



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

| | | | |
|-----------------------|---|---------------|--------------------------|
| Academic Year | 2025/2026 | Semester | 1 st Semester |
| Module Code | ENGL2132 | | |
| Learning Module | English III | | |
| Pre-requisite(s) | English II | | |
| Medium of Instruction | English | | |
| Credits | 3 | Contact Hours | 45 hours |
| Instructor | Cláudia Mendes Khan | Email | cmkhan@mpu.edu.mo |
| Office | MPI Taipa Campus, Pearl Jubilee Building, Room P243 | Office Phone | 8899-6125 |

MODULE DESCRIPTION

This is the first of the two intermediate-level English courses. The course is intended to encourage students in using English comfortably in social and workplace settings. At the same time, it also focuses on further developing students' English skills in listening, speaking, reading, and writing. Activities such as role-playing, small group discussions, class presentations, and team projects are given to enhance the usefulness of the course. Besides these communicative activities, writing emails, blogs, curricula vitae, cover letters and thank you letters will also be introduced.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

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

| | |
|-----|---|
| M1. | Communicate with confidence, using a range of vocabulary sufficient to discuss most topics; |
| M2. | Demonstrate a better overall command in the use of the four language skills. |
| M3. | Express their opinions and develop a longer conversation by responding appropriately and introducing new ideas; |
| M4. | Develop knowledge of grammar and exhibit more grammatical accuracy in the four language skills; |
| M5. | Write informal emails, travel blogs, curricula vitae, cover letters, and thank you letters. |

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

| PILOs | M1 | M2 | M3 | M4 | M5 |
|--|----|----|----|----|----|
| P1. Understand the basic concepts and principles of Public Administration | | | | | |
| P2. Know and identify the theoretical models and techniques of Public Administration | | | | | |



| PILOs | M1 | M2 | M3 | M4 | M5 |
|--|----|----|----|----|----|
| 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 | Date | Content Coverage | Contact Hours |
|------|---------|---|---------------|
| 1 | Sep. 1 | <input type="checkbox"/> General Course Introduction Unit 1 <ul style="list-style-type: none"> - People Around You; Everyday Activities - Questions and Short Answers - Present Simple and Continuous | 3 |
| 2 | Sep. 8 | <input type="checkbox"/> Unit 1 <ul style="list-style-type: none"> - The Way You Spend Your Time - Writing and Informal Email - Keeping a Conversation Going | 3 |
| 3 | Sep. 15 | <input type="checkbox"/> Unit 2 <ul style="list-style-type: none"> - Memory: The Secrets of Your Memory - Past Simple and Continuous - <i>Used to</i> and <i>Would</i> | 3 |
| 4 | Sep. 22 | <input type="checkbox"/> Grammar Test 1: Questions & Short Answers + Present/Past Simple & Continuous + Used to & Would <input type="checkbox"/> Unit 2 <ul style="list-style-type: none"> - Remembering and Forgetting - Describing a Personal Memory - World Culture | 3 |
| 5 | Sep. 29 | <input type="checkbox"/> Unit 3 <ul style="list-style-type: none"> - Across the Globe - Comparative and Superlatives - Features and Sights | 3 |
| 6 | Oct. 6 | <input type="checkbox"/> Unit 3 <ul style="list-style-type: none"> - Different Ways of Comparing - Providing an Insider's Guide - Writing a Travel Blog | 3 |
| 7 | Oct. 13 | <input type="checkbox"/> Grammar Test 2: Comparative & Superlative Adjectives <input type="checkbox"/> Unit 3 <ul style="list-style-type: none"> - Revision | 3 |



| Week | Date | Content Coverage | Contact Hours |
|------|---------|--|---------------|
| 8 | Oct. 20 | <input type="checkbox"/> Unit 4 - Real Lives - Present Perfect and Past Simple - Pushing Too Far? | 3 |
| 9 | Oct. 27 | <input type="checkbox"/> Unit 4 - Life Events - Present Perfect Simple and Present Perfect Continuous - Achievements and Experiences | 3 |
| 10 | Nov. 10 | <input type="checkbox"/> Grammar Test 3: Present Perfect, Past Simple, & Present Perfect Continuous <input type="checkbox"/> Unit 5 - Getting Ahead in the 21 st Century - Future Forms - Future Clauses with if, when, unless, etc. | 3 |
| 11 | Nov. 17 | <input type="checkbox"/> Unit 5 - Career Crossroads - Writing a Curriculum Vitae (and Cover Letter) - Making a Formal Telephone Call | 3 |
| 12 | Nov. 24 | <input type="checkbox"/> Unit 6 - True Stories: A Twist of Fate - Past Perfect and Reported Speech - Say and Tell - Retelling a Story | 3 |
| 13 | Dec. 1 | <input type="checkbox"/> Grammar Test 4: Future Forms + Reported Speech <input type="checkbox"/> Unit 6 - A Story that Rocked the World - Reporting a News Story | 3 |
| 14 | | <input type="checkbox"/> Unit 6 - Writing a Thank You Letter - Revision | 3 |
| 15 | | <input type="checkbox"/> Final Examination | 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 | M1 | M2 | M3 | M4 | M5 |
|----------------------------------|----|----|----|----|----|
| T1. Lectures | ✓ | ✓ | ✓ | ✓ | ✓ |
| T2. Audio/Videos | ✓ | ✓ | ✓ | ✓ | ✓ |
| T3. Role-plays | ✓ | ✓ | ✓ | ✓ | ✓ |
| T4. Group Discussions | ✓ | ✓ | ✓ | ✓ | ✓ |
| T5. Group Presentations | ✓ | ✓ | — | ✓ | — |



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. Participation and in-class performance | 10 | M1-5 |
| A2. Class / Group assignments | 10 | M1,2,4, and 5 |
| A3. Homework assignments | 10 | M2,4, and 5 |
| A4. Quizzes | 10 | M1,2, and 4 |
| A5. Midterm test | 20 | M2,3,4, and 5 |
| A6. Final written examination | 40 | M2,3,4, and 5 |

The assessment will be conducted following the University's Assessment Strategy (see 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.

Students will be assessed continuously throughout the semester. They are, thus, strongly encouraged to come to class regularly and punctually, participate in all activities, complete class and homework assignments, and do well in assessments. This course is graded on a 100-point scale, with 100 being the highest possible score and 50 the pass score.

MARKING SCHEME

This course is graded on a 100-point scale, with 100 being the highest possible score and 50 the pass score. For more details, see point 5.4 of the University's "Evaluation Strategy" (see 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 TEXTBOOKS

1. Sarah Cunningham, Peter Moor & Johnathan Bygrave. Cutting Edge Third Edition: Intermediate: Student's Book with DVD-ROM, Pearson Education Ltd, 2013.
2. Jane Comyns Carr, Frances Eales & Damian Williams. Cutting Edge Third Edition: Intermediate: Workbook with Key, Pearson Education Ltd, 2013.



REFERENCES

1. Raymond Murphy & William R. Smalzer: Grammar In Use Intermediate, Cambridge University Press, 2007.
2. Mario Rinvoluti: Grammar Games: Cognitive, affective and drama activities for EFL students, Cambridge University Press, 1984.
3. Gary Blake & Robert W. Bly: The Elements of Business Writing, Longman, 1991.
4. Tricia Hedge: Teaching and Learning in the Language Classroom, Oxford University Press, 2000.

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/.