNT TO WRITE FOUR TO FIVE PLACES YOU VISITED IN THE CAMPUS.**

Five empty rectangular boxes for writing practice, arranged vertically on a light blue background.



## Writing Assignment

**USE THE WRITING SKILL YOU LEARNT TO WRITE A PASSAGE IN YOUR CAMP BLOG TO INTRODUCE THE NEW CAMPERS ABOUT THE USF CAMPUS AND THE US CAMPUS LIFE YOU GOT TO KNOW. (YOU CAN ADD THE PHOTOS)**



## **EXTRA CAMP EXCURSION-1**



# **Basketball Game**

**Today, the NBA is the most US innovative league in sports, helping drive the growth of the game around the globe. It has a rich tradition of game-changing plays and storied rivalries, personal sagas and team dynasties. Players and fans share the excitement of reliving key moments in basketball history.**

**Let's go and watch an exciting US basketball match of Golden State Warriors which is the most famous basketball team in North California.**

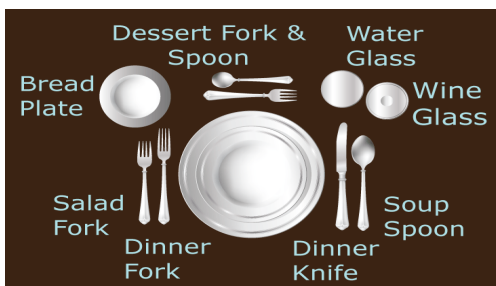
**Enjoy and shout out loud!!!**



## EXTRA CAMP EXCURSION-2



**As our ESL camp closing ceremony, we will have a western goodbye dinner party for all our campers. Through the dinner party, our campers will have the opportunity to make the deeper understandings of the western table manners and US food culture trend. Especially, our campers would be very happy to communicate with their peers and teachers and taste the most savory US dishes.**

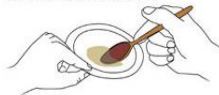


### EATING SOUP

When eating soup, tilt the spoon away from you.



To get the last bit of soup from the bottom of the bowl, tilt the soup plate away from you.



### HOLDING UTENSILS

Knives and forks are held in a relaxed manner.



### CUTTING MEATS

When holding the meat knife, place your index finger about an inch down from the handle to help press down firmly. Hold the fork in your left hand, prongs down. Cut only enough food for each mouthful.



### PROPOSING A TOAST

The custom of clinking glasses originally was used to drive away evil spirits. If you clink, do so with care, especially with fine crystal. For the most part, simply raise your glass in the direction of the person being toasted. Toasts should be long enough to cover the subject but short enough to be amusing — about a minute.

It may be a nice idea to toast people in their native tongue:

**Salud** (SA lud): Spanish  
**Slainte** (SLANT ty): Irish  
**L'chaim** (leh KHY yim): Yiddish  
**Prosit** (PRO sit): German  
**Kanpai** (KAHn pi): Japanese  
**Santé** (SAN ty): French/Québec



## ***LISTENING TEXT***

### **CHAPTER 1- SECTION A**

Lucy: Hi, my name is Lucy. What is your name?

Daniel: Hi, my name is Daniel. How are you?

Lucy: I am fine, thank you for asking. How are you?

Daniel: I am fine too. I want to go to Yosemite National Park this coming Saturday? Would you be interested?

Lucy: Sure! I love Yosemite so much and would love to go there for its magnificent sceneries and splendid waterfalls.

Daniel: That's great! Let's plan our trip together. What do you think we need to bring?

Lucy: I think we need to prepare a first aid kit and some trail mix snacks. Also, we need to bring water bottle and wear hiking shoes.

Daniel: Ok, what time should we meet this Saturday?

Lucy: we can meet at 7:00 am at the parking lot near my apartment.

Daniel: Sounds good. I heard the water 101 is the most beautiful spot in Yosemite. Do you want to go there?

Lucy: Absolutely! I would love to see the colorful rainbow above the waterfall 101. But before we head to the waterfall, I think we should have lunch. So that we will have enough energy to hike the 8 miles trail.

Daniel: Yes, we should. How about the Quench Mexican restaurant?

Lucy: Sure, sounds good.

Daniel: ok, I will drive to pick you up this Saturday.

Lucy: It's so kind of you. Thank you, Dan. See you on Saturday. Bye.

Daniel: Bye.

**Listening Text-1 Online Source:**

[https://drive.google.com/file/d/1rvbXhlFgRsBnaq\\_y3wNipgKuK6w8v2TC/view?usp=sharing](https://drive.google.com/file/d/1rvbXhlFgRsBnaq_y3wNipgKuK6w8v2TC/view?usp=sharing)



## CHAPTER 2- SECTION A

Lucy: Hi Lisa. How are you? I am so happy to see you here.

Lisa: Hey Lucy. I am fine. Nice to see you again. How is everything going?

Lucy: I am good. Thank you. And I am thinking about a trip to Legion of Honor this weekend.

Lisa: Do you mean the museum in the center of San Francisco?

Lucy: Yes. Do you wanna go with me on this Sunday?

Lisa: Oh, I would love to see those magnificent masterpieces of the medieval times. Will there be any special exhibition on this Sunday?

Lucy: Yes. And there will be a special exhibition about the art of impressionism on this Sunday.

Lisa: I am so lucky. I heard that Legion of Honor is famous for the great special exhibition. That will be a great opportunity for us to appreciate those precious showcases.

Lucy: Yes. The museum is the big repository of human civilization.

Lisa: Is there an art gallery in Legion of Honor?

Lucy: Yes. As far as I know, the art gallery is on the upper level of the museum. We can go there together.

Lisa: That would be nice. And I am also quite interested in those antiquities of the impressionism, especially those paintings and sculptures.

Lucy: Me too. I am looking forward to this big trip of art.

Lisa: So where do you think we should meet on Sunday?

Lucy: We can meet at the front desk of the museum at 8:00am on the Sunday morning and buy the tickets there.

Lisa: It's convenient. By the way, don't forget to take the camera with you to take beautiful pictures.

Lucy: Don't worry about that. I will remember.

Lisa: Ok, see you on Sunday morning. Bye.

Lucy: See you soon. Bye.

**Listening Text-1 Online Source:**

<https://drive.google.com/file/d/1z6yaP95afmWckMe1Nvsf-eM64Pq9p15X/view?usp=sharing>

## CHAPTER 3- SECTION A

**Online video source:** <https://www.usfca.edu/virtual-tour>

# KEY ANSWER

## Chapter 1

### Vocabulary:

d f j h a b g c i e

### Section A -Listening:

T F F F

### Section B -Reading:

D C A B

F T F T T

contribute impressive unpredictable trim spectacular fatality inhabit phenomenon

## Chapter 2

### Vocabulary:

f j b j a d g c e h

### Section A-Listening:

C C B A D

### Section B-Reading:

C D A B E

B A A

	o	e	x	h	i	b	i	t	i	o	n	W	e
a	c	v	b	s	p	l	e	n	d	i	d	s	m
g	r	a	p	h	i	c	k	l	p	u	f	v	b
r	d	e	c	o	r	a	t	i	v	e	x	z	l
b	a	q	m	a	s	t	e	r	p	i	e	c	e
m	a	g	n	i	f	i	c	e	n	t	c	v	m

masterpiece decorative emblem splendid magnificent exhibition graphic

## Chapter 3

### Vocabulary:

**Section A-Listening:**

Open answers

**Section B-Reading:**

1 2-3 4 5-7 8

In 1859, Anthony Maraschi, S.J., the founding president of St. Ignatius Academy, incorporated the institution under California state law, obtained a charter to issue college degrees, formed a board of trustees, and renamed the institution St. Ignatius College.

In 1880, Ignatius Church and College to move to the corner of Hayes Street and Van Ness Avenue, the current site of the Louise M. Davies Symphony Hall.

On April 18, 1906 Ignatius Church and College at this location came to an abrupt end.

In 1927, St. Ignatius College moved into its new Liberal Arts Building, the present day Kalmanovitz Hall, near the corner of Fulton and Parker Streets.

In September 1906, St. Ignatius Church and School reopened in temporary quarters, known as the “shirt factory,” on the southwest corner of Hayes and Shrader streets, currently the site of one of the buildings of St. Mary’s Medical Center.

In 1930, at the request of several alumni groups, St. Ignatius College changed its name to the University of San Francisco.

In 1964, USF became completely coeducational.

In 2005, the University of San Francisco celebrated the 150th anniversary of its founding. The main USF campus currently occupies 55 acres near Golden Gate Park in San Francisco.

multitude depict dramatically flourish compose enrich portray gymnasium devastation

# SUMMER ESL CAMP



*It's not goodbye, it's see you later!*

