



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	2
Module Code	ENGL2114-221		
Learning Module	Advanced English II		
Pre-requisite(s)	ENGL2113		
Medium of Instruction	English and Chinese		
Credits	3	Contact Hours	45 hours
Instructor	Wendy Chan	Email	wendychan@mpu.edu.mo
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MODULE DESCRIPTION

The primary focus of this module is to improve students' English proficiency from intermediate (B1-B2) to high-intermediate (B2) level, particularly in the skills of reading supported with discussions of grammar usage. The intent of the syllabus is to help solidify students' ability to read and understand narrative and expository passages, and to analyze the contents critically and the text stylistically. Student's proficiency in the English language is imperative to their ability to translate between the English and Chinese languages.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

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

M1.	Apply the basic components of an essay in their writing.
M2.	Avoid plagiarism
M3.	Make use of narratives and anecdotes in expository writing
M4.	Write an essay with use of descriptions, illustrations and anecdotes
M5.	Write a comparison and contrast essay
M6.	Produce essays with grammatical and stylistic considerations

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

PILOs	M1	M2	M3	M4	M5	M6
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.	✓	✓	✓	✓	✓	✓
P4. Effectively apply translation skills and techniques to real practice.						
P5. 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 Jan 8	Module introduction (1 hour) Topic sentences and Thesis statements	3
2 Jan 15	Chapter 4 The Descriptive paragraph Description of a place with the use of figurative language and analysing the structure of descriptions.	3
3 Jan 22	Chapter 4 The Descriptive paragraph Description of a place with the use of figurative language and analysing the structure of descriptions.	3
4 Jan 29	Chapter 5 The Expository paragraph The use of illustrations and anecdotes as support to topic sentences in a body paragraph. The use of examples.	3
5 Feb 5	Chapter 5 The Expository paragraph The use of illustrations and anecdotes as support to topic sentences in a body paragraph. The use of examples.	3
6 Feb 9	Test 1: In-class writing (2 hrs) Chapter 6 The essay	3
Feb 15-26	Lunar New Year Recess Feb 7 to 18	
7 Mar 5	Chapter 6 The essay Writing an introduction and conclusion of an essay. Creating an outline	3
8 Mar 12	Chapter 6 The essay Writing an introduction and conclusion of an essay. Creating an outline	3
9	Chapter 6 The essay	3



Mar 19	Writing an introduction and conclusion of an essay. Creating an outline	
10 Mar 26	Test2: In-class writing (2 hours) Chapter 8 Comparison and contrast essay	3
11 Apr 2	Chapter 8 Comparison and contrast essay Making use of points of comparison in an outline. Structuring a comparison or contrast essay	3
12 Apr 9	Chapter 8 Comparison and contrast essay Making use of points of comparison in an outline. Structuring a comparison or contrast essay	3
13 Apr 16	Chapter 8 Comparison and contrast essay Making use of points of comparison in an outline. Structuring a comparison or contrast essay	3
14 Apr 23	Chapter 8 Comparison and contrast essay Making use of points of comparison in an outline. Structuring a comparison or contrast essay	3
15	Final Exam (Apr 30 to May 12)	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	M6
T1. Lectures and group discussions.	✓	✓	✓	✓	✓	✓
T2. In-class and out-of-class practice under each module	✓	✓	✓	✓	✓	✓
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. participation	10%	M1-M6
A2. Writing tests	40%	M1-M6
A3. Final Exam	50%	M1-M6



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.

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.

REQUIRED READINGS

Regina L. Smalley, Mary K. Ruetten, & Joann Rishel Kozyrev, (2012) *Refining Composition Skills*, 6th Edition, Heinle / Cengage Learning, ISBN: 978-1-111-22119-5.

REFERENCES

Foley, M., & Hall, D. (2003). *Longman Advanced Learners' Grammar: A Self-Study Reference & Practice Book with Answers*. Longman, 2003. ISBN: 0582-40383-9

Glaser, J. (1999). *Understanding Style: Practical Ways to Improve Your Writing*. Oxford University Press. ISBN: 0-19-511932-0

Langan, J. (1995). *Sentence Skills: A Workbook for Writers*. 5th ed., McGraw-Hill. ISBN: 0-07-036423-0

Smalley, Regina L., et al. (2012). *Refining Composition Skills Rhetoric and Grammar*. Heinle & Heinle. ISBN: 978-1-111-22119-5

Wright, L., & Hope, J. (2003). *Stylistics: A Practical Coursebook*. Routledge. ISBN-13: 978-0415113816

WEBSITES

British Council <https://learnenglish.britishcouncil.org/english-grammar-reference>

City University of Hong Kong <http://www.cityu.edu.hk/lc/iowa/quiz/>

EnglishGrammar <https://www.englishgrammar.org/>

Yale Poorvu Center for Teaching and Learning <https://poorvucenter.yale.edu/graduate-students/writing-resources-tutorials/downloadable-english-grammar-tutorials>

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/.