

English II /
English Language I
Course Introduction

Agenda

1. Course intro.
2. 6A
3. Break
4. 6A (cont.)

Claire Ho

- Part-time lecturer
- May be reached at claireho@cityu.edu.mo
- **In Person Advising**
 - Before and after class
- 7 pm – 10 pm
 - Thursday (L205); BCSCF

Email

- When you email me, you need to state your class and your name. Otherwise, I may be not able to answer your questions since I teach multiple classes.

Required Textbook

- Hardcopy textbook (British version): MOP 315 (with permanent ownership plus free access of the ebook temporarily)
- <https://skbook.shoppoint.mo/buy/62e900a0a700c5000402eba0>
- E-book (British version): MOP 265 (only 12 months)
- <https://skbook.shoppoint.mo/buy/62e902dc283a190004ec2d06>
- The textbooks on TaoBao are American version (not the British one we are using)

Class Rules

- Students are required to punch in before class and clocking in for others is **prohibited!**
- **Dishonest students will receive a points deduction.** I will randomly take attendance.
- I **WILL NOT** manually change your attendance for you. Take responsibility for yourself, bring your ID card and be on time.
- If students are late or leave earlier for **three times**, they will be marked one absence.

Absence or Sick Leave

- When students request for a leave, they must inform teacher before class and submit sufficient supporting documents. **Leaving without approval will be considered as absent.**
- Students must submit the medical certificate provided by the following medical institutions: Conde S. Januário Hospital, Kiang Wu Hospital, Macau University of Science and Technology Hospital, All Macau Health Centre. **Other medical certificates are not accepted.**
- Personal leave or sick leave are all taken as absence, but the teacher can waive it according to the situation.

Item		Description	Percentage
2nd <u>sem</u>	Attendance	Automatically calculated by the system	5%
	Participation	Active participation in pair/group discussion and in-class tasks, punctuality, discipline and preparation	5%
	Coursework	Writing Task: (4 quizzes) (4 assignments) Online / Paper Quizzes 10% / assignments 10%	20%
	Speaking Assessment	Speaking Activities/ (2-3 speaking activities) Speaking Assessment	10%
	Projects	Unit 7: Project Presentation (including reflective report)	20%
		Unit 8: Poster	10%
	Final Exam	2-hour final written test on listening, reading, vocabulary and grammar	30%

- The student attendance rate needs to reach 70%, otherwise you are not allowed to take the exam. (Final exam is mandatory.)

How to calculate your attendance?

- $(\text{the number days a student is present} / 14) * 100\%$
- In a nutshell, you are allowed to have 4 absences throughout the entire semester.

****Points will be deducted if being late.**

Assignments (HW)

- NO make-up assignment will be accepted since sufficient time (1 week) is given.

Quizzes

- There will be no make-up quizzes unless you have a medical certificate.

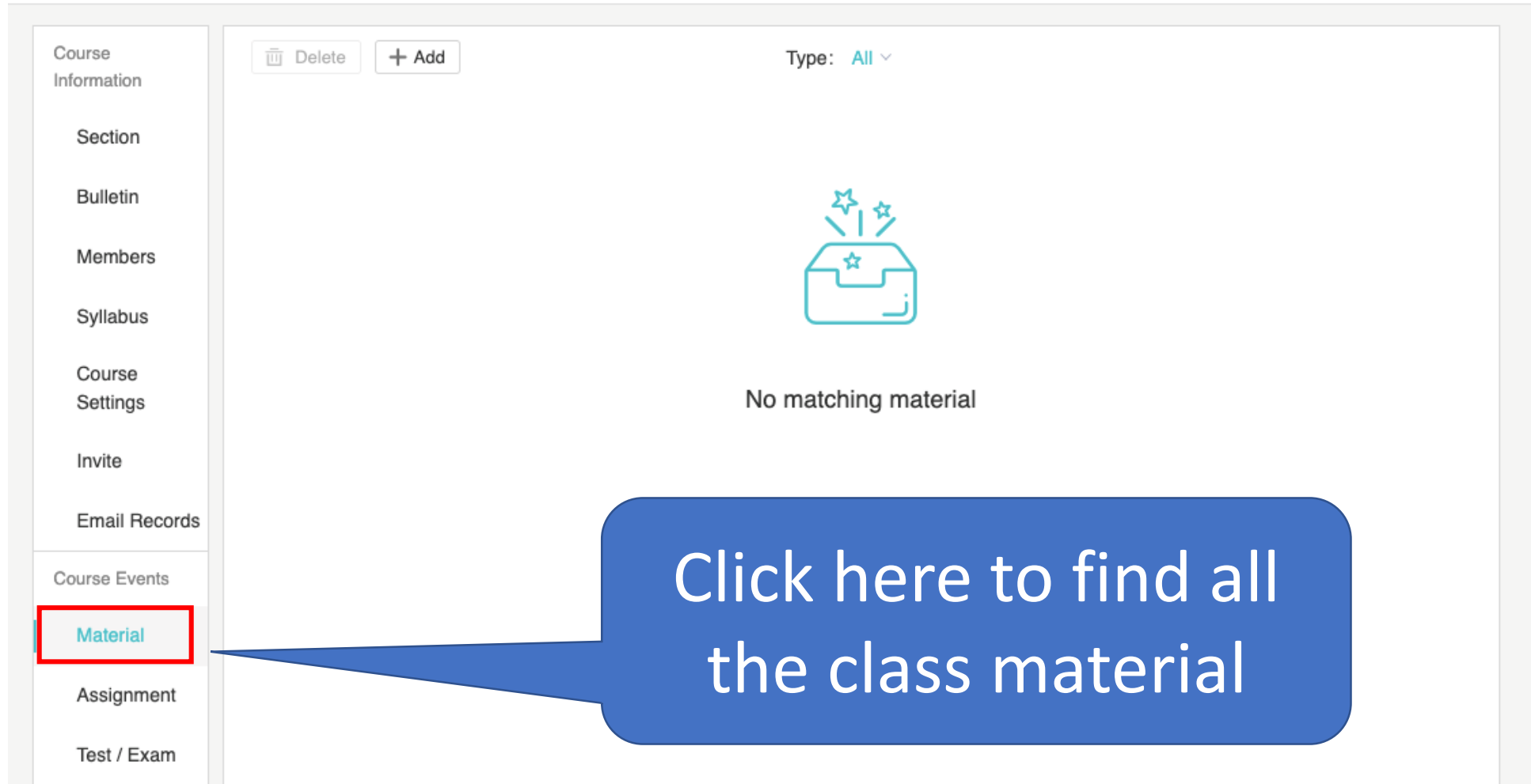
Course Schedule

Thursday BCSCF

Week 1 (Jan 18)	Course Intro. + 6A
Week 2 (Jan 25)	6BCD + HW 1
Week 3 (Feb 2)	6E + Quiz 1
Week 4 (Feb 22)	7AB + Project Intro.
Week 5 (Feb 29)	7CD + HW 2
Week 6 (Mar 7)	7E + Quiz 2
Week 7 (Mar 14)	Project Presentation + 8A
Week 8 (Mar 21)	8A (cont.) + 8B
Week 9 (Mar 28)	8CD + HW 3
Week 10 (Apr 4)	No school due to Ching Ming Festival
Week 11 (Apr 11)	10AB + Quiz 3
Week 12 (Apr 18)	10CD + HW 4
Week 13 (Apr 25)	10E + Quiz 4
Week 14 (May 2)	Poster Presentation + Review

*subject to change

PowerPoints Slides will be uploaded to TronClass after every class.



Questions?

Unit 6 Do your best

Do your best

- When did someone (a parent, a teacher, a friend) say “do your best” to you? What was the situation? Were you successful?
- Last year, I ran in the mini marathon. I didn’t win, but I did my best and I finished the race.
- Share your situation with your group members, we will be sharing with the class later.

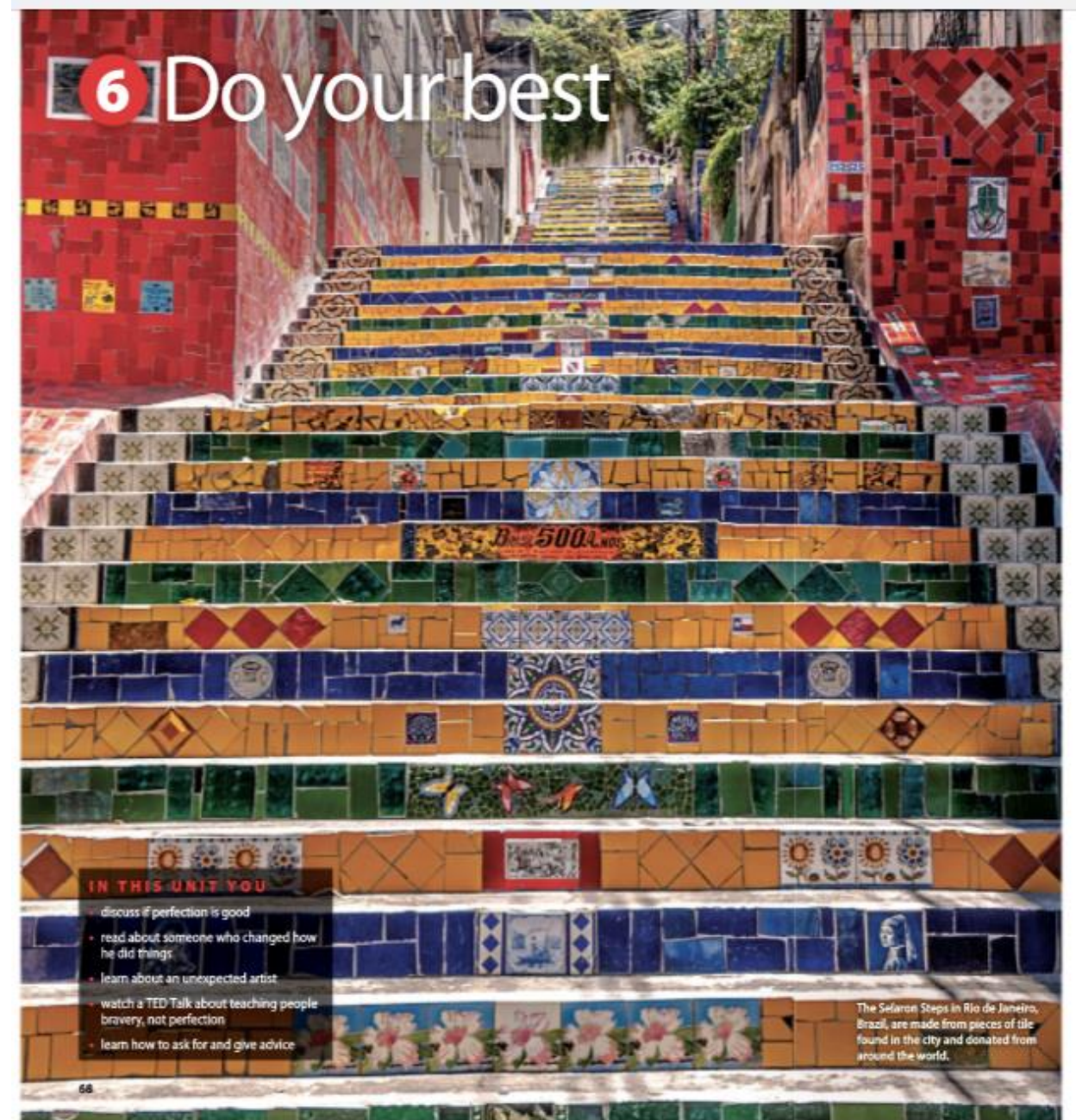
VOCABULARY Goals and expectations

1 Look at the photo. Many of the tiles used are broken or come from people's rubbish. Do you still think the stairs are beautiful?

- Where do the tiles come from?
- Are they new and perfect or old and broken?
- Are the stairs beautiful?
- Does something have to be perfect to be beautiful?

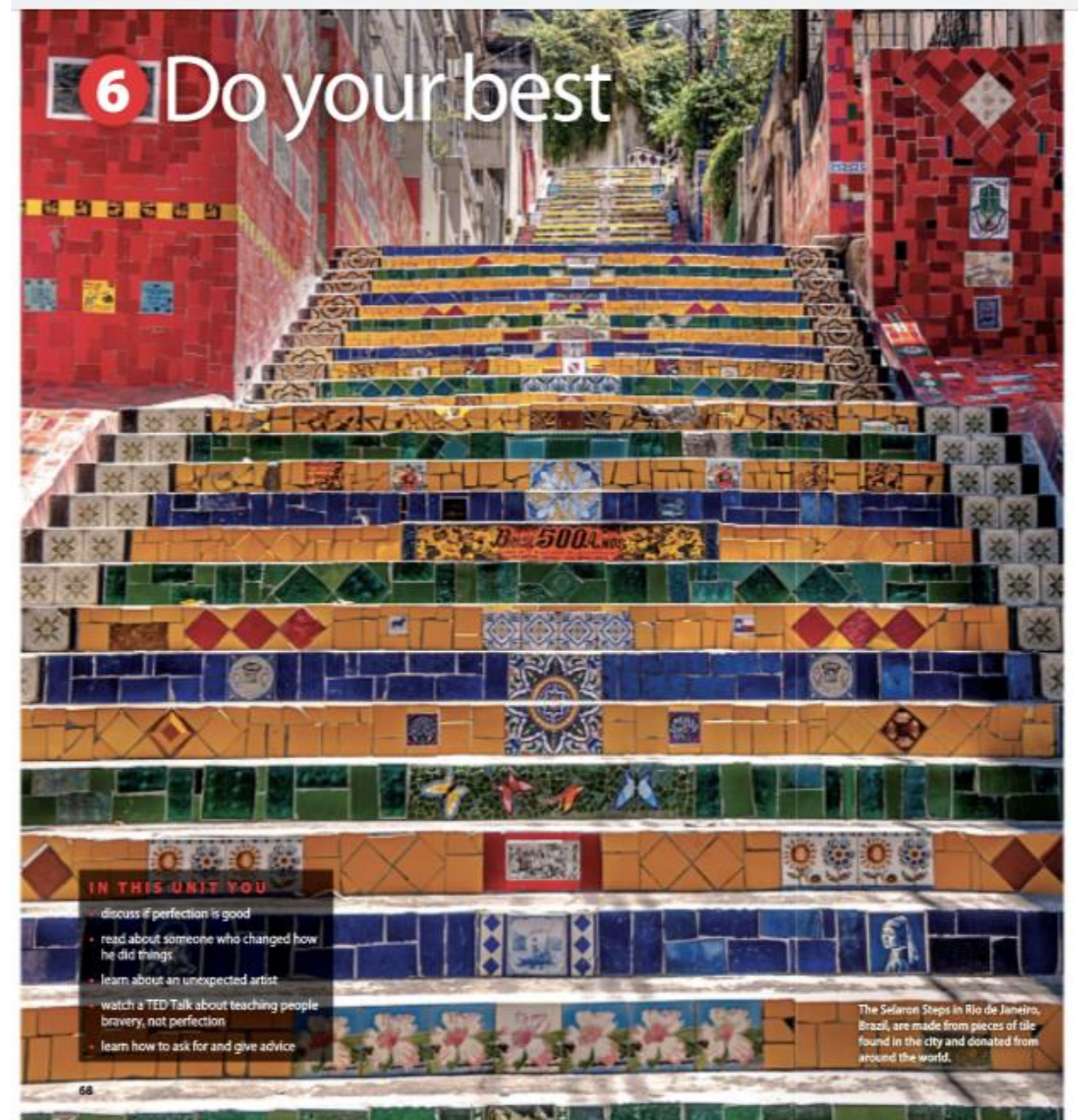
6A The best I can be

- The colorful outdoor stairway known as the Selaron Steps joins the neighbourhood of Lapa and Santa Teresa in the city of Rio de Janeiro, Brazil.
- A few years after moving to Rio, Chilean artist Jorge Selaron started repairing the steps near his home using tiles he found in shops or rescued from rubbish.



6A The best I can be

- In time, as more people started learning about the project, they began sending Selaron tiles to use.
- Today, the 215 steps contain over 2000 tiles donated from more than 60 countries.



2 Match the words in bold (1–7) with the correct definitions (a–g).

- b** 1 'I have not **failed**. I've just found several thousand ways that won't work.'
– Thomas Edison
- d** 2 'The only place where **success** comes before work is in the dictionary.'
– Anonymous
- a** 3 'Have no fear of **perfection**; you'll never reach it.' – Salvador Dali
- g** 4 'Beauty is about being comfortable in your own skin. It's about knowing and **accepting** who you are.' – Ellen DeGeneres
- c** 5 'Practice makes **perfect**.' – Anonymous
- f** 6 'Practice doesn't make perfect. Practice reduces the **imperfection**.'
– Toba Beta
- e** 7 'True success is overcoming the fear of being **unsuccessful**.' – Paul Sweeney

- a** having no mistakes or problems (n)
- b** finished without success (v)
- c** without mistakes (adj)
- d** the correct or wanted result (n)
- e** not getting the correct or wanted result (adj)
- f** not being exactly right (n)
- g** feeling that something is OK or normal (v)

3 Choose the correct option to complete the meaning of each quotation in Exercise 2.

- 1** When you find a way that doesn't work, you learn something new. When you learn nothing, you **fail** / *succeed*.
- 2** You *don't have to* / **have to** work before you can succeed.
- 3** Perfection is a nice idea, *and we should* / **but we shouldn't** expect to reach it.
- 4** Beauty isn't about how you look, it's about **how you feel** / *dressing comfortably*.
- 5** If you want to do something really well, you *won't fail* / **practise a lot**.
- 6** You can never be perfect, **but you can** / *and you can't* usually improve.
- 7** Success means not being afraid of *other people* / **failure**.

4 Match the words on the left (1–6) with their opposites (a–f). Use a dictionary if necessary.

d 1 perfection

f 2 success

c 3 perfect

b 4 succeed

e 5 accept

a 6 successful

a unsuccessful

b fail

c imperfect

d imperfection

e reject

f failure

5 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Have you ever failed? What did you do next? Do you think failure can lead to success?
- Have you ever seen or experienced something that was perfect? What was it?
- Can something be 'too perfect?' Why?

LISTENING

6 Work in pairs. Discuss the questions.

- Can you think of a food that doesn't look good but tastes delicious?
- Have you eaten had a food that looked perfect but didn't taste very good?
- Have you ever been surprised by a food or drink?
For example, something that looked sweet but tasted spicy?

Listening tip: Note-taking while listening

- In exam listening, you may sometimes have to find evidence for a statement, or complete information. You are unlikely to have time to write this in full while you are listening, so practice note-taking is useful.
- You can do this when you listen to decide whether statements are true or false.
- You can write down any key words you hear (not complete sentences) and to abbreviate common words, e.g. because for b/c
- They don't need to worry about your spelling at this point.

7 Listen to a podcast about a fruit and vegetable seller in Tokyo. Are the sentences true (T) or false (F)? Rewrite the false sentences.  35

(Senbikiya is an expensive fruit shop in Tokyo.)

F 1 Senbikiya is a small grocery shop in Tokyo.

F 2 Senbikiya isn't very successful because it's too expensive. (We can infer that Senbikiya is successful, although it's expensive, because giving fruit as a gift is popular.)

T 3 In Japan, fruit is a popular gift because it is something you don't need.


(In Japan, there is a long tradition of giving perfect fruit as a gift.)

F 4 In Japan, giving fruit as a gift started recently.

T 5 The carrots on this page probably don't come from Senbikiya.

Audioscript 35

I'm at Senbikiya, a fruit shop in Central Tokyo. But you shouldn't come here for your weekly grocery shopping. A package of three melons costs four hundred dollars, and box of twelve strawberries is about eighty dollars. How can fruit be so expensive? Because it's perfect. In fact, you should think of Senbikiya as a gift shop, not as a food shop. Gift giving is extremely important in Japan, and there is a long tradition of giving perfect fruit. One reason for this is that Japan sees vegetables as a basic need, but fruit as a luxury – you don't have to have fruit in your diet. And that makes it a perfect, and very popular, gift.

8 Listen to a podcast about a fruit and vegetable seller in France. Choose the correct option to complete each sentence.  **36**

- 1** Intermarché sells fruit and vegetables that are
a ugly and popular. **c** ugly and not popular.
b perfect but not popular.
- 2** Customers like Intermarché's fruit and vegetables because of the
a funny way they look. **c** taste and price.
b price alone.
- 3** In the past, most 'ugly' fruit and vegetables were
a given to animals. **c** sold to supermarkets.
b thrown away.

4 Rejecting imperfect fruit and vegetables _____ food.

a wastes

c improves the flavour of

b lowers the price of

5 Now, _____ are choosing to eat imperfect fruit and vegetables.

a only very hungry people

c more people

b most farmers

Audioscript 36

When French supermarket Intermarché started selling 'ugly' fruit and vegetables, they were very popular with customers. Most people agree that you shouldn't judge imperfect vegetables on their appearance, but on their flavour. The fruit and vegetables – which cost about thirty percent less than 'perfect' ones – are a huge success, and now grocery stores all over the world are doing the same thing. In many places, farmers have to throw away a lot of fruit and vegetables because supermarkets reject anything with an imperfection. But the world is changing. Many people feel we must stop wasting good food just because it doesn't look perfect, especially in a world where many people are hungry. People are thinking about the choices they make ... and making different choices.

Grammar: Modal verbs

MODAL VERBS: OBLIGATION, PROHIBITION, PERMISSION, ADVICE

must, have to

We use *must* and *have to* + the infinitive of a verb to say that something is very important or is necessary – an obligation.

1. We use *must* when the speaker thinks something is important.

*You **must** remember to call David.*

2. We often use *have to* when someone else has made a decision or rule.

*I **have to** hand in my homework by 3:00.*

MODAL VERBS: OBLIGATION, PROHIBITION, PERMISSION, ADVICE

must, have to

3. We usually use *have to* to ask if something is necessary.

Do I have to buy a ticket?



Questions with *must* are grammatically correct, but can sound old-fashioned or formal.

Must I buy a ticket?

must	something is important	
have to	decision or rule	necessary

mustn't and *can't*

We use *mustn't* + infinitive to express prohibition, i.e. to say that something is not allowed, or to say that it is very important not to do something.

You mustn't enter this part of the building. (It isn't allowed.)

You mustn't wear shoes in the temple. (It's very important that you don't wear shoes.)

mustn't and *can't*

We use *can't* + infinitive to express prohibition.

You can't park here. (It isn't allowed.)

Mustn't sounds stronger and more formal than *can't*. We can use *must not*, with both parts stressed, for stronger prohibition.

mustn't	not allowed; very important not to do something	sounds stronger and more formal
can't	not allowed	sounds weaker and less formal

can and don't have to

We use *have to* to ask about what's necessary or allowed.

Do I have to arrive at 8:00?

We use *don't have to* + infinitive to show:

- that something isn't important or necessary.
You don't have to wear shoes here. (But it's OK if you want to wear shoes.)
- that you can choose not to do something.
You don't have to come to the meeting – it's optional.

can and don't have to

We use *can* + infinitive to give permission.

You can use this computer to check your email. (It's allowed.)

We use *can* to ask for permission.

Can I use my phone here? (Is it allowed?)

don't have to	isn't important or necessary	can choose not to do something
can + inf.	give permission	
can	ask permission	

should and shouldn't

We use *should* and *shouldn't* + infinitive to give advice, i.e. to say that it is or isn't a good idea to do something.

You should hire a private tour guide at the museum. You'll learn more that way.

You shouldn't go on a group tour – it's too noisy.

should and shouldn't

Should is also used to ask for advice.

Should I take my camera?

When *shouldn't* is used in a question, it suggests that the speaker thinks the answer is already known.

I'm sure it's going to rain. Shouldn't you take an umbrella?

should	to give advice
shouldn't	to give advice
should (in question)	to ask for advice
shouldn't (in question)	the answer is already known

Summary

must	something is important	
have to	decision or rule	necessary
mustn't	not allowed; very important not to do something	sounds stronger and more formal
can't	not allowed	sounds weaker and less formal
don't have to	isn't important or necessary	can choose not to do something
can + inf.	give permission	
can (in question)	ask permission	
should	to give advice	
shouldn't	to give advice	
should (in question)	to ask for advice	
shouldn't (in question)	the answer is already known	

GRAMMAR Modal verbs: obligation, prohibition, permission, advice

11 Answer the questions about presenting yourself online.

- 1** What social media sites and apps do you use?
- 2** What kind of photos of yourself do you put online?
- 3** How do people use social media to make their lives look more interesting than they are? Do you do this?

Circle the modal verbs

- 12** Read the article about social media. What is it important to do? What is it important not to do?

Rules for the perfect profile?

According to the rules, you have to be at least thirteen years old to open an account on Instagram, Facebook, Snapchat and other social media apps, but of course anyone eighteen or over can join. Although the rules say younger kids can't join, you don't have to prove your age, so a lot of them still join. This worries some experts. Research shows that the 'perfect lives' kids see on social media can cause them to feel bad about their own lives. Parents should explain to kids that what people show online isn't the whole picture, and they mustn't take it too seriously. The Imperfect Tribe, a group that started on Instagram, agrees. They say we shouldn't try to look perfect on social media. In fact, members of the group must show themselves as real people online.

- 12** Read the article about social media. What is it important to do? What is it important not to do?

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Modal verbs

Obligation

- a** *You **have to** be at least thirteen to open an account.*
- b** *Members of the group **must** show themselves as real people online.*

Prohibition

- c** *The rules say younger kids **can't** join.*
- d** *They **mustn't** take it too seriously.*

Permission

- e** *Anyone eighteen or over **can** join.*

Lack of obligation

- f** *You **don't have to** prove your age.*

Advice

- g** *Parents **should** explain to kids that what people show online isn't the whole picture.*
- h** *They say we **shouldn't** try to look perfect ...*

13 Look at the examples in the Grammar box. Match the examples with the correct meanings (1–6).

- g 1** It would be a good idea to do this.
- h 2** It would be a good idea **not** to do this.
- e 3** You are allowed to do this.
- c, d 4** You are **not** allowed to do this. (two examples)
- a, b 5** It is necessary to do this. (two examples)
- f 6** It isn't necessary to do this.

14 Choose the correct options to complete the quotes about school uniforms.

'We have a strict uniform policy at my school. Boys

(1) *have to* / *can't* wear black trousers, but girls

(2) *shouldn't* / *can* choose a skirt or trousers. Girls' skirts

(3) *can't* / *must* touch the top of their knees. You

(4) *can't* / *don't have to* loosen your tie at school during the day, and girls (5) *have to* / *mustn't* let their socks fall down.' – Park, Korea

'We don't have a uniform, so we (6) *can't* / *don't have to* wear a tie or jacket. We (7) *can* / *should* wear mostly what we like, though we (8) *have to* / *mustn't* come to school in beach clothes or something like that. The rules aren't specific, but they say we (9) *mustn't* / *should* look neat.'

– Sofia, Italy

16 Complete the rules with these words.

can can't have to must should

Dressing for the temples of Thailand

Visitors to Thailand (1) should visit the amazing temples. But there are some rules you (2) have to / must follow to be respectful. First, you (3) can't wear shoes in the temples. Second, you (4) have to / must wear clothes that cover your arms and knees. But in most temples there are no rules about covering your head – you (5) can enter without a hat or headscarf.