



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**  
**BACHELOR OF SOCIAL SCIENCES IN PUBLIC ADMINISTRATION**  
**LEARNING MODULE OUTLINE**

Academic Year	2023/2024	Semester	1
Module Code	ENGL1109-115		
Learning Module	English I		
Pre-requisite(s)	Nil		
Medium of Instruction	English		
Credits	3	Contact Hours	45 hrs
Instructor	Romulo Alegre	Email	t1716@mpu.edu.mo
Office	Consultation by appointment	Office Phone	-

**MODULE DESCRIPTION**

This learning module aims to develop students' English language proficiency through an integrated program of study. The module is defined within the Common European Framework and European Language Portfolio. Lessons focus on the development of reading, writing, listening, and speaking skills at the elementary level, while giving systematic attention to grammar, course-related vocabulary and critical thinking activities that are integrated throughout each unit and help develop learners' independence. Active participation and language-use are crucial; therefore, learners must change their passive learning habits to be more active participants. For this reason, the Internet will be comprehensively integrated into this module, as well as other technological aids for inclusive learning and transversal competence skills acquisition.

**MODULE INTENDED LEARNING OUTCOMES (ILOS)**

On completion of this learning module, students will be able to:

M1.	Recognize, describe and employ a wide range of course-related vocabulary in both oral and written communication.
M2.	Exchange conversations about everyday things (e.g. people, places, job, study) in a basic way.
M3.	Ask and answer simple questions on very familiar topics.
M4.	Develop increasing accuracy in using: (i) verb tenses; (ii) quantifiers; (iii) auxiliary verbs; (iv) adverbs, adjectives, articles, and prepositions.
M5.	Develop increasing ability in listening and speaking tasks at the elementary level.
M6.	Give simple opinions and express preferences related to familiar topics using basic fixed expressions.
M7.	Write short descriptive texts on familiar personal topics (e.g. life and routines, descriptions of places, people or things; likes and dislikes) as well as simple personal detail forms and short, simple notes, emails and messages relating to everyday matters.
M8.	Predict meanings of unfamiliar words in familiar contexts using context clues.



M9.	Use learned strategies to identify the topic, the main idea, and supporting details to interpret short narrative or descriptive passages on familiar topics.
M10.	Build confidence in speaking English.

These ILOs aim to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

PILOs	M1	M2	M3	M4	M5	M6
P1. Understand the basic concepts and principles of Public Administration						
P2. Know and identify the theoretical models and techniques of Public Administration						
P3. Apply the theoretical models and techniques of Public Administration to real world situations						
P4. Understand the interdisciplinary nature of Public Administration						
P5. Understand the way of functioning of Public Administration						
P6. Know the fundamentals, objectives, structures, organisations and functioning of public management						
P7. Analyse the relations between the State and other sectors of the economy						
P8. Be able to use the main legal instruments available						
P9. Be able to adapt to modernisation in the Public Administration, particularly regarding aspects about information society	✓	✓	✓	✓	✓	✓

#### MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1 (Aug 28)	<p>Course Introduction: Subject outcomes, content and assessment</p> <p>People, Places, and Things Grammar focus: Understand and analyse the uses of verb to be; articles; questions and short answers; possessives; have got Vocabulary: Identify, define and apply key vocabulary related to jobs, everyday objects &amp; family Reading: Family connections</p> <p>Classroom Task: Writing about three favourite people following a prompt</p>	3
2 (Sep 4)	<p>Personal Life, Likes and Dislikes Grammar focus: Understand, analyse and apply the present simple in sentences Vocabulary: Identify, define and apply key vocabulary related to places in a town, everyday activities; understand phrases for time and frequency Reading: Brits at home and abroad</p>	3



	Classroom Task: Writing about a favourite place	
3-4 (Sep 11, 18)	<p>Transport and Travelling</p> <p>Grammar focus: Understand and analyse can/can't for possibility and ability; express interests and desires</p> <p>Vocabulary: Identify, define and apply key vocabulary related to transport and travelling</p> <p>Reading: 9 things you didn't know about world travel</p> <p>Classroom task: Video study – Race Across London and research of famous races online</p>	6
5 (Sep 25)	<p>Focus on Food</p> <p>Grammar focus: Understand, analyse and apply quantifiers: some and any; much and many; there is, there are</p> <p>Vocabulary: Identify, define and apply key vocabulary related to food and descriptive adjectives</p> <p>Reading: Healthy diets around the world</p> <p>Classroom task: Exercises about favourite places to eat followed by grammar exercises</p>	3
6 (Oct 2)	Holiday	
7 (Oct 9)	<p>Life Stories</p> <p>Grammar focus: Understand, analyse and apply the past simple and past time phrases</p> <p>Vocabulary: Identify, define and apply key vocabulary related to life events</p> <p>Reading: An ordinary man...an extraordinary business</p>	3
8 (Oct 16)	<p>Life Stories (cont.)</p> <p>Classroom Task: Listening exercises about Jackie Kennedy Onassis (preparation for quiz)</p> <p>Quiz (vocab, grammar, reading comprehension, listening)</p>	3
9 (Oct 23)	Holiday	
10 (Oct 30)	<p>Life Stories (cont.)</p> <p>Understanding the importance of building confidence in speaking English</p> <p>Classroom Task: Practise telling a life story (speaking task) following a prompt</p>	3
11 (Nov 6)	<p>Fact or Fiction?</p> <p>Grammar focus: Understand, analyse and apply the past simple and past time phrases; descriptive adjectives to tell stories</p> <p>Vocabulary: Identify, define and apply key vocabulary related to entertainment; giving reasons</p>	3
12 (Nov 13)	<p>Fact or Fiction? (cont.)</p> <p>Expanded Application: Differentiate fact and fiction (watch video clips)</p>	3



	Classroom Task: Retell the stories behind the video by using target vocab on descriptive adjectives (writing)	
13 (Nov 20)	Review & Midterm Test	3
14 (Nov 27)	Why We Buy Grammar focus: Understand, analyse and apply comparative adjectives, superlative adjectives and the present continuous Vocabulary: Identify, define and apply key vocabulary related to shops, products and services Reading: Top five unusual shops  Classroom Task: Sharing of a typical souvenir from each student's country	3
Make up Classes	Good Times Grammar focus: Understand, analyse and apply quantifiers: a lot of, a little, a few, not any, not much, not many; understand, analyse and apply going to for future events and would like to and want to for future wishes Reading: Celebrating the seasons Vocabulary: Identify, define and apply key vocabulary related to celebrations, seasons and festivals  Classroom Task: Reading comprehension exercises followed by grammar exercises  Live and Learn Grammar focus: Understand, analyse and apply modal verbs have to and don't have to; might and will Vocabulary: Identify, define and apply key vocabulary related to school and university subjects; education and training Reading: From slates to iPads Classroom task: Reading comprehension exercises followed by grammar exercises  Revision for Final Exam	6
15	Final Exam	3

## TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10
T1. Lectures	✓			✓						
T2. Student-centred discussions	✓	✓	✓	✓	✓	✓		✓		
T3. Task-based activities							✓	✓	✓	
T4. Use of videos and audios	✓			✓	✓					✓
T5. Oral activities		✓	✓		✓	✓				✓



## ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

## ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Class Participation	10%	M1, M2, M3, M10
A2. Assignments	10%	M4, M7
A3. Quiz	10%	M4, M5
A4. Midterm Test	30%	M4, M5, M6, M7, M8
A5. Final Exam	40%	M1, M4, M6, M7, M8, M9
TOTAL	100%	

The assessment will be conducted following the University's Assessment Strategy (see [www.mpu.edu.mo/teaching\\_learning/en/assessment\\_strategy.php](http://www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php)). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

## MARKING SCHEME

The score is awarded in percentage terms, with 100 being the maximum score and 50 the minimum positive score. For further details, please refer to point 5.4 of the University's "Evaluation Strategy" (see [https://www.mpu.edu.mo/teaching\\_learning/pt/assessment\\_strategy.php](https://www.mpu.edu.mo/teaching_learning/pt/assessment_strategy.php)).

Students with a score of less than 35 in the final examination must take the re-sit examination even if the overall score for the module is 50 or above.

## REQUIRED READINGS

Cunningham, S., Crace, A., & Moor, P. (2013). Cutting edge: Elementary (3rd ed.). Harlow, England: Pearson Education.

## REFERENCES

Vargo, M. & Blass, L. (2018). Pathways: reading, Writing and Critical Thinking (2nd ed.). USA: National Geographic Learning

Chase, B. T. (2018). Pathways: Listening, Speaking and Critical Thinking (2nd ed.). USA: National Geographic Learning

Website(s)



English Grammar:

[https://www.ilc.cuhk.edu.hk/EN/ENResources.aspx?section=0\\_0\\_1\\_0\\_3](https://www.ilc.cuhk.edu.hk/EN/ENResources.aspx?section=0_0_1_0_3)

Step-by-step lesson plans covering basic survival English:

<http://www.onestopenglish.com/esol/absolute-beginners/>

<https://www.bbc.co.uk/learningenglish/english/course/emw>

Online Dictionary:

<https://www.dictionary.cambridge.org>

<https://www.merriam-webster.com/>

Visual aids:

<https://www.ted.com>

Complementary readings:

<https://www.bbc.co.uk/learningenglish/english/>

<https://www.newsinlevels.com>

<https://www.tweentribune.com>

## **STUDENT FEEDBACK**

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

## **ACADEMIC INTEGRITY**

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at [www.mpu.edu.mo/student\\_handbook/](http://www.mpu.edu.mo/student_handbook/).