



**FACULTY OF LANGUAGES AND TRANSLATION**  
**BACHELOR OF ARTS IN INTERNATIONAL CHINESE LANGUAGE EDUCATION**  
**(APPLICABLE TO NATIVE SPEAKERS OF CHINESE)**  
**LEARNING MODULE OUTLINE**

Academic Year	2025/2026	Semester	1
Module Code	ENGL1107-111		
Learning Module	INTERMEDIATE ENGLISH I		
Pre-requisite(s)	Nil		
Medium of Instruction	English		
Credits	3	Contact Hours	45
Instructor	Dr. Kong Hao (John)	Email	johnkong@mpu.edu.mo
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**MODULE DESCRIPTION**

The objective of this module is to enhance students' English language skills through a comprehensive curriculum. The curriculum is designed to lay a strong groundwork in English by emphasizing the four key skills: reading, writing, listening, and speaking. Students develop a solid understanding of grammar, vocabulary, and the necessary skills for effective and confident communication in various contexts. The practice sessions encompass a range of activities such as analysis, experiential learning, group work, and individual tasks to cater to diverse learning preferences.

**MODULE INTENDED LEARNING OUTCOMES (ILOS)**

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

M1.	Listen for main ideas and details;
M2.	Interact in daily conversations of familiar topics with both formulaic expressions and rule-based competence;
M3.	Read for main ideas and details;
M4.	Practise writing in the basic paragraph structure, as well as experimenting with different styles like narrative and persuasive essays.

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

PILOs	M1	M2	M3	M4
P1. Effectively apply Chinese, English and Portuguese language skills to real practice.	✓	✓	✓	✓
P2. Acquire adequate knowledge in Chinese language, literature, history, etc.	✓	✓	✓	✓



P3. Acquire general knowledge in English and Portuguese language, literature, culture, etc.	✓	✓	✓	✓
P1. Effectively apply translation skills and techniques to real practice.	✓	✓	✓	✓
P2. Be equipped with adequate written, oral communicative and interpersonal abilities.	✓	✓	✓	✓
P6. Acquire essential abilities to do academic researches.	✓		✓	✓
P7. Obtain a global vision and cross-cultural competence in response to the needs posed by the development of Macao, Portuguese-speaking countries and the international community	✓		✓	✓
P8. Build the awareness of professionalism and teamwork.	✓		✓	✓
P9. Build the capacity and desire to learn new or higher level subjects.	✓	✓	✓	✓
P10. Build the capacity and desire for lifelong learning.	✓	✓	✓	✓

#### MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	<b>Half a Day (Part 1)</b> <ul style="list-style-type: none"> <li>● <b>Objectives:</b> Understand the author and background; Familiarize with writing techniques; Master rhetorical questions and inverted sentences; Grasp word formation using prefixes; Cultivate social awareness and discussion skills.</li> <li>● <b>Content:</b> Warm-up; Author introduction; Text analysis (structural, literary); Writing skills (rhetorical questions, inversions, "with" absolute phrases); Language comprehension (sentence analysis, key vocabulary, preposition practice, prefixes); Class discussion.</li> <li>● <b>Key Points:</b> Rhetorical devices, word formation (prefixes), literary appreciation.</li> <li>● <b>Methods:</b> Communicative approach, heuristic discussion, cultural background introduction, recitation, retelling.</li> <li>● <b>Writing Task:</b> Personal Reflection Paragraph (100-150 words) using a rhetorical question and/or inverted sentence.</li> </ul>	3
2	<b>Half a Day (Part 2)</b> <ul style="list-style-type: none"> <li>● <b>Objectives:</b> Deepen understanding and practice of Week 1 concepts. <b>Content:</b> Review of Week 1; In-depth text analysis; Advanced practice with rhetorical devices and sentence structures; Expanded vocabulary practice. <b>Key Points:</b> Application of rhetorical devices, complex sentence construction, nuanced vocabulary usage.</li> <li>● <b>Methods:</b> Peer review of writing, collaborative analysis, advanced language practice activities.</li> <li>● <b>Writing Task:</b> Expanded Personal Essay (250-300 words) incorporating "with" absolute phrases.</li> </ul>	3
3	<b>The Boy and the Bank Officer (Part I)</b>	3



	<ul style="list-style-type: none"> <li>• <b>Objectives:</b> Understand the history of banking; Master key vocabulary and phrases (e.g., "happen to do," "in the first place"); Comprehend complex sentences.</li> <li>• <b>Content:</b> Warm-up, background (author, banking/church history), language points, storytelling practice, sentence analysis, text structure analysis, class discussion.</li> <li>• <b>Key Points:</b> Vocabulary differentiation, oral practice, sentence comprehension.</li> <li>• <b>Methods:</b> Communicative approach, heuristic discussion, cultural background, storytelling, retelling.</li> <li>• <b>Writing Task:</b> Write a dialogue (100-150 words) between the boy and the bank officer from a different perspective (e.g., the bank officer's, a bystander's).</li> </ul>	
4	<p><b>The Boy and the Bank Officer (Part II)</b></p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Further practice with vocabulary, sentence analysis, and oral communication.</li> <li>• <b>Writing Task:</b> Write a short reflection (150-200 words) analyzing the story's themes and relating them to modern banking or societal structures.</li> </ul>	3
5	<p><b>Message of the Land (Part I)</b></p> <ul style="list-style-type: none"> <li>• <b>Objectives:</b> Understand Pira Sudham; Master key vocabulary and phrases (e.g., "afford," "now and then"); Grasp similes and metaphors; Comprehend complex sentences; Understand main ideas and writing methods.</li> <li>• <b>Content:</b> Warm-up, background (author, rural Thailand), language points, story writing/telling practice, sentence analysis, rhetorical analysis (similes, metaphors), text structure analysis, class discussion.</li> <li>• <b>Key Points:</b> Key vocabulary and phrases, similes and metaphors, sentence comprehension, main ideas, writing methods.</li> <li>• <b>Methods:</b> Communicative approach, heuristic discussion, cultural background, recitation, retelling.</li> <li>• <b>Writing Task:</b> Describe a place that holds personal significance (200-250 words), using vivid imagery, sensory details, and at least two similes and two metaphors.</li> </ul>	3
6	<p><b>Message of the Land (continued)</b></p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Deepening understanding of the text and its themes.</li> <li>• <b>Writing Task:</b> Write a short analysis (150-200 words) of the "Message of the Land," focusing on its cultural context and the author's writing style.</li> </ul>	3



7	<p><b>Presentation: Individual Speech</b></p> <ul style="list-style-type: none"> <li>● <b>Task:</b> Each student prepares and delivers a 5-minute speech on a self-chosen topic. The topic should be relevant to the course themes (e.g., cultural reflections, literary analysis, personal experiences related to kindness, social responsibility).</li> <li>● <b>Focus:</b> Developing oral communication skills, including clear articulation, engaging delivery, and effective organization of ideas. Students should also focus on appropriate vocabulary and grammar usage in their spoken presentation. Encourage creativity and personal expression.</li> <li>● <b>Written Component:</b> While the primary focus is the spoken presentation, students should also prepare a detailed outline or script (approximately 150-200 words) of their speech to guide their delivery and provide a basis for assessment.</li> </ul>	3
8	<p><b>Mid-term Exam</b></p> <ul style="list-style-type: none"> <li>● <b>Objectives:</b> Assess understanding of key concepts, vocabulary, and grammar from the first half of the semester.</li> <li>● <b>Content:</b> Review of key concepts from Weeks 1-7; Vocabulary and grammar review; Practice exam questions.</li> <li>● <b>Key Points:</b> Mastery of core vocabulary and grammar; Comprehension of key texts and themes.</li> <li>● <b>Methods:</b> Review sessions, practice quizzes, individual consultations.</li> <li>● <b>Writing Task:</b> Timed writing component related to course material (integrated into the exam).</li> </ul>	3
9	<p><b>The Nightingale and the Rose (Part I)</b></p> <ul style="list-style-type: none"> <li>● <b>Objectives:</b> Understand Oscar Wilde and his background; Explore the text's style, themes, and symbolism; Master key vocabulary and grammatical structures.</li> <li>● <b>Content:</b> Author introduction; Text analysis focusing on symbolism and allegory; Vocabulary development (literary terms and text-specific vocabulary); Grammar review (inversions, relative clauses, conjunctions, comparatives).</li> <li>● <b>Key Points:</b> Understanding of Wilde's context; Analysis of symbolism and allegory; Mastery of key vocabulary and grammar.</li> <li>● <b>Methods:</b> Close reading, class discussion, vocabulary building activities.</li> <li>● <b>Writing Task:</b> Thesis statement and supporting arguments for a literary analysis essay (pre-writing activity)</li> </ul>	3
10	<p><b>The Nightingale and the Rose (Part 2)</b></p> <ul style="list-style-type: none"> <li>● <b>Objectives:</b> Refine literary analysis skills; Develop a well-supported essay; Practice incorporating textual evidence.</li> <li>● <b>Content:</b> Review of Week 9; Workshop on essay writing; Peer review and revision; Advanced analysis of the text.</li> </ul>	3



	<ul style="list-style-type: none"> <li>● <b>Key Points:</b> Developing a strong thesis; Supporting arguments with textual evidence; Writing clear and coherent analytical essays.</li> <li>● <b>Methods:</b> Peer review, individual consultations, writing workshops.</li> <li>● <b>Writing Task:</b> Completed literary analysis essay (250-300 words)..</li> </ul>	
11	<p><b>The Green Banana (Part I)</b></p> <ul style="list-style-type: none"> <li>● <b>Objectives:</b> Understand cultural background; Master descriptive writing techniques; Explore the use of action verbs and onomatopoeia.</li> <li>● <b>Content:</b> Cultural background introduction; Analysis of descriptive writing techniques; Vocabulary development related to setting and culture; Grammar focus on action verbs and onomatopoeia.</li> <li>● <b>Key Points:</b> Understanding cultural context; Using vivid language to create dynamic scenes; Mastering descriptive writing techniques.</li> <li>● <b>Methods:</b> Descriptive writing exercises, cultural presentations, vocabulary building activities.</li> <li>● <b>Writing Task:</b> First draft of a short story (focus on plot and characters).</li> </ul>	3
12	<p><b>The Green Banana (Part II)</b></p> <ul style="list-style-type: none"> <li>● <b>Objectives:</b> Refine narrative voice and descriptive language; Incorporate cultural elements into writing; Complete and revise short story.</li> <li>● <b>Content:</b> Review of Week 11; Workshop on narrative voice and descriptive language; Peer review and revision; Integration of cultural elements.</li> <li>● <b>Key Points:</b> Developing a strong narrative voice; Using vivid language effectively; Incorporating cultural details.</li> <li>● <b>Methods:</b> Peer review, writing workshops, individual consultations.</li> <li>● <b>Writing Task:</b> Revised and completed short story (200-300 words).</li> </ul>	3
13	<p><b>The Kindness of Strangers</b></p> <ul style="list-style-type: none"> <li>● <b>Objectives:</b> Explore the theme of kindness and its impact; Connect the theme to personal experiences and observations; Practice writing reflective essays.</li> <li>● <b>Content:</b> Discussion of the theme of kindness; Sharing personal anecdotes; Analysis of example essays; Vocabulary development related to empathy and social responsibility; Grammar focus on expressing emotions and opinions.</li> <li>● <b>Key Points:</b> Understanding the importance of kindness; Reflecting on personal experiences; Expressing emotions and opinions effectively in writing.</li> <li>● <b>Methods:</b> Class discussions, reflective writing exercises, peer sharing.</li> <li>● <b>Writing Task:</b> Reflective essay (500-750 words) on the theme of kindness.</li> </ul>	3
14	<p><b>Presentation: Individual Speech</b></p> <ul style="list-style-type: none"> <li>● <b>Task:</b> Each student prepares and delivers a 5-minute speech on a self-chosen topic. The topic should be relevant to the course themes</li> </ul>	3



	<p>(e.g., cultural reflections, literary analysis, personal experiences related to kindness, social responsibility).</p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Developing oral communication skills, including clear articulation, engaging delivery, and effective organization of ideas. Students should also focus on appropriate vocabulary and grammar usage in their spoken presentation. Encourage creativity and personal expression.</li> <li>• <b>Written Component:</b> While the primary focus is the spoken presentation, students should also prepare a detailed outline or script (approximately 150-200 words) of their speech to guide their delivery and provide a basis for assessment.</li> </ul>	
15	<p><b>Final Exam</b></p> <p>Comprehensive review of key concepts, vocabulary, and grammar from the entire semester. May include a timed writing component.</p>	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
T1. Lectures and group discussions	✓	✓	✓	✓
T2. In-class and out-of-class practice and workshops	✓	✓	✓	✓
T3. Knowledge- and practice- based assignments and tests	✓	✓	✓	✓

## 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 and performance	10%	M1-M4
A2. Assignments	20%	M1-M4
A3. Presentations	20%	M1-M4
A4. Mid-term Exam	20%	M1-M4
A4. Final exam	30%	M1-M4



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

**Excellent:** Strong evidence of original thinking; good organisation, capacity to analyse and systemise; superior grasps of subject matter; strong evidence of extensive knowledge base.

**Very Good:** Evidence of grasps of subject; strong evidence of critical capacity and analytical ability; good understanding of issues; evidence of familiarity with literature.

**Good:** Evidence of grasp of subject; some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with literature.

**Satisfactory:** Profiting from the study experience; understanding of the subject; ability to develop solutions to simple problems in the material.

**Pass:** Sufficient familiarity with the subject matter to enable the student to progress without repeating the learning module.

**Fail:** Little evidence of familiarity with the subject matter; weak in critical and analytical skills; limited, or irrelevant use of literature.

## REFERENCES

Longshaw, R., & Blass, L. (2015). *21 century skills I*. Boston: Cengage Learning.

Yang, L.M. (2002). *Contemporary College English, Book 1* (2nd ed.). Beijing: Foreign Language Teaching and Research Press.

## 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/).