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Innovative Techniques for Inspiring EFL Students' Enthusiasm and Participating in English Classroom Activities

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YingHung Natalie Chiang
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in

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

Approved:

Luz Navarrette Garcia   December 1, 2016
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ABSTRACT

Since 1990, the government of Taiwan has sought to position the country as an international economic and trading center. As a result, English became a compulsory subject for Taiwanese students in 2005 (Lu, 2011). The Taiwan Ministry of Education (MOE) is promoting communicative language teaching (CLT) and encouraging learners to develop and increased desire to improve their language skills. However, many Taiwanese English as Foreign Language (EFL) teachers still focus on memorization and the grammar translation method (Chung & Huang, 2009). The author discovered two major issues related to English language teaching in Taiwan. The first issue was many Taiwanese English as EFL teachers do not provide meaningful and authentic communication opportunities for their students (Chung & Huang, 2009). The second issue was many Taiwanese EFL learners focus more on extrinsic motivation than intrinsic motivation (Hernandez, 2008). The other primary issue discussed involved the relationship between learning and motivation. The primary purpose of this project was to design a research-based curriculum for EFL teachers working with Taiwanese university students. It outlines a framework for how an instructor can integrate various new techniques and activities to motivate students to utilize English in their daily lives. Furthermore, this project focuses on the importance of the characteristics and qualities of an effective Taiwanese EFL instructor and how they can integrate innovative techniques into their language instruction such as Google Forms, Quizlet, YouTube, and Snapchat. This curriculum does not merely focus on dispensing information; instead, it focuses on encouraging learners to be completely involved and to realize how what they acquire linguistically is can be applied in practical situations.

CHAPTER I
INTRODUCTION

Statement of the Problem

As an English language learner and also an English teacher, I have been involved in English acquisition for 15 years. I can still remember how anxious and stressed I was during my college English classes. In particular, I recall an experience I had in a class I was enrolled in as a sophomore in the National Chia-Yi University where located in Taiwan.

It was a Wednesday afternoon, and I had a two-hour long English class. I reluctantly walked into the classroom, said hello to my classmates, and noticed that some of them returned my greeting without enthusiasm. I sat in the back corner of the room and listened to other students complain about how bored they were with this tedious English class. After some minutes, the teacher came into the classroom, and I noticed some students took out their textbooks with a frown, just like me. The instructor, Miss Chang, started the lecture without any greeting and said: "All right, class. Turn to chapter two. I am going to read these vocabulary words and tell you what is the meaning of these words. Listen carefully and write down the meaning in Mandarin," she said. She held her textbook and read every word loudly, slowly and clearly.

The instructor walked around the classroom while she was reading. What follows is my recollection of what the teacher said:

Teacher: "budget, 預算, profit, 利潤, evaluation, 評估."

There were to be 50 students sitting in the classroom, but there were about 10 students absent that day. The energy in the room was low as we sat there listening to our teacher

read. Only a few students wrote quickly was because they were afraid they would miss some words. However, most of them did not pay attention at all.

Teacher: "Listen one more time. I am going to repeat these words again. Listen carefully and repeat after me," she instructed us.

She read the vocabulary words loudly, slowly and clearly again. Meanwhile, she walked around and checked our work. When she repeated the words, we used our finger to point to the vocabulary words, while the teacher just read.

The learning process was passive, rather than active. We followed directions and repeated after the instructor:

Teacher: "Repeat after me: budget."   Class: "budget."

Teacher: "profit."   Class: "profit."

Teacher: "evaluation."   Class: "evaluation."

This process went on for approximately 20 minutes. After the instructor conveyed the meaning of all vocabulary words and conducted these step-by-step procedures, each student was called on to read a few lines from a paragraph in our textbook. When we finished reading, we were asked to translate the sentence into Mandarin. Next, the teacher asked us to write the exercise questions, after we finished these drills. Every learner did individual work without interacting with each other. The textbook was written in English, and we had to answer in English as well. I recall some students tried to figure out the questions, but some did not work on them; they just sat there with their head in their hands. They were completely passive! A half-hour later, the instructor asked students to stop and check our work. She called on one student each time to ask them to read one or two questions and tell the answer. If the answer were correct, she would call on another

one, if the answer were incorrect, she gave the right answer immediately. At that moment, I felt nervous that I could not answer correctly.

Before she concluded this session, she asked us if we had any questions and she talked in Chinese. No students responded. She completed the vocabulary words and reading sessions and asked students to focus on the dialogue. "Alright, class. Now let's turn to conversation part. I am going to read the whole dialogue. Listen carefully, but do not repeat after me," she spoke in Chinese. She read every sentence slowly and loudly. "Now I am going to read it one more time and translate the dialogue into Chinese." Some students listened carefully and wrote the translation down, but most students, including me, only listened without taking any notes. Furthermore, she read each of the lines of the conversation and asked the whole class to repeat after her. Learners practiced each sentence drills several times before they moved on to the next one. Students through this step-by-step repetition attempted to mimic the instructor's intonation and pronunciation. After we had become familiar with the dialogue, the teacher divided the class in half. Each group would take turns reading the dialogue. Next, the class switched roles to practice more. Students' enthusiasm was very low; some even checked their watches; they seemed to wish this class could finish soon. Although these strategies allowed students to practice their pronunciation and intonation, communication was very limited because students lacked the opportunities to engage in authentic and spontaneous conversations. In the last five minutes, the instructor announced that we were going to have a vocabulary and reading quiz in our next session.

Two Major English Teaching Issues in Taiwan: Lack of Communication Opportunities and Intrinsic Motivation

The story that I previously shared highlights two major issues related to English language teaching in Taiwan. The first issue is many Taiwanese English as a foreign language (EFL) teacher do not provide meaningful and authentic communication opportunities to their students (Chung & Huang, 2009). The second issue is many Taiwanese EFL learners focus more on extrinsic motivation than intrinsic motivation (Hernandez, 2008).

I will elaborate on these two issues in order to provide the reader with background on the nature of these two issues at the college level in Taiwan.

Lack of communication opportunity.

According to a proposal of communicative competence by Hymes (1971), there is more attention and support for communicative language teaching because it focuses on the communicative competence and pragmatic meaning of language. In recent years, increased attention has been focused on motivation and communicative competence in foreign language teaching. Hinkel (2006) indicates, providing tasks for improving speaking skill of second language acquisition, which gives students opportunities to take a particular situation into account with fundamental and linguistic elements. Under the meaningful tasks setting, learners will improve communicative competence and fluency because these tasks promote a meaningful and communicative practice in the target language. Communication orientation encourages students to shift their perspective on exchanging ideas and concepts, it rather than viewing them as obstacles to be overcome. Unfortunately, these elements do not exist in my story. Indeed, these issues also made by Chung and Huang (2009, p.72), " speaking English was the biggest challenge for most

[Taiwanese] students. They felt afraid and frustrated at not being able to express themselves in English when they had to do so".

Lack of intrinsic motivation.

The other primary issue will be discussed the relationship between learning and motivation. Many students of the English as a foreign language (EFL) were expected to focus on achievement through traditional standards e.g. test scores, grades, GPA, which produce intensive pressure builds a negative relation between learning and motivation (Todd, 2008). Under the traditional method setting and standards, it imposes explicit knowledge for students' learning, which produces absolute pressure build a negative relation between learning and motivation. "High motivation and low anxiety about speaking a foreign language are needed for Taiwanese students to demonstrate a stronger willingness to communicate" (Wu & Lin, 2014, p.785). Nunan (1991) indicated the main challenge in the EFL classroom is the lack of motivation. Krashen (1981) addressed there is a more long-term impact of second language acquisition by integrative motivation. Chang (2002) supports the notion that whether integrative motivation and instrumental motivation have significant affecting of Taiwanese college students' foreign language learning motivation.

Since 1990, the government of Taiwan decided to promote Taiwan as an Asian-Pacific economic and trading center for internationalization. Moreover, English became a compulsory subject for Taiwanese students in 2005. Learning English has been a trend for globalization and Education purposes (Lu, 2011, p. 153). The Taiwan Ministry of Education (MOE) is promoting communication language teaching (CLT), and the learners have high desire to acquire the language by communicative-based. However, the

instructors still focus on memorization and grammar translation (Chung & Huang, 2009, p.67). Obviously, there is a gap between learners' needs and implantation. Based on brief literature review as above, many educators or front line teachers do not involve the educational research area, and they do not be aware it is important to hear the voice of the language learners about effective teaching.

To sum up, my experience and study findings illustrate lack of communication opportunity and lack of motivation are significant problems of Taiwanese English learning which have great deep effect for long-term acquisition and achievement.

Purpose of the Project

The primary purpose of this project is to design a research-based curriculum for EFL teachers working with Taiwanese university students. The research includes a theoretical framework, scholarly literature, and practices. It outlines a framework for how an instructor can integrate various new techniques and activities to help do develop to construct the motivation to utilize English into their daily lives. Recent research on the relationship between motivation and language acquisition has suggested that motivation may facilitate to second-language learning. These specific benefits include increased willingness to communicate (Wu, 2014), improved classroom activities participation (Liu, 2015), positive correlations with language learning strategy application (Quadir, 2014), and increased academic performance (Hernandez, 2008). Furthermore, this project focuses on the importance of the characteristics and qualities of an effective Taiwanese EFL instructor, and they can build their teaching around innovative techniques for language instruction.

Theoretical Framework

This field project is guided by three theories: Stephen Krashen's theory of second language acquisition, particularly the affective filter hypothesis, Gardner's social educational of language learning, and computer- assisted language learning. Krashen's theory of second language acquisition is comprised of five hypotheses: 1). The acquisition-learning hypothesis, 2). The monitor hypothesis, 3). The input hypothesis, 4). The natural order hypothesis, and 5). The affective filter hypothesis. Next, Gardner's (1985,1998) social-educational model of language learning identifies two orientations of motivation: instrumental and integrative. Last, computer-assisted language learning (CALL) focuses on integrating technology into foreign language teaching and learning (Harwood, 2010).

According to Krashen (1987), the variables factors such as motivation, self-confidence and anxiety can influence a learner's ability to acquire knowledge about a new language. In other words, low motivation and self-confidence as well as high anxiety can create a barrier to learning. Krashen theories this is the affective filter. The affective filter blocks comprehensible input (i.e. the ability of students to understand what they learning). Therefore, languages teachers may have to focus on supporting students in recognizing these barriers by implementing strategies and facilitating activities that help them reduce the affective filter (Schmidt, 2001). This is applicable to Taiwanese undergraduate students learning a foreign language. Wu & Lin (2014) claims, " High motivation and low anxiety about speaking a foreign language are needed for Taiwanese students to demonstrate a stronger willingness to communicate (p.785)." The affective filter hypothesis is appropriate for my project because my project focuses on developing resources that allow Taiwan EFL instructors to support undergraduate language learners

to decrease their anxiety and increase motivation and self-confidant. The social-educational model of language learning theory is also applicable to this project.

Gardner's (1985, 1998) social-educational model of language learning presents two orientations of motivation: instrumental and integrative. Instrumental motivation refers to learners' enthusiasm to acquire a target language or achieve pragmatic objectives. On the other hand, integrative motivation refers to an interest in foreign language, a desire for interaction and developing an identity within the target culture. Schmidt et al. (1996) theorizes, "motivation is also related to learning strategies and preferences for certain kinds of classes and learning tasks" (p.9). These tasks can include increased willingness to communicate (Wu, 2014), improved classroom participation (Liu, 2015), positive correlations with language learning strategy application (Quadir, 2014), and increased academic performance (Hernandez, 2008). This project provides different activities and tasks such as interviewing, peer discussion, presentations, etc. to support Taiwanese EFL learners to integrate multiple skills to increase instrumental and integrative motivation in order to develop a greater desire to proactively communicate in their target language. Computer-assisted language learning (CALL) also frames this project.

Recent studies in the pedagogical advantages of CALL materials indicate that integrating CALL materials into language teaching and learning have been shown to have a positive impact on literacy and educational development (Harwood, 2010). The CALL materials provide more opportunities to learners for assessing independent of time and place (Harwood, 2010). Liu (2015, p. 6) found that "Engagement frequency of learning activities had the strongest association with motivation." Zhao suggests CALL materials

have many pedagogical advantages: authentic materials, interaction, immediate feedback, monitoring and recording of learning behavior and progress, and easier access (2005). This project collaborates variety of CALL materials such as authentic videos: to provide the authentic and situational scenarios can help students to apply the target language appropriately, Quizlet: to help students study literacy efficiently, self-monitor the learning process, Snapchat: community building, and improve communicative skills sufficiently.

Significance of the Project

The value of this project is upon a theoretical framework for empowering of meaningful, sustainable change. This curriculum links teachers to their students with theoretical frameworks, situational contents, and authenticity resources to support undergraduates to improve their language acquisition.

Potentially, this project can inspire and motivate instructors to utilize the CALL material with non-CALL material for their teaching. Once instructors are inspired and motivated, they should have more to reflect on in consideration of students' needs. By focusing more directly on improving the pedagogy with CALL materials, the teachers learn how to incorporate digital aids with multiple teaching methods rather than focusing on one traditional method such as say, the grammar translation method.

Likewise, this project should enable learners to acquire the target language with enthusiasm, satisfaction and personal fulfillment. This project also may support them in utilizing the linguistic elements in their daily lives. According to Tomlinson (1998b, 1998d), language learners should be immersed in an affective and cognitive language experience for maximizing language use. Moreover, this project presents the subjects in

many ways that caught their interest and dynamic learning. Specifically, the project contains authentic, situational videos with target language as a warm-up, which can help students to collaborate on their schemata, expectations, and top-down/ bottom-up processing. The activities do not only focus on syntax, but also speaking languages with functional and situational demand: role-play, interviews, information gap, oral presentations, etc.

This curriculum does not merely want to dispense information; instead, it encourages learners to be completely involved and to realize how what they acquire linguistically is applied to practical situations.

Limitations of the Project

Despite advantages of this project, it does have some limitations. First, this project was created for undergraduates of English with an intermediate level of proficiency. These undergraduates who have different proficiency levels of English may not benefit from the materials. Moreover, this curriculum requires technological devices with Internet access, for instance, laptop, speakers, audio-visual systems and mobile phones. Indeed, schools without access to technology will not benefit from the curriculum. Lastly, not every instructor or student is comfortable working with technology. Particularly challenging is the fact that some people may not use the software or application well, making it difficult for facilitating teaching or students' practicing.

Definition of Terms

Affective Filter Hypothesis is provided by Stephen Krashen in 1982. He argues that out the affective filter blocks comprehensible input, and it leads to acquisition fails. On the other hand, affective filter supports the intake of comprehensible input when it

occurs to a lesser extent. Also, affective filter is considered a crucial element for second language acquisition. (Krashen, 1982)

Communicative approach so-called Communicative language teaching (CLT) that is based on a theory of language as communication, emphasizing greatly the use of the target language by learners in a variety of contexts and on learning language functions. (Savignon, 1972)

Computer-assisted language learning materials (CALL materials) is an artificial product for language instruction such as websites, apps, software, online programs, courseware, etc. (Levy & Stockwell, 2006)

English as a foreign language (EFL): nonnative speakers study English in a non-English-speaking environment. **Retrieved September 6, 2016, from** http://www.dictionary.com/browse/efl

Grammar-translation method (GTM) is a classical pedagogy first used in the language-teaching field. The purpose of this method is helping students study the grammar of the target language, which can help them become familiar with the grammar of their first language. (Kelly, 1969)

Intrinsic study motivation originates from self-determination theory. It reflects a pleasure to participate in a given task for the inherent interest gained from doing the task. (Deci & Ryan 1980,1985)

Second language motivation so call socio-educational model of language learning. It is defined by Gardner and Lambert (1959). They suggest there are two different components of motivation: (a) integrative motivation refers to an interest, a desire, or a positive attitude in foreign languages or interactions with native speakers of the cultures

and (b) instrumental motivation refers to a purpose to study a target language to reach a goal, such as getting a promotion or increased pay. (Gardner & Lambert, 1959)

Situational syllabus provides different situations with speaking skills needed in those scenarios. (Richards, 2001, P.152)

Snapchat is a mobile application, which combines image messaging, and multimedia. The creators are Evan Spiegel, Bobby Murphy, and Reggie Brown. **Retrieved September 6, 2016, from** https://en.wikipedia.org/wiki/Snapchat

Quizlet is an online learning tool, which supports language learning. It was created by Andrew Sutherland and released to the public in January 2007. **Retrieved September 6, 2016, from** https://en.wikipedia.org/wiki/Quizlet

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

This review of literature consists of two thematically related sections. The first

thematic section discusses the role of motivation in second or foreign language learning

in connection to Gardner's social educational model of language learning. The second

thematic section emphasizes how computer-assisted language learning (CALL) can be

used to implement teaching and learning practices to support EFL learners. The second

thematic section also highlights how to support the language learning of Taiwanese

undergraduate students in the EFL classroom. This literature review concludes with a

summary of the main points from the literature.

The Impact of Motivation on Second or Foreign Language Learning

Motivation is the most important factor in successful language learning.

According to Khansir, Jafarizadegan, and Karampoor (2016), "Language learning

motivation is a crucial factor in global language activity, and it has been as one of the real

strategies used in foreign language setting in general and in English language as a foreign

or second language in particular" (p.742). Motivation in language learning has been a

concern of researchers for several decades (Gardner, 1968; Gardner, Lalonde, &

Moorcroft, 1985; Gardner & Lambert, 1959; Hernandez, 2008; Khansir et al., 2016; Liu,

2015; Oxford & Nyikos, 1989; Peng, 2007; Schmidt, Boraie, & Kassabgy, 1996; Schmidt

& Watanabe, 2001; Quadir, 2014). Empirical studies in foreign language teaching

generally support a positive relationship between motivation and language learning.

Specifically, a positive correlation has been suggested between motivation, with students'

increased academic performance (Hernandez, 2008), and their willingness to

communicate (Peng, 2007; Wu, 2014). In addition, Liu (2015) suggested motivation could contribute to learners' autonomy in future learning. For teachers, Schmidt & Watanabe (2001) as well as Quadir (2014) indicated that learners' motivation is helpful for identifying appropriate teaching materials and activities.

The work of all the previously mentioned scholars is based on the work of Orval Hobart Mowrer, an American psychologist and professor at the University of Illinois. In 1950, Mowrer theorized children's second language learning was motivated by exposure to valued family members, especially parents. Subsequently, childrens' motivation increases when they interact with the whole linguistic community. To illustrate, my five-year-old son, Ashwin, can use multiple languages seamlessly. I recall a conversation between my son and my father in law who only speaks Japanese. He asked my son to convey a question to me. My son was asked the question in Japanese and asked me in English. Ashwin uses different languages unconsciously and code-switches frequently throughout conversations. He is being raised in a multilingual environment: Japanese, English, and Mandarin. My husband and I provide a diverse linguistic environment and encourage him to utilize multiple languages in his daily life. Furthermore, Ashwin uses English and Japanese because he attends a bilingual kindergarten in Japan. This scenario delineates Mowrer's view: parents are a crucial factor for increasing their children's language learning motivation (Mowrer, 1950). Later, children's' motivation increases within various linguistic communities outside of their families.

In 1959, Gardner and Lambert, building on Mowrer's work, posited that attitude is a motivational construct that presupposes that language learners have different goals for their learning, and these goals are the source of their drive. Furthermore, the

researchers theorized motivation can be divided into two categories: integrative and instrumental. Integrative motivation refers to an interest, a desire, or a positive attitude in foreign languages or interactions with native speakers of the cultures, and instrumental motivation refers to a purpose to study a target language to reach a goal, such as getting a promotion or increased pay (Gardner & Lambert, 1959). Gardner and Lambert suggested social and cultural factors can affect attitude motivation of L2 learners.

Gardner's Socio-Educational Model of Language Learning

The purposes of second language programs are both linguistic and non-linguistic. Linguistic goals include reading, writing, listening, and speaking. Non-linguistic goals are more abstract because they include factors like improving understanding of the other linguistic communities, developing motivation to continue learning, etc. Gardner (1985) developed the Attitude Motivation Test Battery (AMTB) to assess the non-linguistic aptitude of L2 learners. Gardner developed the instrument after 20 years of research. Much of the research focused on English speaking students learning French as a second language at the primary or secondary level. However, Gardner suggested the instrument items should be modified for different linguistic communities.

Many scholars have utilized and modified Gardner's instrument. For example, Peng (2007) conducted a study with 174 college students participating in an intensive English program in China. Peng utilized ATMB to examine the relationship between L2 willingness to communicate (WTC) and integrative motivation. The results of the study corresponded with Gardner's statement (1959): motivation is a crucial factor which the high loadings of the verbal intelligence. Furthermore, Schmidt et al. (1996) modified Gardner's Attitude and Motivation Test Battery and proposed similar constructs to his

contexts and he suggested there are three components to motivation for L2 learning, labeled differently: affect, goal orientation, and expectancy. In 2001, Schmidt and Watanabe follow Gardner in believing that motivated learners reach a higher level of proficiency because they devote more of themselves to learning. Goal orientations are viewed as a precession of motivation (Paltridge & Phakiti, 2010).

Quadir (2014) applied Schmidt and his colleagues' instrument, which were modified from Gardner's Attitude Motivation Test Battery. He explored the connection between motivation and L2 oral skills with 355 college students participating in Bangladesh. The results indicate that positive attitude, determination to learn, instrumentality, and intrinsic motivation factors have the positive correlations in second language learning. Previously, Oxford and Nyikos (1989) acknowledged a new point, which is a cause-and effect relationship between attitudes and motivation for learners to use a variety of learning strategies. They claim, "Not only does high motivation lead to signify use of language learning strategies, but high strategy use probably leads to high motivation as well!" (p. 295).

In contrast to these views, Krashen focuses on the relationship between motivation and target language input, instead of the links between motivation and learning strategies. Krashen (1982) theorizes that motivation is part of a general affective filter. Krashen's affective filter hypothesis argues that the affective filter blocks comprehensible input, and it leads to acquisition failure. On the other hand, the affective filter supports the intake of comprehensible input when it occurs to a lesser extent.

The Role of Motivation on Second or Foreign Language Learning

Some scholars claim that motivation factors can link to active learning and predicting language acquisition performance. Hernandez's study (2008) supported the findings of Gardner's study. Hernandez conducted research with 130 undergraduates completing a fourth-semester Spanish course. The results indicate integrative motivation as a predictor of speaking proficiency, final exam grades, and continued learning desire. Liu (2015) examines the relationship between learners' autonomy and motivation by conducting a study with 150 first-year, non-English majors, undergraduates in Taiwan. The results demonstrate that motivation and autonomy have a high correlation. "Motivation as a predictor for and an indispensable factor to affect learners' autonomy" (Liu, 2015, p. 1171). However, compared to higher English level students, the lower English proficiency learners have insufficient motivation to accomplish learning activities inside or outside the classroom. Furthermore, there are more experts who believe that motivation can be a predictor to predict learners' achievement in language acquisition (Liu, 2015; Peng, 2007; Quadir, 2014). In addition, Khansir et al. (2016) report that socio-economic attitudes had an effect on Iranian third grade high school students' motivation to learn English as a foreign language, and these attitudes reflected economical capital, and socio-economic status has a strong correlation with motivation in EFL learning. Specifically, participants could have more opportunities to immerse in English learning environment when their parents were at the higher level of the economical. This finding delineates a positive relation between social class and motivation. When a family's social class level is increased, children's' learning motivation is increased as well.

The empirical literature on the relationship between motivation and second or foreign language acquisition is decisive, as Gardner's social educational of language learning model would suggest. Motivation plays an important role of language learning (Gardner & Lambert, 1959; Gardner, 1968; Gardner, Lalonde, & Moorcroft, 1985; Oxford & Nyikos, 1989; Schmidt et al., 1996; Schmidt & Watanabe, 2001; Peng, 2007; Hernandez, 2008; Quadir, 2014; Liu, 2015; Khansir et al., 2016). Therefore, it is the goal of this field project to focus on language learning motivation, an often forgotten component of the learners' insights and needs, to establish greater curriculum. More importantly, the value of this project is upon a theoretical framework for empowering of meaningful, sustainable change. This curriculum links teachers to their students with theoretical frameworks, situational contents, and authenticity resources to support undergraduates to improve their language acquisition.

The Impact of Computer Assisted Language Learning System (CALL) on Second or Foreign Language Learning

Technology changes rapidly, and nowadays, it plays an even more critical role in language learning than it has in the past. Before 2000, many language learners acquired language skills through non-interactive ways: TV, movies, videos, or cassettes. These vehicles were effective for exposing languages learners to how the language was used in every day situations.   Over the last 25 years, technological innovations led to a new level of sophistication in language acquisition (Hubbard, 2015). New technologies provide EFL learners with access to more interactive tasks and authentic language environments. In 2007, Robin suggested, "In the immediate future – the next five or ten years – the frontier in language learning and technology will not be found in what

program does what better, but rather which students use off-the-shelf technology to best facilitate their own learning in their own learning style!" (p.109).

Computer assisted language learning (CALL) has been a focus of research for two decades (Chiu, 2013; Egbert & Hanson-Smith, 1999; Ferrer et al., 2015; Hubbard, n.d.; Levy & Stockwell, 2007; Mutlu & Eroz-Tuga, 2013; Oz, Demirezen, & Pourfeiz, 2015; Wu & Wang, 2015; Yang, 2014; Yang & Wu, 2015; Yen, Hou, & Chang, 2015; Young & Wang, 2014). Some empirical studies on teaching support have indicated a correlation between CALL and language learning. Specifically, a positive correlation has been suggested between CALL and students' improved use of grammar in written communication (Pirasteh, 2014), increased literacy learning (Yang & Wu, 2015; Young & Wang, 2014), and learners' autonomy (Coyne, 2003; Mutlu & Eroz-Tuga, 2013; Young & Wang, 2014). In addition, Mutlu and Eroz-Tuga (2013) suggested CALL could be used to help increase learners' motivation to engage in active learning in the future. Similarly, Liu (2015) posited that motivation could contribute to students' autonomy in future learning. For teachers, Torsani (2015) claimed that CALL can foster educators' motivation to integrate technology into their practice. However, Egbert and Hanson-Smith noted, "educators do not need a discrete theory of CALL to understand the role of technology in the classroom; a clear theory of SLA and its implications for the learning environment serves this goal" (as cited in Hubbard, 2009, p. 2). In other words, technology can be a tool for improving teaching and learning outcomes for students. Therefore, it is most important for language teachers to develop an understanding of the theoretical foundation of second language acquisition in connection to CALL.

The Major Purposes for Using CALL in Second or Foreign Language Learning

The major purposes of CALL in second or foreign language learning are linguistic improvement and pedagogical advantages. Linguistic improvement includes reading, writing, listening, and speaking. On the other hand, pedagogical advantages are authentic material, interaction, empowerment, and monitoring and recording students' learning behaviors and progress (Reinders, 2007b). Some scholars have claimed that CALL can enhance language acquisition performance. CALL in vocabulary acquisition has recently been identified as a supporting tool for educators (Oz et al., 2015; Stockwell, 2010; Stockwell & Liu, 2015; Yang & Wu, 2015; Yang & Wang, 2013).

To illustrate, Yang and Wu (2015) conducted a study with 93 undergraduates who were non-English majors in Taiwan. The researchers used a mixed methodology to investigate the relationship between various vocabulary learning strategies and MyEVA, an online English vocabulary-learning program. The mixed methodology consisted a pre and post test, interviews, and classroom observations. The results of their study indicated that Taiwanese EFL students can increase literacy learning outcomes through MyEVA. For practitioners, e-learning, such as MyEVA, can support learners to increase their vocabulary with pleasure and efficiency.

Some scholars have also suggested that CALL can help students improve their L2 writing, listening, and speaking. Pirasteh (2014) examined the effectiveness of CALL on grammar learning with 52 Iranian undergraduates. The results indicated that CALL can help learners to improve on using grammar in writing such as email communication. Similarly, Yen, Hou and Chang (2015) discovered interactive platforms such as Facebook can support students' writing skills and their use of vocabulary and grammar. Moreover, some scholars found positive correlations between CALL and listening or

speaking skills. In 2016, Vahdat and Eidipours conducted a study which indicated that CALL mode not only improves EFL students' listening comprehension, but it is also more effective than traditional teaching methods such as lecture in the improvement of EFL students' listening comprehension skill. Yen, Hou and Chang (2015) also noted that using social networking platforms, such as Facebook and Skype, as learning tools could enhance EFL students' linguistic competence, specifically, speaking skills. Payne and Whitney (2002) noted the oral proficiency gains for EFL students when text-based online chat interactions were used. In addition, pronunciation has been shown to improve when a CALL system is used. In 2014, Young and Wang conducted research with 52 elementary students to investigate the efficacy Game Embedded CALL system (GeCALL) to facilitate English vocabulary acquisition and pronunciation in Taiwan. They divided the participants into two groups: a control group that received traditional drills pronunciation practice and an experimental group that received game-based activities for online speaking practice. They discovered that the GeCALL system could reduce language learner's speaking anxiety. Furthermore, GeCALL system enhanced the learners' literacy learning as well as their pronunciation ability. In addition, Young and Wang (2014) stated that " Those who learned with the game-based complete activity compared their speaking performance with each other during the speaking activity and the desire to complete the barrier game became a trigger that motivated them to speak out (p.248). However, Wu and Wang's study (2015) contradicted the findings of Young and Wang.

Wu and Wang conducted research with 25 English teachers from 18 different elementary schools in Taiwan. Wu and Wang utilized a survey, interviewed the

participants, and observed classrooms to identify the technological pedagogical and content knowledge (TPACK) in teaching English as a foreign language of primary English teachers in Taiwan. The results revealed that technology has not been largely applied as a means to support meaningful and authentic communication among learners in English language classrooms in Taiwan. In the other words, many Taiwanese teachers still use traditional pedagogies to facilitate language learning. Consequently, the researchers found limited insistences of meaningfulness, creativity, autonomy, and critical thinking teaching strategies in the classroom. Wu and Wang highlighted three layers of suggestions for educators and education organizations. First, for teacher education organizations, they need to provide CALL implication courses for first line educators because they need to learn about instructional technologies and to practice how to link CALL to their teaching properly and effectively. Second, for first line teachers, they need to employ CALL to their teaching praxis to provide a meaningful context to encourage learners' autonomy in language learning. Third, the educators should have self-reflections on how CALL should be highlighted with TPACK setting.

The previously reviewed literature on the relationship between CALL and second or foreign language acquisition shows a positive correlation. Furthermore, the reviewed literature reveals a correlation between CALL and increased learner motivation. Motivation is a foundation for learning an L2. Moreover, it is foundational for increasing three skills of four that comprise linguistic competence: writing, listening, and speaking. The researchers specifically highlighted grammar, vocabulary usage, and pronunciation. As the results, CALL can enhance language acquisition performance and increase the attitude for future learning.

Pedagogical Advantages of Using CALL Materials

On one hand, using CALL materials provides an opportunity for language teachers to facilitate task-based learning connected to platforms, like email, Skype, and Face to allow students to use their L2 in authentic settings. On the other hand, CALL materials also allow language teachers to focus on addressing two significant areas in their teaching: interaction and authenticity. The following section focuses on these two elements.

Interaction.

The first pedagogical advantage of using CALL materials is improving interaction. According to Stephen Krashen (1985), "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (p.1). "Chapelle referred to interaction as any two - way exchanges. It is not only between two people but also between a person and technological devices (as cited in Harwood, 2010, p.64).

Yen, Hou and Chang (2015) conducted a study with 42 undergraduate students who were majoring is in business in Taiwan. The researchers investigated applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using computer mediated communication (CMC) platforms such as Facebook and Skype as learning tools. There were three phases involved in this research: 1) the initial classroom lecture, 2) a Facebook discussion in subgroups, and 3) Skype negotiations with opposing groups. The results demonstrated that the participants could improve their linguistic competence, especially, verbal and literacy proficiency, via peer discussion and self-

correction behaviors. This study highlights the effectiveness of task-based approaches to allow learners to engage in meaningful conversations and negotiations through a role-playing strategy. Pirasteh (2014) emphasized the effectiveness of CALL on learning grammar with 70 college students who studied English in a general course in Iran. The researcher also used CMC platforms, in particular email, to examine the potential link between CALL and increasing English language grammar. The methodology included two groups: a control group and an experimental group. Both of groups received 5 weeks long grammar course: for experimental group via email and control group through printed-paper. The experimental group received feedback by email and control group received the feedback orally. Once finished the treatment was administered, all participants took a posttest. The finding showed that CALL as a tool and email as an application can improve students' grammar in written proficiency. This experiment revealed that learners acquired the language effectively when teachers provided a task-based learning opportunity for learners to have more meaningful conversation.

The work of the previously mentioned scholars highlights the efficacy of task-based approaches integrated with CALL materials because they can model the real-world situations in which language learners can utilize the target language. Ultimately, online interactive applications help learners to apply their target language to real world situations. This is important because learners need to learn how to utilize the language to convey their ideas, thoughts, and feelings to another person. This is the essence of human communication.

Authenticity.

In language teaching, teachers want to create a bridge to connect learners' experience to the target language to facilitate their language learning. To fulfill this specific purpose, White (2010) suggested "CALL materials aid in the development of more authentic materials by allowing the selection of content based on actual language use (p. 6)." For example, corpus provides a platform for distinguishing in spoken language and written language, general field and specialized field, etc. According to Nadja Nesselhauf (2005), "A corpus can be defined as a systematic collection of naturally occurring texts (of both written and spoken language) (p.40)." Corpus focuses on authentic and natural language usage. However, some scholars have identified a linguistic gap between natural language use and commercial materials (Holmes, 1988; Hyland, 1994, McCarthy & Carter, 1995).

In spite of that, Hubbard (2015) acknowledged that there are some authentic materials for collaboration and learner production from the web, such as *CNN* (www.cnn.com) and the *New York Times* (www.nytimes.com/) which contain various topics and high volume of academic vocabulary. *The News Hour* (www.pbs.org/newshour/media/) from *PBS* and *CNN Student News* (www.cnn.com/studentnews/) include scripts and audio or video together. In addition, Robin (2007) emphasized that authentic audio and video can improve learners' listening comprehension ability. Furthermore, Hubbard noted, *Google News* (http://news.google.com) is an excellent source for advanced learners. It is to have them apply *Google News* for their native language, find an interesting article and read it, then follow up by reading three or more versions of the same story in English from different online sources. This acquisition technique supports Brian Tomlinson's principle of

language acquisition No.4: "L2 language learners can benefit from using those mental resources that they typically utilize when acquiring and using their L1" (as cited in Harwood, 2010, p. 90). Learners can benefit from multidimensional representation through acquire and produce the language. To illustrate, in L1 learning and using, learners connect their inner voice, emotional reaction with their schema such as life experiences. On the other hand, in L2 learning and usage, learners focus on linguistic interpretations. L2 learners have vast mental resources when they have acquired their L1. Therefore, their language usage is dynamic and multimodal. Using authentic sources such as news can allow EFL teachers to help their students to connect cognitive processes learned over their lifetime to new learning.

Summary

In this literature review, the first section focuses on the role of motivation on second or foreign language learning. Specifically, it highlights the impact of motivation in second or foreign language learning in connection to Gardner's social educational model of language learning. In 1959, Gardner and Lambert, building on Mowrer's work, posited attitude is a motivational construct that presupposes that language learners have different goals for their learning, and these goals are the source of their drive. Empirical studies in foreign language teaching generally support a positive relationship between motivation and language learning (Gardner, 1968; Gardner, Lalonde, & Moorcroft, 1985; Gardner & Lambert, 1959; Hernandez, 2008; Khansir et al., 2016; Liu, 2015; Oxford & Nyikos, 1989; Peng, 2007; Schmidt, Boraie, & Kassabgy, 1996; Schmidt & Watanabe, 2001; Quadir, 2014). Specifically, a positive correlation has been suggested between motivation and students' increased academic performance (Hernandez, 2008) and

willingness to communicate (Peng, 2007; Wu, 2014). In addition, Liu (2015) suggested

motivation could contribute to learners' autonomy in future learning. For teachers,

Schmidt & Watanabe (2001), as well as Quadir (2014), indicated that learners'

motivation is helpful for identifying appropriate teaching materials and activities.

The second section emphasizes how computer-assisted language learning (CALL)

can be used to implement teaching and learning practices to support EFL learners (Chiu,

2013; Egbert & Hanson-Smith, 1999; Ferrer et al., 2015; Hubbard, 2015; Levy &

Stockwell, 2007; Mutlu & Eroz-Tuga, 2013; Oz, Demirezen, & Pourfeiz, 2015; Wu &

Wang, 2015; Yang, 2014; Yang & Wu, 2015; Yen, Hou, & Chang, 2015; Young & Wang,

2014). This literature also revealed the major purposes for using CALL in second or

foreign language learning which are linguistic improvement and pedagogical advantages.

Many scholars found a positive correlation has been suggested between CALL and

students' improved use of grammar in written communication (Pirasteh, 2014), increased

literacy learning (Yang & Wu, 2015; Young & Wang, 2014), and learners' autonomy

(Coyne, 2003; Mutlu & Eroz-Tuga, 2013; Young & Wang, 2014). Pedagogical

advantages are authentic material and interaction (Reinders, 2007b). CALL materials can

model the real-world situations in which language learners can utilize the target language

(Yen et. al., 2015; Pirasteh, 2014).

In conclusion, the findings of previously mentioned studies support how

motivation factors impact language learning and a effectiveness of using CALL material

with language teaching and practicing. Moreover, implementing CALL materials can

improve students' language learning enthusiasm and English linguistic performance.

CALL material can provide authentic and interactive learning environments, resulting in

students who are more willing to be active learners in the language learning process. As a result, integrating CALL materials for English language teaching and learning can significantly improve the quality of English teaching praxis and students' four language skills.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

It is the goal of this field project to focus on language acquisition motivation with CALL material on second or foreign language learning, to decrease learners' learning anxiety, to increase students' participant motivation, and to establish the greater curriculum. The primary purpose of this project is to design a research-based curriculum for EFL teachers working with Taiwanese university students. It outlines a framework for how an instructor can integrate various new techniques and activities to help do develop to construct the motivation to utilize English into their daily lives. Likewise, this project should enable learners to acquire the target language with enthusiasm, satisfaction and personal fulfillment. This project also may support them in utilizing the linguistic elements in their daily lives. Moreover, this project presents the subjects in many ways that caught their interest and dynamic learning.

This project provides authentic and realistic units for English language learners. This curriculum is based on a real story of myself who is an international student of San Francisco University. This project is divided into two academic sections along with a technology instruction chapter. These two academic sections include five primary linguistic disciplines: listening, speaking, grammar, reading, and writing. Each of the linguistic elements incorporates technology with various practical, methodological, and pedagogical exercises such as answering the questions on Google Form, playing vocabulary games on Quizlet, watching videos on YouTube, and recording conversations by Snapchat. Unit one involves information tasks: checking in a hotel and paying the rent

by different methods for newcomers to build their vocabulary terms. Unit two provides a different dimension of information tasks. The listening, reading and speaking sessions are related to San Francisco Public Library. Specifically, the project contains authentic, situational online videos with target language as a warm-up, which can help students to collaborate on their schemata, expectations, and top-down/ bottom-up processing. The activities do not only focus on syntax, but also speaking languages with functional and situational demand: role-play, peer discussion, oral presentations, etc. This curriculum does not merely want to dispense information; instead, it encourages learners to be completely involved and to realize how what they acquire linguistically is applied to practical situations. This curriculum also encourages students' self-learning after the class. Learners play vocabulary game can help their vocabulary terms memorization and increase their learning motivation from Quizlet.

Finally, there is a technology instruction session for implementing teaching and practicing. This curriculum requires technological devices with Internet access, for instance, laptop, speakers, audio-visual systems and mobile phones. Not every instructor or student is familiar working with technology. For decreasing challenges for some teachers or students may not use the software or application well, this project provides a technology instruction for facilitating teaching and practicing.

Development of the Project

It has been a challenge to develop this project in three months. For this field project, first I described my English learning experience with inauthentic materials and ineffective teaching methods. I also connected these experiences to other issues related to

English language teaching in Taiwan. In addition, I provided a literature review. There were four stages for developing this project: 1) reflecting, 2) designing, 3) collecting and 4) collaborating.

For the first step, I reflected on my experiences of English learning and usage. I outlined an experience that I had in a class. I was enrolled in as a sophomore in the National Chia-Yi University located in Taiwan. I can still remember how anxious and stressed I was during my college English classes. This learning experience decreased my English acquisition motivation. As far as using English, I have had many opportunities to travel and study overseas. When I communicated with people in English, I realized there was a huge gap between my English acquisition in the classroom and language application in real world situations.

As the second step, I started to wonder what Taiwanese EFL students' needs are, and how my project could help them to communicate in real world situations. After I reviewed the literature, I realized my story highlighted two major issues related to English language teaching in Taiwan. The first issue is many Taiwanese EFL teachers do not provide meaningful and authentic communication opportunities to their students (Chung & Huang, 2009). The second issue is many Taiwanese EFL learners focus more on extrinsic motivation than intrinsic motivation (Todd, 2008). Therefore, I decided to create a research-based curriculum that could increase learners' motivation by integrating technology and generate speaking opportunities.

The next step involved collecting materials. I started to take photos at San Francisco Public Library and a hotel where I live. Also, I gathered different kinds of

information related to my units: library flyers and hotel payment instructions. I utilized

various types of apps and software to collect and edit materials. For example, I used

iPhone Voice Memos for recording a scenario between the hotel clerk and myself.

Furthermore, I applied iMovie to produce videos and uploaded them to YouTube. In

addition, I used Quizlet to create databases for two vocabulary sessions. Google Forms is

another technology that I utilized for this curriculum.

Finally, I combined all materials by using Microsoft Word to create this English

learning textbook for Taiwanese EFL learners. Once I finished these units, I consulted

with native speakers to confirm authenticity and credibility.

The Project

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

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Since 1990, the government of Taiwan has sought to position the country as an international economic and trading center. As a result, English became a compulsory subject for Taiwanese students in 2005 (Lu, 2011). The Taiwan Ministry of Education (MOE) is promoting communicative language teaching (CLT) and encouraging learners to develop and increased desire to improve their language skills. However, many Taiwanese English as a Foreign Language (EFL) teacher still focus on memorization and the grammar translation method (Chung & Huang, 2009). There is a gap between learners' needs and the kinds of methods used to facilitate learning. Based on a brief literature review, I discovered educators or front line teachers often not aware of how important is it to listen to the voices of language learners.

The story that I previously shared highlighted two major issues related to English language teaching in Taiwan. The first issue was many Taiwanese English as EFL teachers do not provide meaningful and authentic communication opportunities for their students (Chung & Huang, 2009). The second issue was many Taiwanese EFL learners focus more on extrinsic motivation than intrinsic motivation (Hernandez, 2008). Indeed, according to Chung and Huang (2009), " speaking English was the biggest challenge for most [Taiwanese] students. They felt afraid and frustrated at not being able to express themselves in English when they had to do so (p.72)". The other primary issue discussed involved the relationship between learning and motivation.

The primary purpose of this project was to design a research-based curriculum for EFL teachers working with Taiwanese university students. It outlines a framework for how an instructor can integrate various new techniques and activities to motivate students to utilize English in their daily lives. Furthermore, this project focuses on the importance of the characteristics and qualities of an effective Taiwanese EFL instructor and how they can integrate innovative techniques into their language instruction.

The value of this project is it provides a theoretical framework for empowering Taiwanese EFL teachers to focus on acquiring a new perspective on English language teaching. Potentially, this project can inspire and motivate instructors to utilize the CALL material with non-CALL material in their teaching. Once instructors are inspired and motivated, they should have more to reflect on in consideration of their students' needs. Likewise, this project should enable learners to acquire the target language with enthusiasm, satisfaction and personal fulfillment. This project also may support them in utilizing certain linguistic elements in their daily lives. This curriculum does not merely focus on dispensing information; instead, it focuses on encouraging learners to be completely involved and to realize how what they acquire linguistically is can be applied in practical situations.

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

This project provides authentic and realistic units for English language learners. If time and circumstances allow, I intend to expand more thematic units, which include different scenarios such as in the classroom, in the restaurant, in the hospital, in the bank, in the post office, etc. These topics are explicitly and authentically related to real world situations. In addition, I want to create workbook sessions that contain various types of

quizzes and exercises to help students' acquisition. Also, I want to create a teacher guide

the future. Furthermore, to conform technological aspects of online learning, I would like

to provide more electronic resources as well. Before utilizing any of the materials, I

recommended teachers become familiar with rational behind the development of

materials and how they can use them effectively. My hope is other Taiwanese students

learning English are able to avoid many of the obstacles I encountered in my language

learning. I believe effective language teaching should involve a partnership between

teachers and learners with the goal of providing students with more opportunities to

empower to use their new language. Language can then become tool to increase one's

knowledge and develop relationships across cultural and national boundaries.

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APPENDIX

MOTIVATION

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learning with fun
otivation

A Theme-Based
Course for English
Language Learning

Intergrated Skills
Speaking
Listening
Reading
Writing

With
Online
Practice

YingHung Chiang

Motivation

A Theme-Based Course for English Language Learning

Yinghung Natalie Chiang

University of San Francisco

CONTENTS

Introduction

WELCOME TO *MOTIVATION!*

Motivation is a comprehensive English textbook for students of English as a second or foreign language.

Feathers in this book:

- Fresh, realistic, and eye-catching photos

- Thematic topics for the real world situations

- Various types of activities with technology for inspiring learners' motivation and interest

  Listening activities provide real world conversation videos for receptive practice of target language

  Communicative activities such as role play, share your self reflection with partners that lead to fluent use target language in everyday speaking

  Writing activities for productive practice of target language

- Links to the web:

  - YouTube: Provide authentic videos of the real world situation for listening

  - Google Form: Provide a platform for further discussion

  - Quizlet: Provide practice tests, self-learning environment for students use

  - Snapchat: Provide a platform for students recording conversation

TO THE TEACHER

This project focuses on the importance of the characteristics and qualities of an effective Taiwanese EFL instructor, and teachers can build their teaching around innovative techniques for language instruction. Potentially, this project can inspire and motivate instructors to utilize the computer-assisted language learning (CALL) material with non-CALL material for their teaching. Once instructors are inspired and motivated, they should have more to reflect on in consideration of students' needs. By focusing more directly on improving the pedagogy with CALL materials, the teachers learn how to incorporate digital aids with multiple teaching methods rather than focusing on one traditional method such as say, the grammar translation method.

UNIT AND CHAPTER STRUCTURE

- **Learning Outcomes and Unit Objectives.** Each unit begins with a list of learning outcomes and unit objectives so that teachers and students can preview the target language covered in the unit.

- **Unit Introduction.** To illustrate target language use in discourse, a theme photo is presented in a unit opener section. This theme photo gives students an opportunity to preview the unit.

- **Unit Listening.** This session includes pre-listening, listening, and vocabulary. It also contains listening comprehension activities: listening for main idea and details.

- **Unit Speaking.** The speaking session includes an authentic conversation. For speaking activities, it contains role-play and peer discussion.

- **Unit Reading.** The reading session occur one or more authentic information reading such as flyer, public library instruction, etc. Plus, it includes vocabulary parts. For reading activities, true or false, multiple choice, and peer discussion.

- **Unit Grammar.** The grammar session provides explicit information. The core of each grammar structure is its form and function charts. In these charts, the form and the function are presented in logical segments. The exercises includes revise the sentences, make your own sentences, and fill in the blank, etc.

- **Unit Writing.** Writing session provide a situation that help learners find themselves and other sociocultural factors.

- **Homework.** Each unit ends with a homework session. The homework session enable students to review, to test, and apply what they have learned. The homework activities include online assessment: Quizlet, Google Form, or Snapchat. Snapchat innovative communicative tasks, which build on and go beyond the individual units.

- **Appendix.** The appendix supports the implementation of technology instruments by providing instructions for the require software.

RECOMMENDATIONS

This curriculum requires technological devices with Internet access. So the following items are recommended in order to access unit activities.

- Internet or Wi-Fi Environment

- Laptop / Mobile phones

- Speakers

- Audio-visual systems

- Screen

UNIT 1

At the Hotel

Natalie Chiang is a new international student at University of San Francisco. She just arrived in San Francisco. Let's follow her to see what will happen on her journey.........

LEARNING OUTCOME

To learn how to check in at the hotel, and complete payment.

EMPHASIZED SKILLS

LISTENING	●	Predict content and listen for main ideas and details
SPEAKING	●	Role-play and pair discussion
READING	●	Previewing a text and read for statement and details
WRITING	●	Writing complete sentences with using simple future tense
GRAMMAR	●	Simple future tense: the future with *be going to* and the future with *will*

Preview The Unit

- **Discuss these questions with your classmates and share your ideas. You can choose to share your ideas by talking or through** Google Forms**.**

  Look at the photo. Where is Natalie?

  What are they doing?

Read the definitions. Then complete each sentence below with the correct word.

1.	deposit	n. money that you pay when you buy or rent something and that you can get back if you return the thing or leave it in
2.	credit card	n. a small plastic card that is used to buy things that you agree to pay for later
3.	check	n. a piece of paper that is used to make a payment to someone using the money in a bank account
4.	signature	n. a person's name written in that person's handwriting
5.	receipt	n. a piece of paper on which the things that you buy or the services that you pay for are listed with the total amount paid and the prices for each
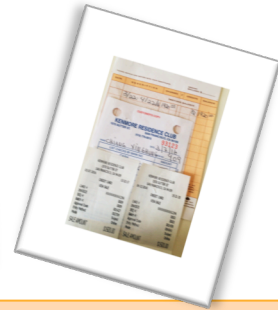
1. The rental car company requires a _____ for drivers under the age of 25.

2. Keep your _____ in case you need to return anything.

3. You can use this small plastic card, a _____, to pay for a rental bill or car repairs.

4. Do you want to pay in cash, by _____, or by credit card?

5. There is a place for your _____ at the bottom of the form.

2 LISTENING

PREVIEW

As we know, Natalie just arrived San Francisco. We are going to watch a video about Natalie's journey. Check (✔) the topic you think the following video will include.

☐ How to check in the hotel

☐ Get a job at a hotel

☐ How to pay the hotel bill

* Definitions of vocabulary from Merriam-Webster Learner's Dictionary.
  http://learnersdictionary.com

3 LISTENING	Listen carefully. And see how Natalie interacts with the clerk.
ONLINE YouTube	
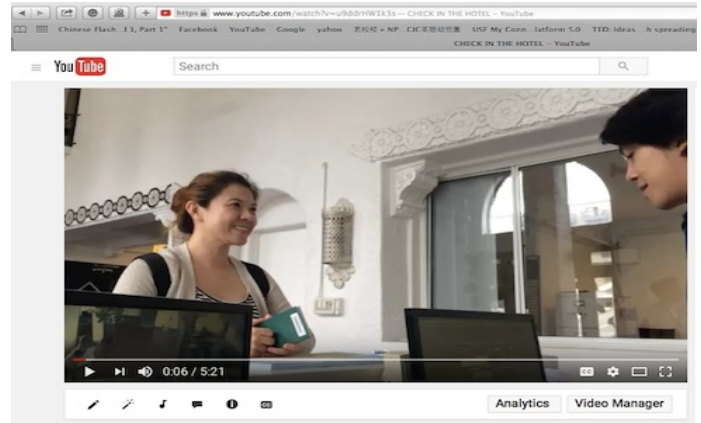
4 LISTENING	Read the statements. Then listen to the conversation. Write T (True) or F (False).
MAIN IDEAS	

1. (   ) Natalie is visiting her friend.
2. (   ) Natalie paid her bill with cash.
3. (   ) The clerk doesn't charge a deposit.
4. (   ) The clerk will return the deposit in cash.

5 LISTENING	Read the statements. Then listen to the conversation. And choose the correct answer.
DETAILS	

1. (   ) Natalie booked a
   a) single room   b) share room   c) VIP room.
2. (   ) How did Natalie pay her bill?
   a) cash   b) check   c) credit card.
3. (   ) How much did she pay?
   a) $625   b) $615   c) 675.
4. (   ) What document does the clerk copy?
   a)   credit card   b) passport   c) driving license.

Expressing future time with *be going to*

Expressing Future Time with *Be Going To*

- Use *be going to* describe future plans. Use it to describe what someone has decided to do.
- Use be going to make predictions or express expectations. Use it to tell what someone believes is toing to happen in the future.
- Use probable to show that plans or predictions are not 100% sure.
- Sentences with be going to often have future time expressions to tell when something is going to happen.
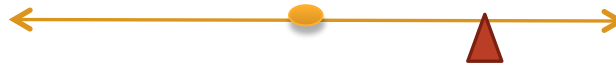
I am going to …

Example:

1. Tomorrow my father is going to Italy.
2. It's going to rain this evening.
3. I'm probably going to a Halloween party tonight.
4. She is not going to that party.
5. Natalie's course is going to start tomorrow.

SUBJECT	BE	GOING TO	BASE VERB
I	am		
He			eat.
She	is		
It		(not) going to	watch TV.
Mike			
We			
You	are		
They			sleep soon.
The girls			

2 GRAMMAR

EXERCISE 1

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

1. Natalie is going to pay her bill on November 1st.

_____

2. He is go to sleep in ten minutes.

_____

3. My classmates are went to San Francisco next month.

_____

4. I will going to have a trip next week.

_____

5. Susan is going to start her business in June.

_____

3 GRAMMAR

EXERCISE 2

Use *be going to* write about your plans for next weekend. Then share your ideas with your partners.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

Expressing future time with *will*

Expressing Future Time with *Will*

- Use *will to* make predictions or express expectations about the future.
- Use *will* to describe future plans made at the moment of speaking.
- Do not use it to describe plans already made at some time in the past.
- Use *probably* to show that a prediction is not 100% sure.
- Sentences with will often have future time expressions.
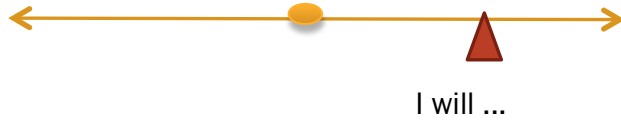
I will ...

Example:

1. I think I will take a vacation next month.

2. A: I'm going to have a lunch at downstairs. Do you want to join me?

   B: Sure. I will see you there in ten minutes, okay?

3. You will probably catch a cold.

4. Next week, there will be a party.

SUBJECT	BE	BASE VERB
I		eat later.
He		eat later.
She		eat later.
It	will (not)	watch TV.
Mike		watch TV.
We	won't	watch TV.
You		sleep soon.
They		sleep soon.
The girls		sleep soon.

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

1. Natalie will go to library.

_____

2. He probably will going to leave this country.

_____

3. My classmates will go to San Francisco.

_____

4. I will going to have a trip.

_____

5. Susan probably will going to start her business.

_____

Work with a partner. Read the conversations and choose the correct form and circle it.

Tip: Use *will* for plans made at the moment of speaking. Use *be going to* for plans already made.

Natalie, Angelo, and Wendy are friends. Natalie and Wendy have plans for a trip.

Natalie: Wendy and I (are going to / will go) to Yosemite National Park for two days.

Angelo: Are you going to have a camping trip?

Natalie: No, we booked a hotel. We (are not going to / won't) have a camping trip.

Angelo: So, do you have everything you need for the trip?
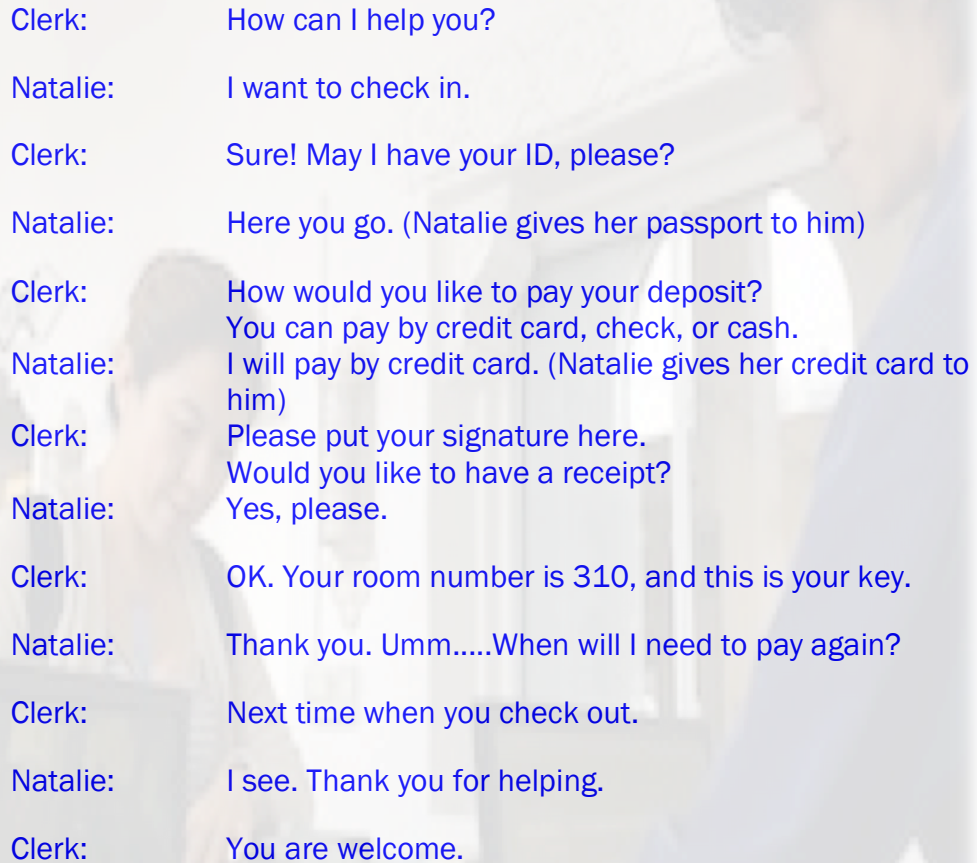
Natalie: We need a camera.

Angelo: Okay, then (I'm going to bring / I will bring) one for you.

Natalie: Thank you very much. You're so kind.

Read the conversation and <u>underline</u> the verb in the simple future tense.

Clerk:	How can I help you?
Natalie:	I want to check in.
Clerk:	Sure! May I have your ID, please?
Natalie:	Here you go. (Natalie gives her passport to him)
Clerk:	How would you like to pay your deposit? You can pay by credit card, check, or cash.
Natalie:	I will pay by credit card. (Natalie gives her credit card to him)
Clerk:	Please put your signature here. Would you like to have a receipt?
Natalie:	Yes, please.
Clerk:	OK. Your room number is 310, and this is your key.
Natalie:	Thank you. Umm.....When will I need to pay again?
Clerk:	Next time when you check out.
Natalie:	I see. Thank you for helping.
Clerk:	You are welcome.

Practice the conversation with your partner.

Discuss the following questions:

1. Have you ever been overseas? How did you book a hotel? How did you pay your bill? Share your experience with your partner.

● Discuss these questions with your classmates then share your answer on Google Forms.

Look at the photos.

Where is it? What is CityPASS?
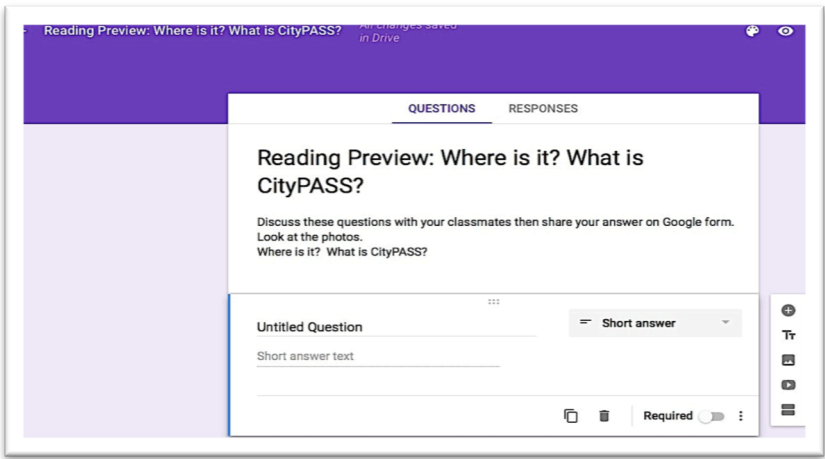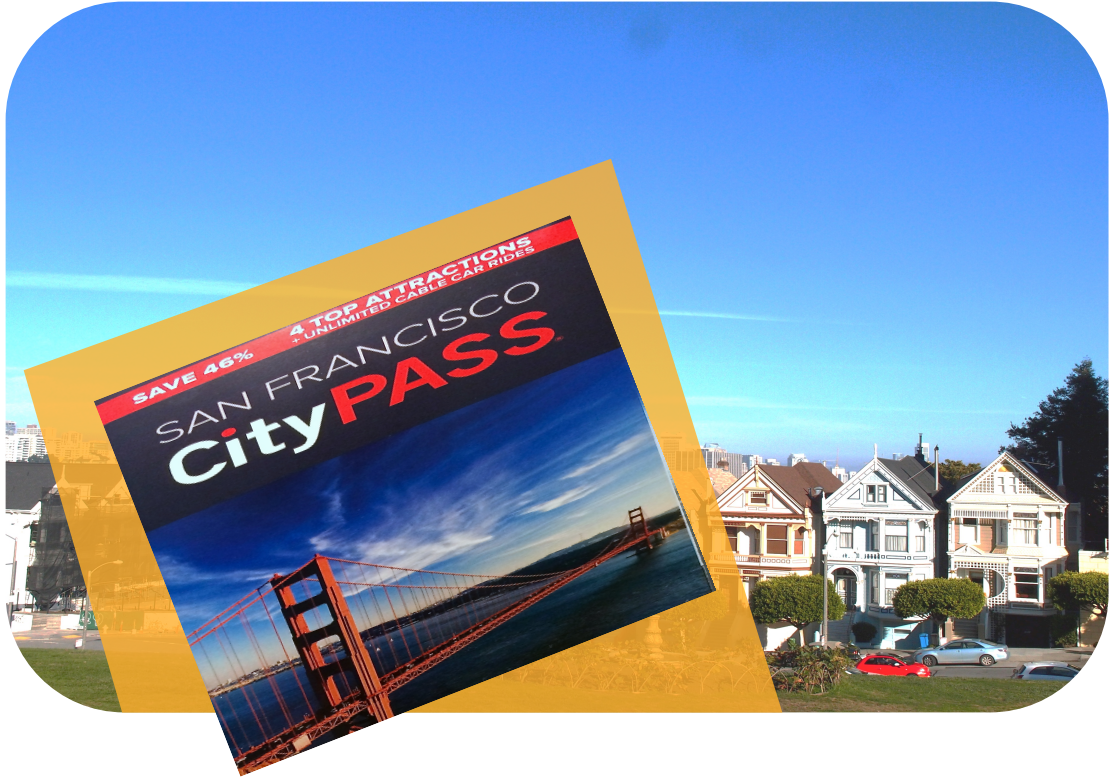
Natalie gets a San Francisco City PASS flyer from the clerk. He says that using the City PASS will help Natalie to save much money for visiting four top attraction spots in San Francisco. Let's check it out with Natalie!

*7DAYS CABLE CAR AND MUNI BUS PASSPORT

The San Francisco Municipal Railway (Muni) provides transportation to all CityPASS attritions (except Monterey Bay Aquarium) plus the Golden Gate Bridge, Fisherman's Wharf and Chinatown. The Passport entitles you to unlimited rides per day on any Muni passenger vehicle, including cable cars, streetcars, and buses. Muni Passport is valid for seven consecutive days from the date of first CityPASS use.

*AQUARIUM OF THE BAY

Experience the magic oF San Francisco Bay at Aquarium of the Bay, located on the world-famous PIER 39 and home to more than 20,000 animals. Walk through massive tunnels of sharks, bat rays, and swirling schools of anchovies; get a hands-on experience touching sea stars and sharks; and delight in the antics of the playful North American river otters in their watershed habitat.

*BLUE & GOLD FLEET BAY CRUISE ADVENTURE

Complete your visit to San Francisco with Blue & Gold Fleet's one-hour Bay Cruise Adventure. Sail underneath the Golden Gate Bridge, around Alcatraz and past Angel Island on this fully narrated tour offering breathtaking views. Or, take a ride on RocketBoat; the fastest and most thrilling ride on the Bay.

*Extracted from SFMTA Municipal Transportation Agency.

Read the definitions. Then complete each sentence below with the correct word. Then discuss your answer with your partner.

1.	cable car	n. a vehicle that is pulled along tracks by a cable
2.	cruise	n. a journey on a boat or ship to a number of places as a vacation
3.	aquarium	n. a building people can visit to see water animals and plants
4.	adventure	n. an exciting or dangerous experience
5.	breathtaking	adj. very great or surprising
6.	habitat	n. the place or type of place where a plant or animal naturally or normally lives or grows
7.	unlimited	adj. not limited in number or amount
8.	massive	adj. large in amount or degree

1. Tourists packed the _____ on the hilly streets of San Francisco.

2. The skydiving was an _____ for most of people.

3. The view of the mountains is _____.

4. I prefer to see animals in their natural _____, rather than in the zoo.

5. They went on a _____ for their honeymoon.

6. CityPASS allows you to take an _____ number of MUNI to anywhere in San Francisco.

7. You can find a _____ amount of information on the Internet.

8. Jay loves to go to the _____ to see many see animals.

| **4** READING VOC EXERCISE | Divided into two groups. Each team will select one volunteer to play a game called "Match" from Quizlet. Students need to drag corresponding items onto each other to make them disappear. |
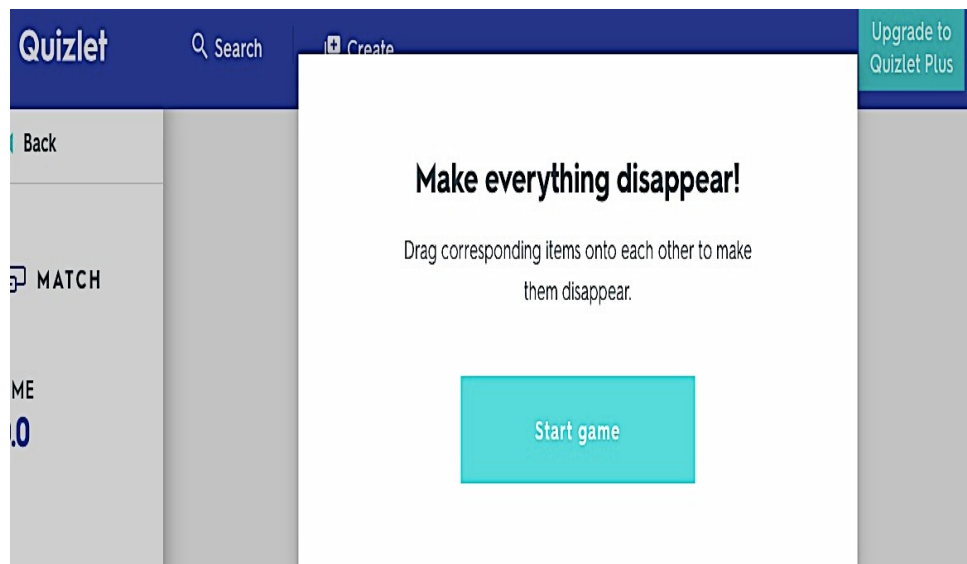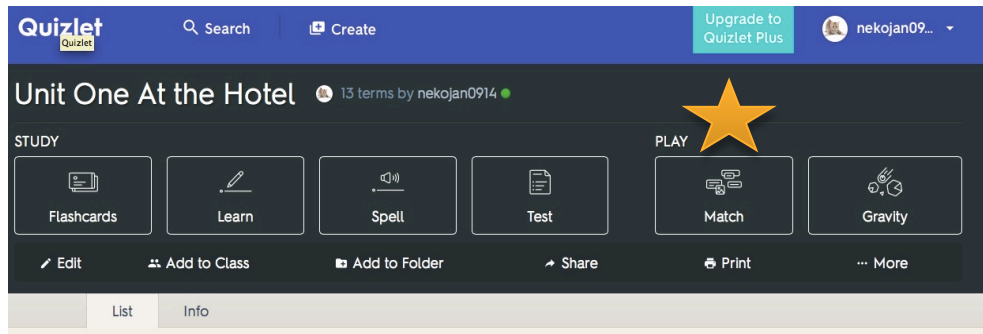
5   READING

MAIN IDEA
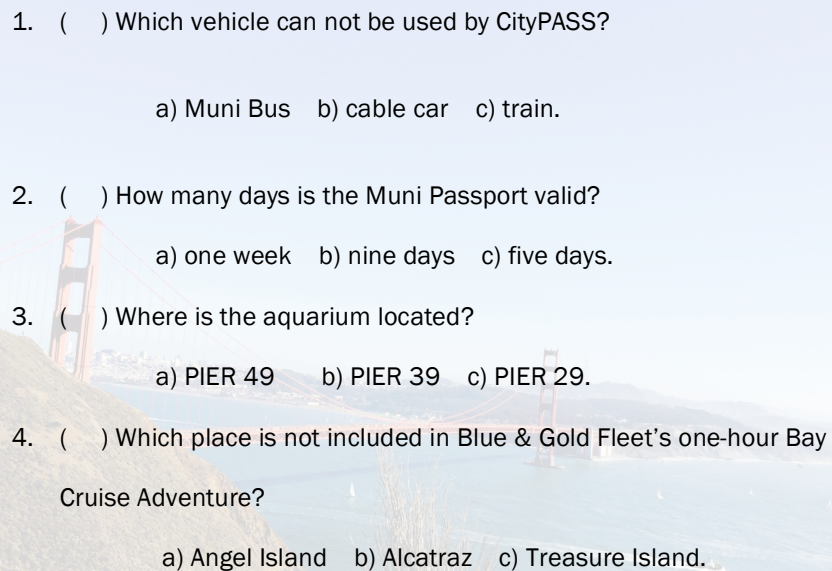
Based on Reading Passage .19, circle the answer that best completes the statement.

By using CityPASS _____.

A.   you can get the discount for riding the cable car.

B.   you can get unlimited rides on any Muni vehicle and get the discount for visiting four top attractions.

C.   you can visit four top attractions for free.

6   READING

DETAILS

Scan the p.19 reading passage and choose the correct answer.

1.   (   ) Which vehicle can not be used by CityPASS?

        a) Muni Bus   b) cable car   c) train.

2.   (   ) How many days is the Muni Passport valid?

        a) one week   b) nine days   c) five days.

3.   (   ) Where is the aquarium located?

        a) PIER 49   b) PIER 39   c) PIER 29.

4.   (   ) Which place is not included in Blue & Gold Fleet's one-hour Bay Cruise Adventure?

        a) Angel Island   b) Alcatraz   c) Treasure Island.

Natalie arrived San Francisco yesterday. She can't wait to explore this beautiful city. This is her schedule for tomorrow.

9:00 Breakfast

I am going to have breakfast at 7:30 tomorrow.

I am going to buy CityPASS at the Powell Station after breakfast.

11:00 Golden Gate Bridge

I will go to Golden Gate Bridge with my friend.

1:00 Lunch

I am going to have a hamburger for lunch at In & Out.

3:00 PIER 39

I will take a walk at PIER 39.

5:00 Lambert Street

I will use CityPASS to take a cable car to go to Lambert Street.

7:00 Oracle Arena

I am going to watch the NBA game.

11:00 Go back to the hotel

| 2 WRITING EXERCISE | Now it is your turn to think about your next vacation and use simple future tense to make complete sentences. Share your sentences on Google Forms. |

HOMEWORK

1. Play the vocabulary games: Match, and Gravity on Quizlet and memorize the vocabulary terms.
2. Finish Unit One Test on Quizlet.
3. Revise the conversation from Unit One. Then role-play it and use Snapchat record the conversation between you and your partner. Don't forget to send it to your teacher.
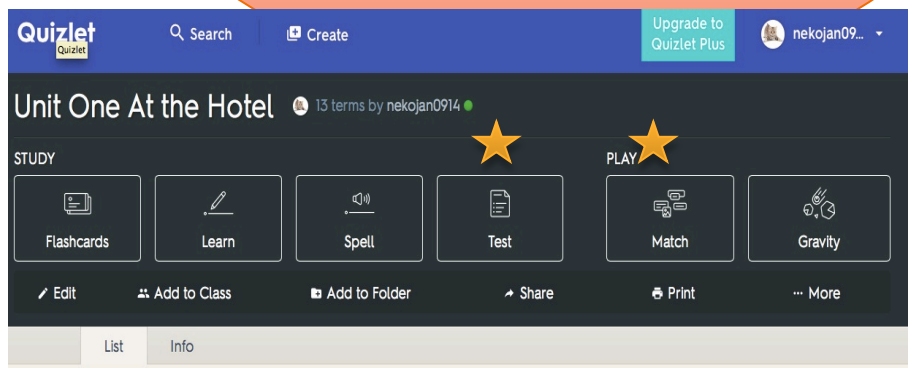
UNIT 2

At the Library

Natalie Chiang is a new international student of University of the San Francisco. She just arrived at San Francisco. Let's follow her to see what will happen in her journey.

LEARNING OUTCOME

To learn how to use self-check out machine and returning machine.

EMPHASIZED SKILLS

LISTENING	●	Predict content and listen for the main idea and details
SPEAKING	●	Role-play and pair discussion
READING	●	Previewing a text and read for statement and details
WRITING	●	Writing complete sentences with using simple past tense
GRAMMAR	●	Simple past tense: the simple past tense of regular verbs and irregular verbs, negative statements with simple past tense verbs

Preview The Unit
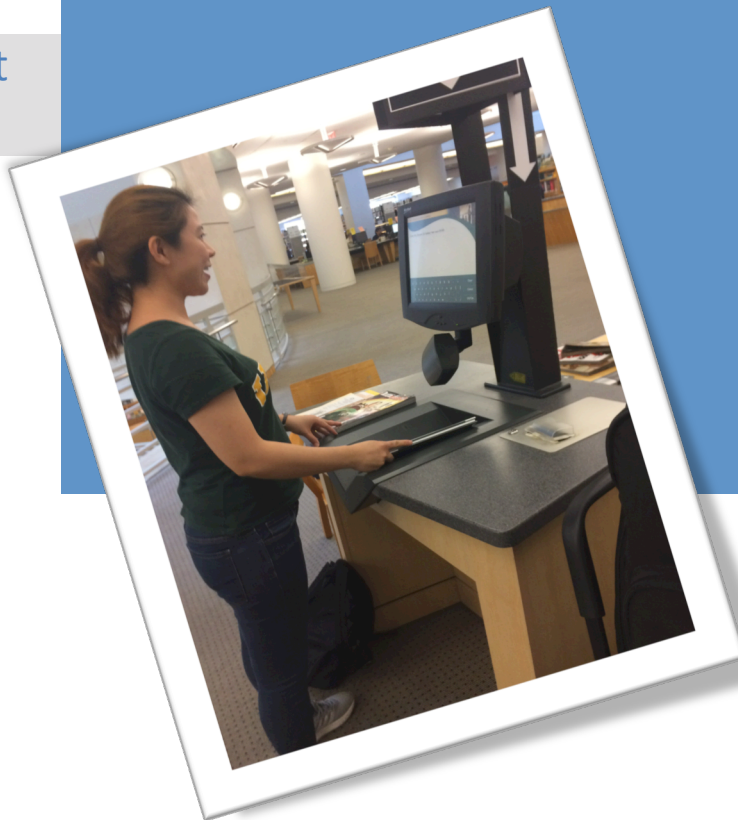
- **Discuss these questions with your classmates and share your ideas. You can choose to share your ideas by talking or through Google Forms.**

Look at the photo. Where is Natalie?

What is she doing?

Read the definitions. Then complete each sentence below with the correct word.

1.	barcode	n. a group of thick and thin lines that is placed on a product so that a computer can get the price of the product and other information about it
2.	insert	v. to put (something) in something
3.	position	n. the place where someone or something should be
4.	transition	n. a change from one state or condition to another

1. The actors were all in _____.

2. He _____ the key into the lock.

3. You should insert your card then scan _____.

4. We want to have a smooth _____ when the new owners take control of the company.

2 **LISTENING**

PREVIEW

Natalie visits San Francisco Public Library. We are going to watch a video about Natalie's journey. Check (✔) the topic you think the following video will include.

☐ How to make a reservation for library tour

☐ How to use self-check out machine and returning machine

☐ How to access library online system

3 LISTENING

ONLINE YouTube

Listen carefully. See how Natalie uses the self-check out machine and returning machine.

4 LISTENING

MAIN IDEAS

Read the statements. Then listen to the instruction. Write T (True) of F (False).

1. (   ) Natalie is accessing library online database.
2. (   ) Natalie is using self-check out machine.
3. (   ) Natalie is suffering the internet in the library.

5 LISTENING

DETAILS

Read the statements. Then listen to the instruction. And choose the correct answer.

1. (   ) How should you place your library card under the scanner when you check out books?

    a) barcode up   b) barcode down   c) insert into the scanner.

2. (   ) How should you place your books when you use the returning machine?

    a) barcode down, the book to the right   b) barcode up, the book to the left   c) barcode down, the book to the left

3. (   ) How many returning machines are in this library?

    a) one   b) two   c) three

4. (   ) Where are the returning machines located?

    a) near entrance, right side   b) near the entrance, left side   c) near the information desk.

1 GRAMMAR	Expressing past tense: be verb

Expressing Past Time with *Simple Past Tense*

- Use the simple past tense to describe actions or states in the past.
- Ex: I was at Wendy's place yesterday.

- Sentences with simple past tense verbs often have past time expressions.
  Ex: They were at Golden Gate Park <u>last night</u>.

Past	Now	Future

I was...

She was

They were...

SUBJECT	BE	
I		
He		
She	was (not) wasn't	
It		
Mike		there.
We		
You	were (not) weren't	
They		
The girls		

Example:

1. I was absent two days ago.
2. He was here twenty minutes ago.
3. My son was born in 1991.
4. We were in Los Angels last year.
5. The girls were not in the same team yesterday.

2 GRAMMAR

EXERCISE 1

Read the paragraph then circle the right answer.

Natalie and Karen (was / were) at a Halloween party last night. There (was / were) around one hundred people there. It (is / was) a huge party. There (was/were) so many colorful decorations like pumpkins, web, and skeleton. There (was/were) a huge spider on the roof. People also dressed up their scary costumes. Natalie and Karen had a good time yesterday!

3 GRAMMAR

EXERCISE 2

How was your Halloween party last year? Share your memory with your partner. You can choose to share your ideas by talking or through Google Forms.

← Unit Two Grammar Exercise   All changes saved in Drive

QUESTIONS   RESPONSES

Unit Two Grammar Exercise

How was your Halloween party last year? Share your memory with your partner. You can choose to share your ideas by talking or through Google Form.

How was your Halloween party last year? Share your memory with your partner. Y

Short answer text

4 GRAMMAR	Expressing past tense: regular verb and irregular verb

Expressing Past Time with *Simple Past Tense*

- Use the simple past tense to describe actions or states in the past.
- Ex: I used my computer this morning.

- Sentences with simple past tense verbs often have past time expressions.
  Ex: Mike washed his laundry <u>last night</u>.

Past	Now	Future

I used....

He washed...

She ate

SUBJECT	BE	
I		
He		
She		
Mike	washed	laundry yesterday.
We		
You		
They		
The girls		

Example:

1. I was absent two days ago.
2. He worked at Google in 2012.
3. She moved to L.A. last month.
4. We cleaned our room yesterday.
5. They fixed their washing machine.

- Most verbs are regular. For the simple past, add –ed or –d to the base form of the verb. Follow the spelling rules.

clean	→	cleaned
listen	→	listened
walk	→	walked

- For verb ending in *e*: add –d.

like	→	liked
move	→	moved
walk	→	walked

- For all other verb: add –ed.

stay	→	stayed
want	→	wanted
pack	→	packed

- For verbs ending in a consonant with y: change *y* to *ied*.

cry	→	cried
study	→	studied
worry	→	worried

- For verb ending in a consonant with vowel and consonant: double the final consonant and add –ed.

stop	→	stopped
roll	→	rolled
plan	→	planned

- Irregular simple past verbs: Irregular verbs do not add –(e)d in the simple past. Here are some common irregular verbs:

be	was/were	eat	ate
have	had	fall	fell
buy	bought	see	saw
come	came	speak	spoke
do	did	think	thought
drink	drank	write	wrote

Listen this song and fill in the blank.

Hotel California

On a dark desert highway, cool wind in my hair

Warm smell of colitas, rising up through the air

Up ahead in the distance, I 1._____a shimmering light

My head 2._____heavy and my sight grew dim

I 3._____ stop for the night

There she stood in the doorway;

I heard the mission bell

And I 4._____ thinking to myself,

"This could be Heaven or this could be Hell"

Then she lit up a candle and she showed me the way

There 5. _____voices down the corridor,

I 6._____ I heard them say...

Welcome to the Hotel California

Such a lovely place (Such a lovely place)

Such a lovely face

Plenty of room at the Hotel California

Any time of year (Any time of year)

You can find it here

Her mind is Tiffany-twisted, she 7._____the Mercedes bends

She got a lot of pretty, pretty boys she calls friends

How they dance in the courtyard, sweet summer sweat.

Some dance to remember, some dance to forget

So I 8._____ up the Captain,

"Please bring me my wine"

He 9._____, "We haven't 10._____ that spirit here since nineteen sixty nine"

And still those voices are calling from far away,

Wake you up in the middle of the night

Just to hear them say...

Welcome to the Hotel California

Read the conversation and <u>underline</u> the verb in the simple past tense.

Natalie: Hello! May I have your help?

Librarian: Sure! How can I help you?

Natalie: I left my iphone here yesterday.

Librarian: Oh! I 'm sorry. Where did you lose it?

Natalie: I put my phone next to the self-check out machine.

Librarian: I see. Let me ask my colleague to see if anyone found it.

Natalie: Than you very much.

Librarian: (She called her collegue, Mike)
Hey! Mike. There is a lady looking for her iphone. Did anyone turn it in yesterday?

Mike: Ya! There was a man who turned in an iphone 5S to me yesterday. What color is her phone?

Librarian: Hold on. Let me ask her.

Librarian: What color is your phone?

Natalie: Gold.

Librarian: She said it's gold.

Mike: All right. I think this one maybe is her phone. Let me bring it to you.

Libarian: Okay. Thank you. (Hang up the phone) My colleague is coming with your phone now.

Natalie: Oh! That's a good news. I though I lost it forever.

Mike: Hi. Is this your phone?

Natalie: OH! YES! This is my phone. Thank you so much.

Mike: You are welcome. Have a good day.

2 SPEAKING	Practice the conversation with your partner.
ROLE PLAY	**Discusses the following questions:**
	Have you ever lost anything? Where and how did it happen?
	Share your experience with your partner.
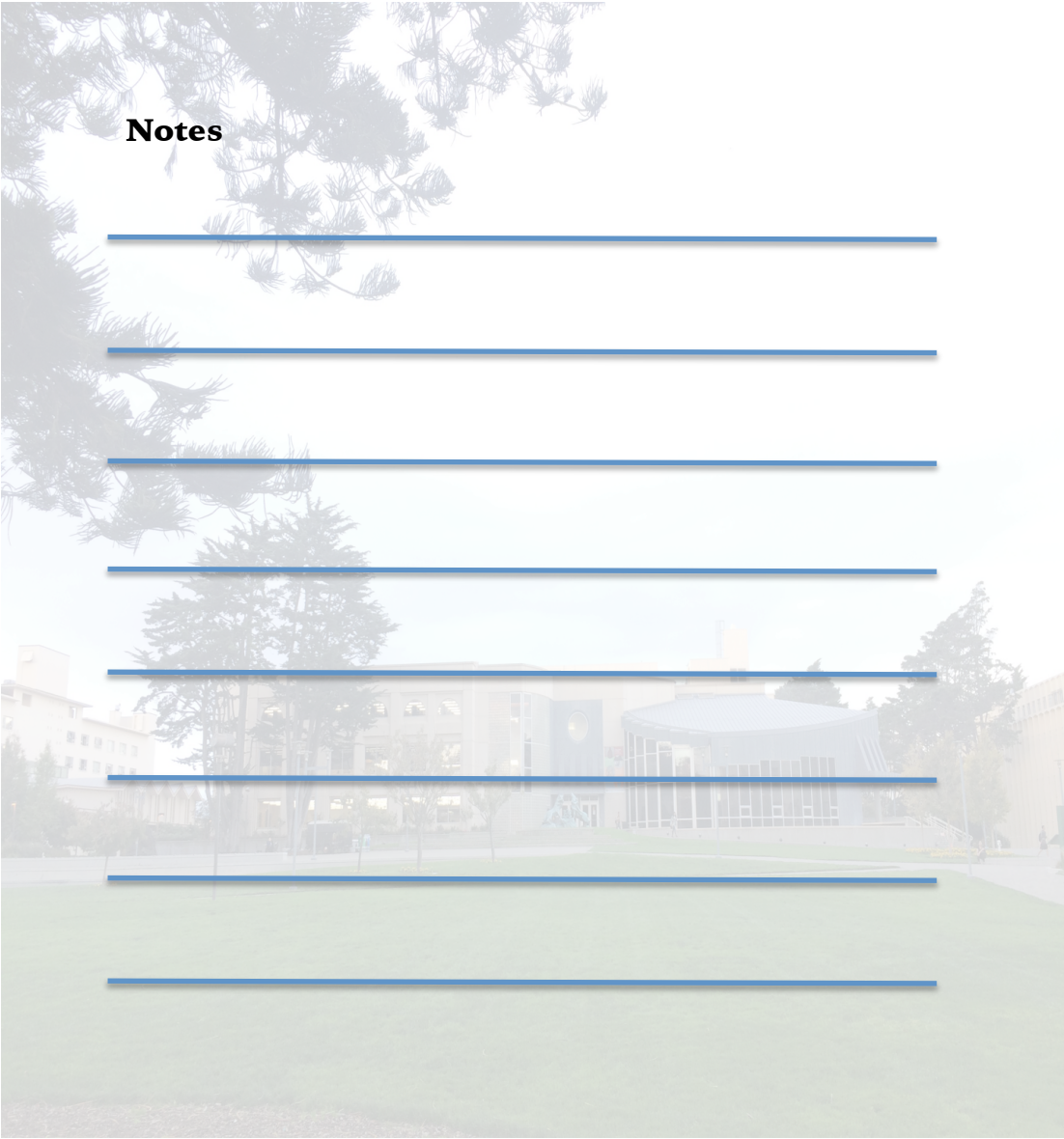
Notes

_____

_____

_____

_____

_____

_____

_____

_____

- **Discuss these questions with your classmates then share your answer on Google Forms.**

  Do you like reading? What kind of books do you like to read?
  Do you prefer online books or books in their physical form?

Natalie visits San Francisco Public Library and she wants to apply a library card. A librarian introduces types of library cards to Natalie. Let's check it out with Natalie!

*TYPES OF LIBRARY CARDS

When applying for a library card, please bring your valid CA ID with current address. For more information about requirements, see sfpl.org/librarycard.

ADULT California resident between 18 and 64 who meets the ID requirements OR has a parent/guardian signs the application.

TEEN California resident between 13 and 17 who meets the ID requirements OR has a parent/guardian signs the application.

JUVENILE California resident from birth to 12 with application signed by a parent/guardian.

SENIOR California resident 65 or older who meets the ID requirements and has verification of age.

HOMEBOUND San Francisco resident with a permanent or long-term disability that meets ID requirements.

WELCOME California resident who cannot meet the ID requirements but can verify name; has access to computers and online resources, may only have one physical item checked out at a time.

DIGITAL ACCESS California resident who cannot meet the ID requirements; has full access to computers and online resources, may not check out any physical items.

VISITOR Visitors from outside of California with current photo ID; must provide temporary San Francisco address; must pay a $10 fee (card is card fir 3 months and may be renewed with an additional fee).

PICK A CARD!

1 2

3 4

5 6

San Francisco Public Library
www.sfpl.org

*Extracted from San Francisco Public Library.

3 READING

VOCABULARY

1.	resident	n. someone who lives in a particular place
2.	requirement	n. something that is needed or that must be done
3.	verify	v. to prove, show, find out, or state that (something) is true or correct
4.	permanent	n. adj. lasting or continuing for a very long time or forever : not temporary or changing
5.	disability	n. a condition (such as an illness or an injury) that damages or limits a person's physical or mental abilities
6.	valid	adj. acceptable according to the law
7.	temporary	adj. continuing for a limited amount of time : not permanent
8.	guardian	n. someone or something that watches or protects something or someone

4 READING

VOC EXERCISE 1

Read the definitions. Then complete each sentence below with the correct word. Then discuss your answer with your partner.

1. He has met the minimum _____ for graduation.

2. She made a _____ home in this country.

3. You are under 13 years old so you need provide your _____ or parents signature.

4. The drug will give you _____ relief from the pain.

5. You must present _____ identification.

6. Can you help me to _____ my flight number?

7. Natalie is a _____ of Taiwan.

8. She has learned to keep a positive attitude about her_____.

* Definitions of vocabulary from Merriam-Webster Learner's Dictionary.
http://learnersdictionary.com

5 READING

VOC EXERCISE 2

Divided into two groups and each team have one volunteer to play a game called "Match" from Quizlet. Students need to drag corresponding items onto each other to make them disappear.
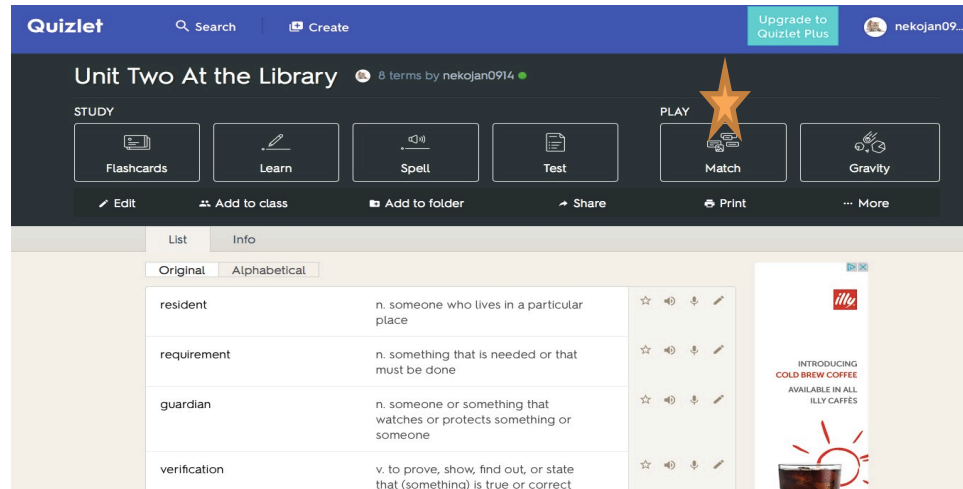
6 READING

VOC EXERCISE 3

Read the following definition then place correct vocabulary from the word list into the puzzle.

Across
1. to prove, show, find out
2. something that is needed or that must be done
7. not temporary or changing

Down
1. according to the law
3. someone who lives in a particular place
4. someone that watches or protects someone
5. a condition that damages person's physical abilities
6. not permanent
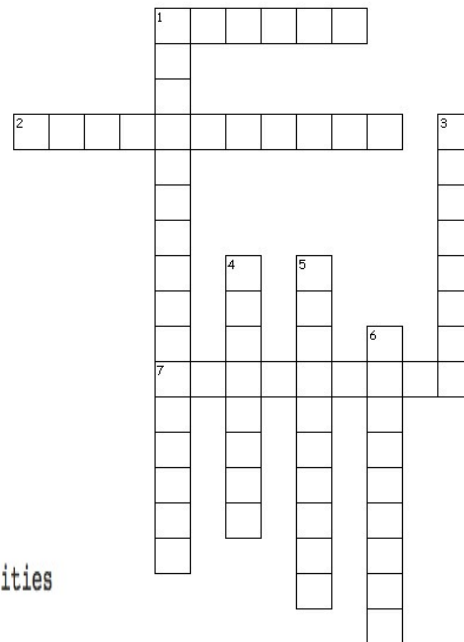
7 READING

MAIN IDEA

Circle the answer that best completes the statement.

Librarian introduces_____.

    A. types of library cards.

    B. floor directory.

    C. cardholder responsibilities.

8 READING

DETAILS

Scan the previous reading and read the statements. Then write T (True) of F (False).

1. (   )Natalie is 25 years old and she is going to apply for a library card. She should bring her passport, current address and $ 10 for applying for a library card.

2. (   )Any California resident between 18 and 64 who meets ID requirements can bring their valid CA ID with current address for applying for a library card.

3. (   )A California adult resident can bring valid CA ID for apply for a library card.

4. (   )California resident who cannot meet the ID requirements can check out any physical items.

5. (   )California resident who cannot meet the ID requirements but can verify name has access to computers and online resources.

1 WRITING

Natalie arrived San Francisco one week ago. She writes a postcard to her friend, May.

Dear May,

How are you? I have been living in San Francisco for one week. I visited many famous places such as Golden Gate Park, Golden Gate Bridge and PEIR 39. I bought a CityPASS and took MUNI bus. I used CityPASS and saved much money. I hope you can visit here in the future.

Love,

Natalie

2 WRITING EXERCISE

Now it is your turn to work with a partner. Use simple past verbs to make six true statements about things you did in the past week and share your sentences on Google Forms.

← Unit Two Writing- past tense   *All changes saved in Drive*

QUESTIONS   RESPONSES

Unit Two Writing- past tense

Now is your turn. Work with a partner. Use simple past verbs to make six true statements about things you did in the past week and share your sentences on Google Form.

Untitled Question   ☰ Paragraph

Long answer text

Required

HOMEWORK

1. Play the vocabulary games: Match, and Gravity on Quizlet and memorize the vocabulary terms.
2. Finish Unit One Test on Quizlet.
3. Use simple past verbs to make six true statements about things you did in the past week. Then use Snapchat to record it. Don't forget to send it to your teacher.
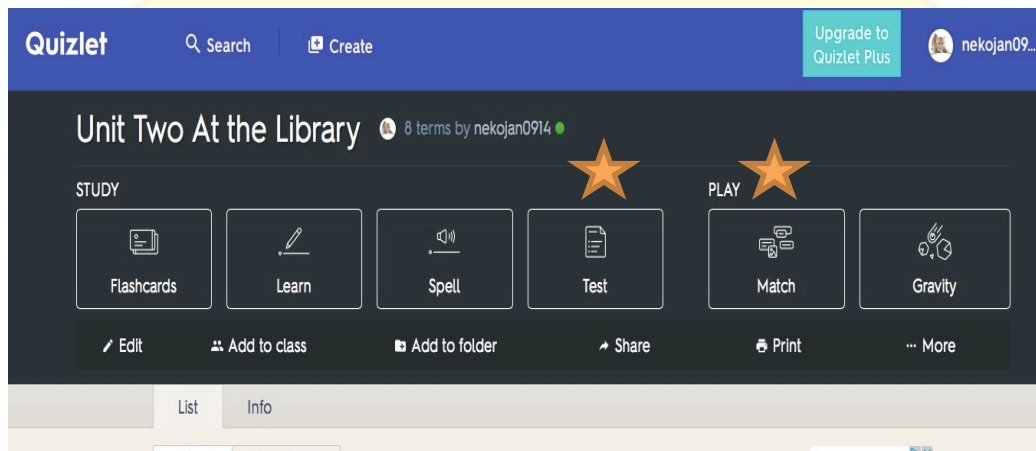
Answer Key

UNIT ONE AT THE HOTEL

Listening Vocabulary

1. deposit
2. receipt
3. credit card
4. check
5. signature

Listening Preview

Answers may vary

Listening Main Idea

1. F
2. F
3. F
4. F

Listening Details

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

Grammar Exercise 1

1. ✔
2. He is going to sleep in ten minutes.
3. My classmates are going to San Francisco next month.
4. I am going to have a trip next week.
5. ✔

Grammar Exercise 2

Answers may vary

Grammar Exercise 3

1. ✔
2. He probably will leave this country.
3. ✔
4. I will have a trip.
5. Susan probably will start her business.

Grammar Exercise 4

1. are going to
2. are not going to
3. I'm going to bring

Reading Voc Exercise

1. cable car
2. adventure
3. breathtaking
4. habitat
5. cruise
6. unlimited
7. massive
8. aquarium

Reading Main Idea

1. b

Reading Details

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

Writing Exercise

Answers may vary

UNIT TWO AT THE LIBRARY

Listening Vocabulary

1. position
2. insert
3. barcode
4. transition

Listening Preview

Answers may vary

Listening Main Idea

1. F
2. T
3. F

Listening Details

1. a
2. a
3. a
4. a

Grammar Exercise 1

1. were
2. was
3. was
4. were
5. was

Grammar Exercise 3

1. saw
2. grew
3. had to
4. was
5. were

6. thought
7. got
8. called
9. said
10. had

Reading Voc Exercise 1

1. requirement
2. permanent
3. guardian
4. temporary
5. valid
6. verify
7. resident
8. disability

Reading Voc Exercise 3

Across

1. verify
2. requirement
7. permanent

Down

1. valid
3. resident
4. guardian
5. disability
6. temporary

Reading Main Idea

1. A

Reading Details

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

Writing Exercise

Answers may vary

Listening Transcript

UNIT ONE AT THE HOTEL

Listening

Clerk:	How can I help you?
Natalie:	I want to check in.
Clerk:	Sure! What's your name?
Natalie:	My name is Yinghung Chinng, but I use Natalie.
Clerk:	Natalie, Okay. Hold on. So you booked a small privat room?
Natlaie:	Yes.
Clerk:	I need your passport.
Natalie:	Here.
Clerk:	I need to copy your passport, okay?
Natalie:	Okay. No problem.
Clerk:	Then. You have to pay rent includs deposit and cleaning fee. So it will be $625.
Natalie:	How should I pay?
Clerk:	You can pay by credit card, cash or check.
Natalie:	I will pay by credit card. (Natalie gives her credit card to him)
Clerk:	When you check out, we refund your deposit to the same credit card, okay?
Clerk:	Please put your signature here. Would you like to have a receipt?
Natalie:	Yes, please.
Clerk:	OK. Your room number is 310 and this is your key.
Natalie:	Thank you. Umm.....When will I need to pay again?
Clerk:	Next time when you check out.
Natalie:	I see. Thank you for helping.
Clerk:	You are welcome.

UNIT TWO AT THE LIBRARY

Listening

Check out your book

You are at Public Library. And ready to use self-checkout machine. Step number one place your library card, barcode up, under the scanner, then move your card. Step number two enters pin personal ID number then touch enter. Step number three place item barcode under the scanner. Step number four If you need more time press continue. Step number five item are checked out. Step number six doesn't forget your receipt.

Returning your book

You are now ready to return your books to San Francisco public library. Upon entering the building please look at to the right and you will find two machines where you can return your books. First, insert one time at time, but please be sure the barcode is facing down and the book is on right hand side. Check the position of the barcode so may be scanning properly. Then decide you would like to have a receipt for this transition. And finally take your receipt and continue looking for books to quench your thirst for knowledge, fun and adventure!

Technology Instruction

- Quizlet

- Snapchat

- Google Forms

• Signing up for Quizlet
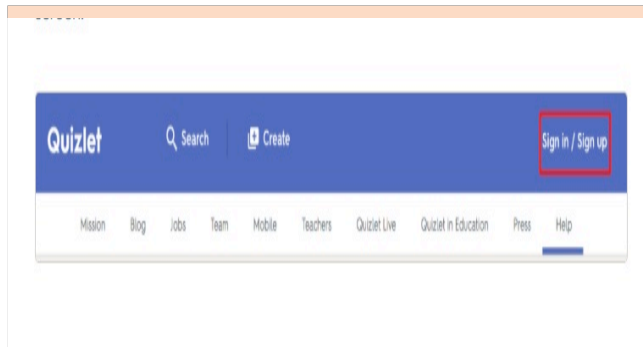
To get started, select Sign up in the top right coner of the screen
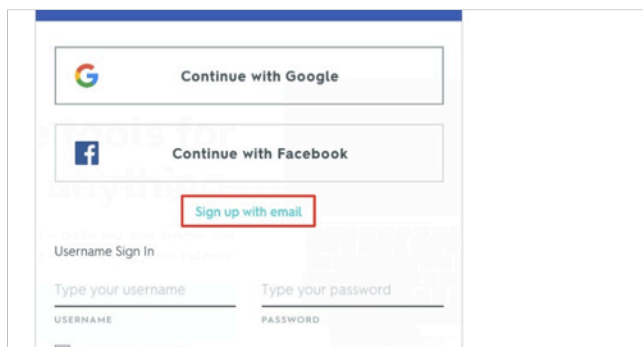
Sign up with your email or your can sign in with your Facebook account or Google account
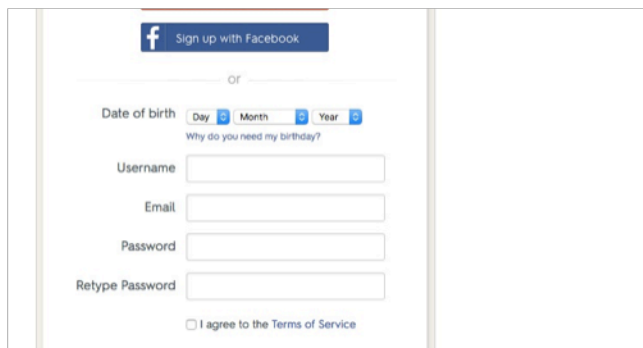
Create your account and password
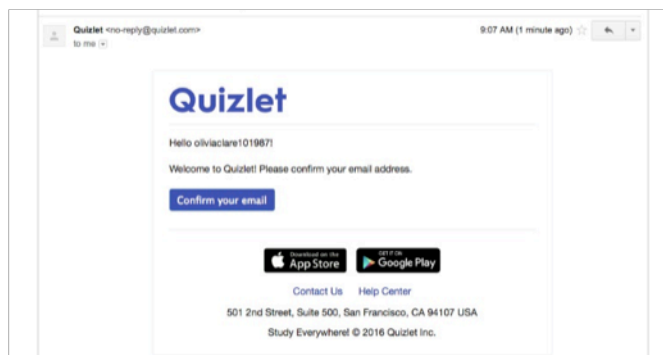
You will receive a confirmation email. Click the link from the confirmation email. Then, all done!

• Creating a study set from Quizlet
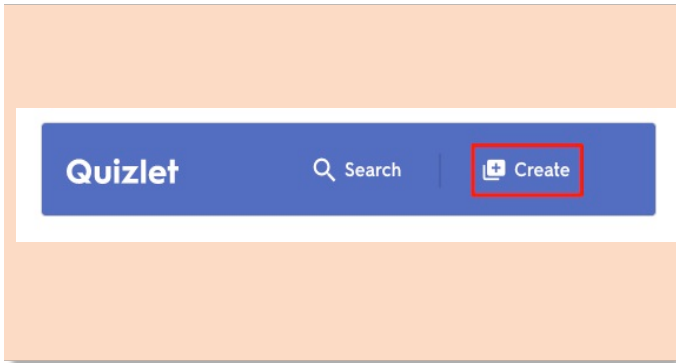
To get started, select Create on the top middle of the screen
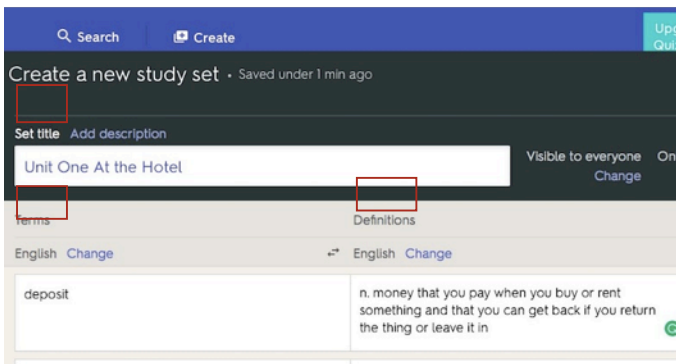
You can set a title for this study set. Then start to add new voc terms and difinations.
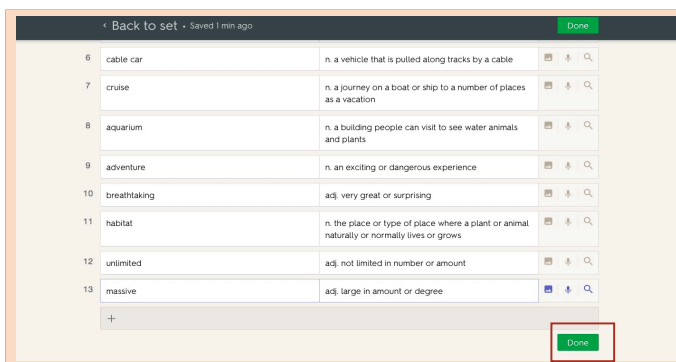
Add terms as many as you'd like, and then click "Done."

• Creating a test from Quizlet
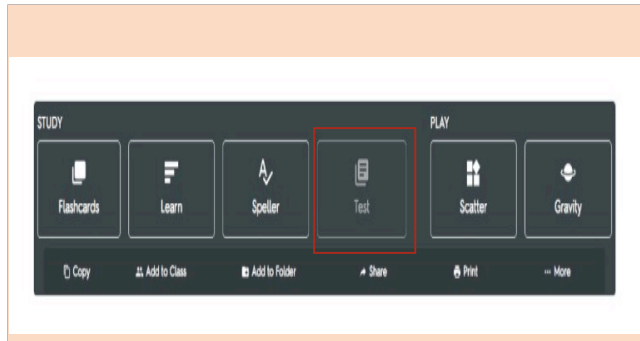
Click the Test button on the main set page.
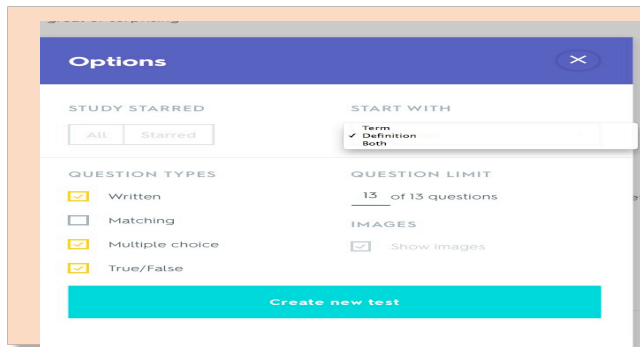
Customize your test: Quizlet will automatically generate a random test for you using the terms and definitions from your set of flashcards. On the righthand sidebar you can customize.
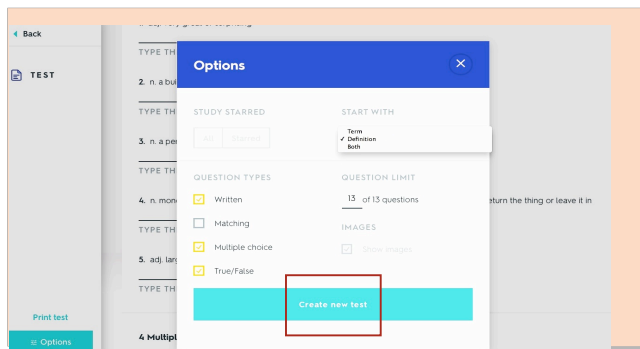
Once you finished customize the test, then click "Create new test" button.

• Play "Match" from Quizlet
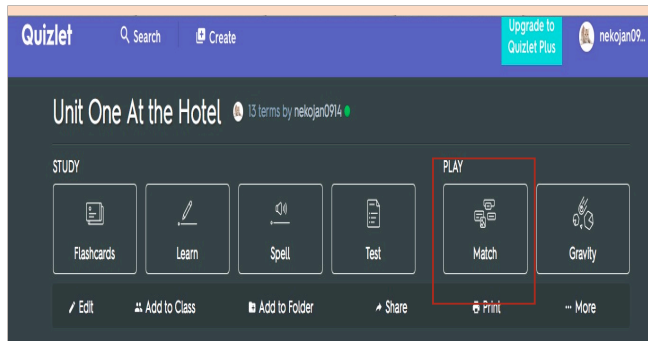
Quizlet Match is on the right top of screem.
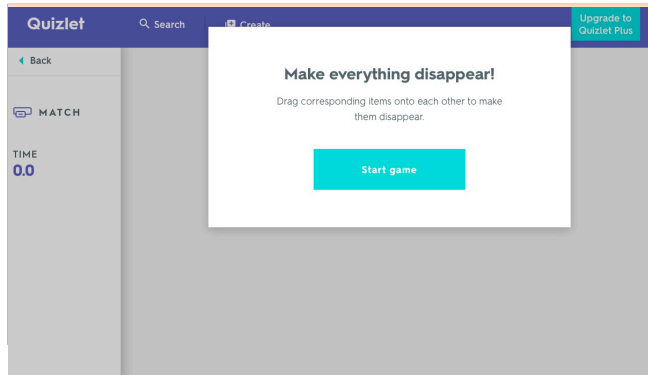
Quizlet keeps learning lively with Match Race against the clock to match terms and definitions and compete for the top score with other learners.
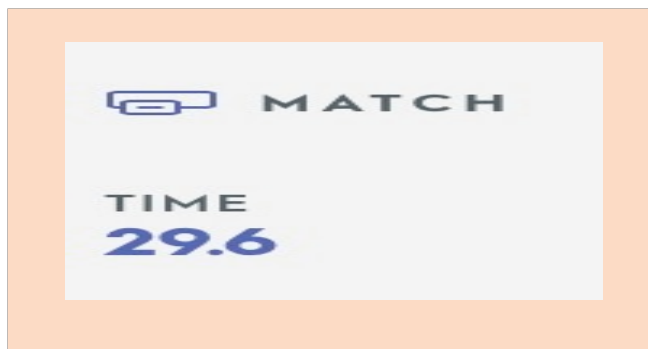
Match the terms and definitions by dragging and dropping them with your mouse. Go as fast as you can!
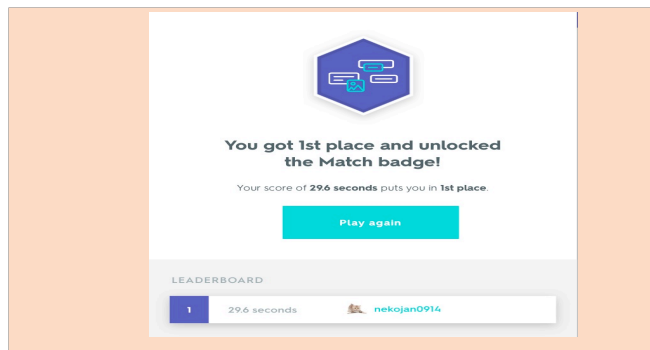
The score and your ranking will be showed on the screen.
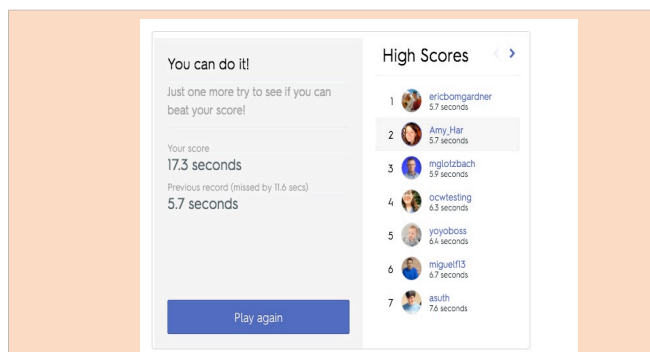
Compete with your friends!

• Signing up for Snapchat
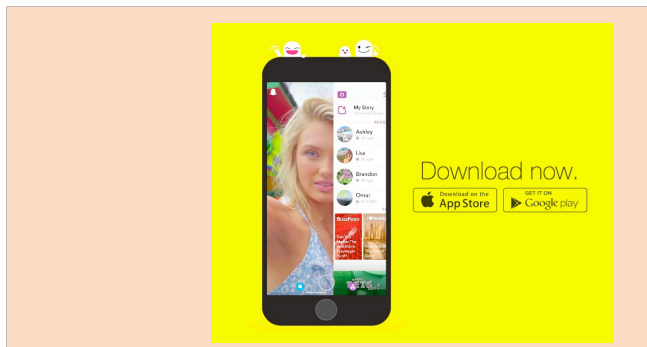
Once you have successfully downloaded the Snapchat app on your device (for iOS or Android), tap on the Snapchat icon to get started.
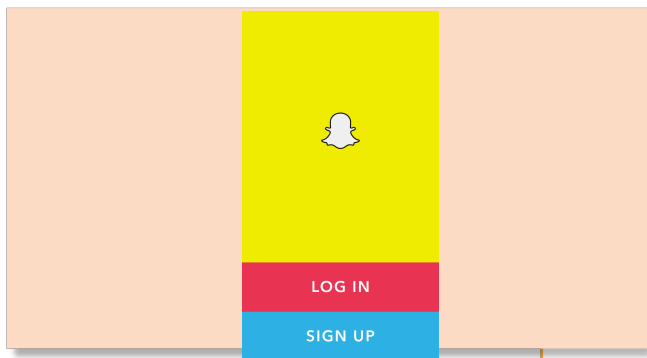
In the home screen, tap 'sign up'.

Fill in your email address, your new snapchat password and your date of birth. Then tap 'sign up'.
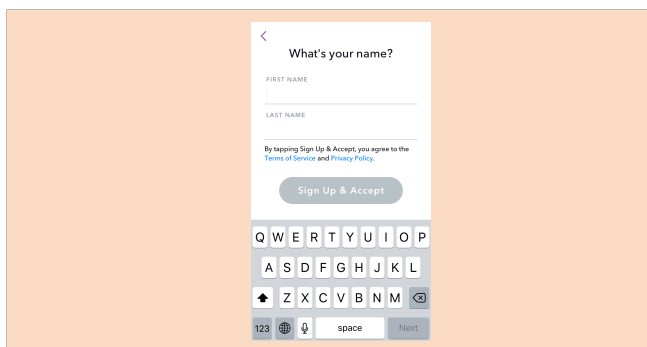
Next, fill in your new Snapchat username (max. 15 characters). This will be your unique identity on Snapchat. When Snapchat has approved of your username, continue.
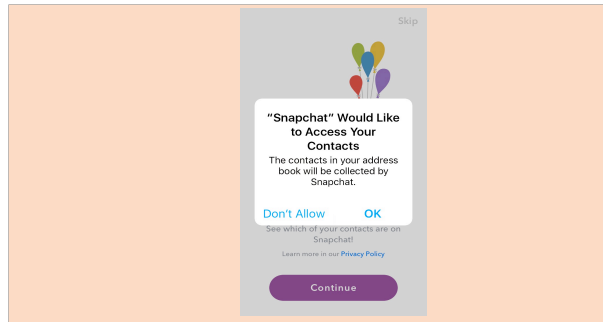
Now you have the option to verify that you are a real person by filling in your phone number. You can also choose to skip this step, by clicking 'skip' on the right top of your screen.
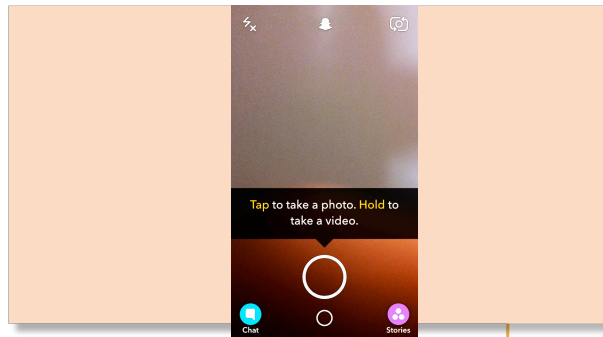
Now you can start to snap a video!

• How to take a Snap
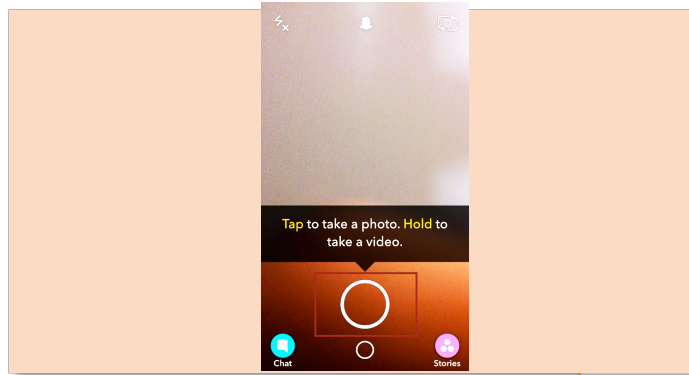
Snapchat opens to the Camera. Just tap the Capture button take a photo Snap, or press and hold to record a video Snap.
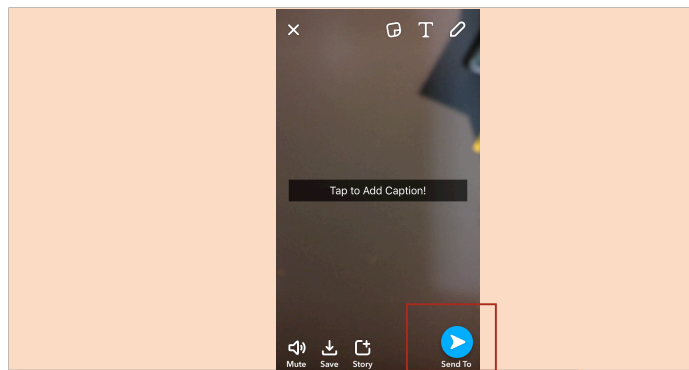
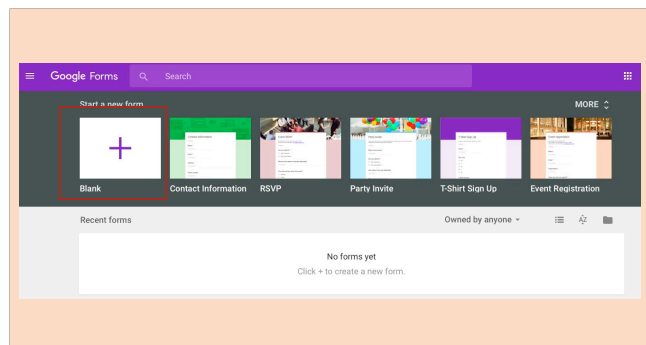After you record a video Snap, you can add caption and sent it to your friend. Press the blue arrow button in the bottom right corner.

• How to create a Google Forms
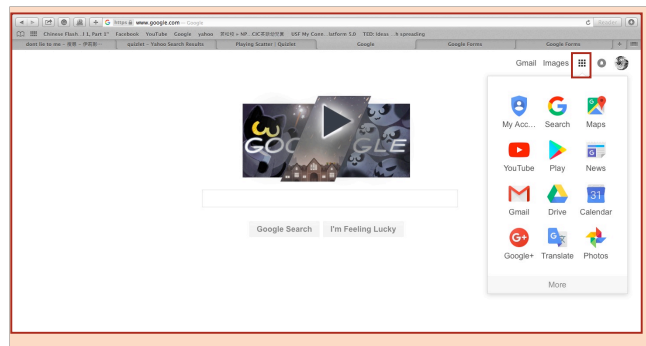
To get started, select ▦ on the top right coner of the screen. Then scroll down.
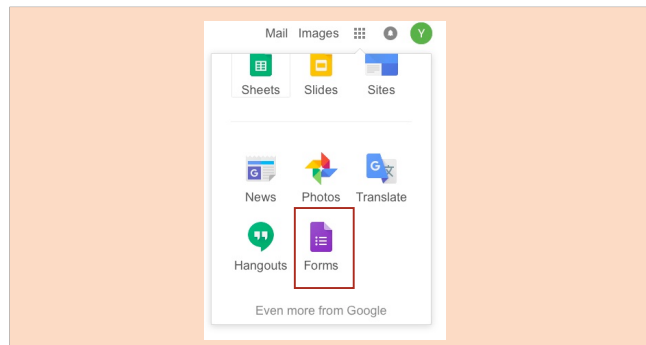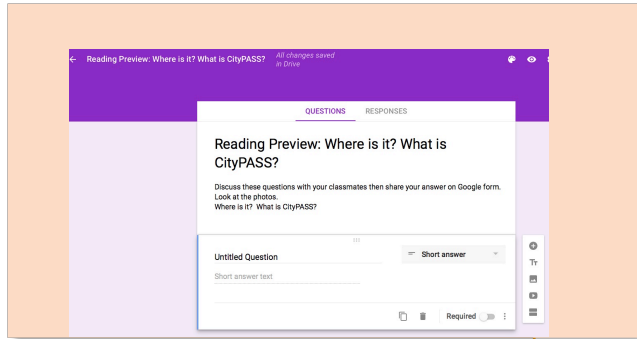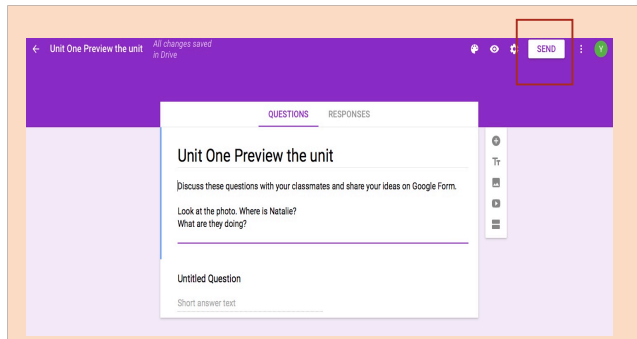
Now click "Forms" icon.

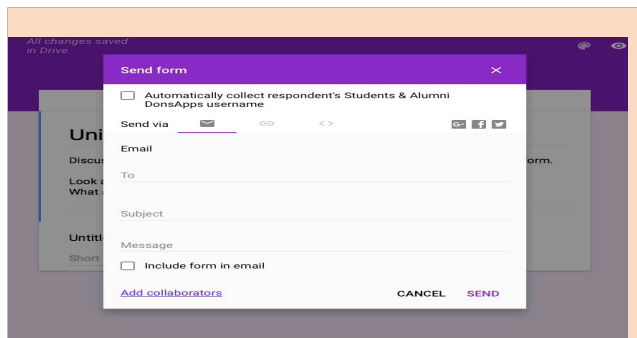Create your new form. Click "Blank" or you can choose other template.
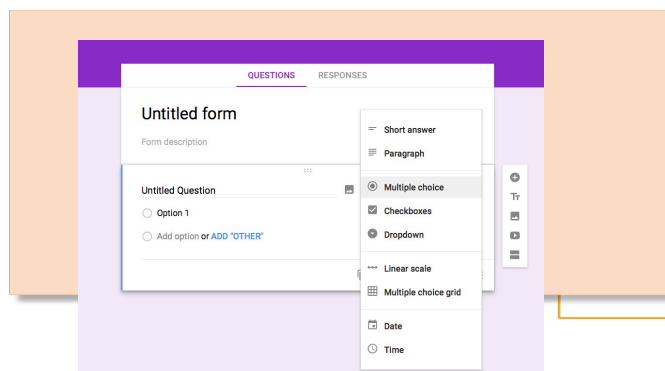
Now You can see a new form. You can add a tiltle, description, and questions. Click the drop-down menu to the right of the question text.

You finished the question design. Now it's time to send it to your participants.

To get started, select " Send" on the top right coner of the screen.

Then provide the respondent's email information and send it.