

Macao Polytechnic Institute
School of Languages and Translation
Bachelor of Bachelor of Arts in
Chinese-English Translation and Interpretation

Module Outline

Academic Year 2022 / 2023 Semester 2

Learning Module	English II		Class Code	ENGL1102-121/122	
Pre-requisite(s)	Nil				
Medium of Instruction	English / Chinese			Credit	6
Lecture Hours	25 hrs	Lab/Practice Hours	65 hrs	Total Hours	90 hrs
Instructor	Wendy Chan		E-mail	wendychan@mpu.edu.mo	
Office	B104, Chi Un Building, Main Campus		Telephone	8599-6378	

Description

The primary focus of this module is to improve students' English proficiency, particularly in the skills of reading and writing supported with discussions of terminology and grammar usage. The intent of the module is to help solidify students' ability to read and understand narrative and expository passages, to write coherent/cohesive passages with theses and supporting details, to analyze passages in terms of internal and external contexts, and to use idiomatic English by improving their fluency.

Learning Outcomes

By the end of the academic year, students should be able to demonstrate proficiency in:

Reading

- ❖ Understanding the gist of expository writing
- ❖ Capturing the main idea of a passage
- ❖ Recognizing the purpose and tone of the passage
- ❖ Comparing and Contrasting passages on the same topic
- ❖ Being aware of cultural references and the greater context of the reading passages
- ❖ Making inferences
- ❖ Being aware of transitions for a cohesive passage.
- ❖ Recognizing figure of speech

Writing

- ❖ Doing pre-writing preparations
- ❖ Creating an outline
- ❖ Writing an essay with a thesis statement and supporting details
- ❖ Writing an example essay, a descriptive essay, a comparison and contrast essay
- ❖ Writing with coherence
- ❖ Signposting a passage
- ❖ Practicing peer review of writing assignments
- ❖ Practicing the writing process
- ❖ Citations and References

Content

The content of the module, sourced from the compulsory texts, is skills based with the focus on the understanding, analysis and writing of passages. The focus of reading skills is on in-depth understanding of the passages on the basis of main ideas, details, sentence structures, vocabulary, and grammar usage. The focus of writing skills is on students' ability to produce coherent, cohesive and concise passages. Materials come from the two required text books listed below. Emphasis is made to the following lexical features and grammatical items.

Reading (Pathways 2)

- ❖ Unit 6 (See calendar for hours)
- ❖ Unit 7
- ❖ Unit 8
- ❖ Unit 9

Vocabulary (It is a repeated and spiral discussion and practice as each item is encountered during the discussion of each reading and writing unit.)

- ❖ Parts of Speech
- ❖ Idiomatic expressions / Collocations
- ❖ Compound adjectives
- ❖ Phrasal verbs
- ❖ Terminology usage
- ❖ Connotation of words

Writing (*Refining Composition Skills*)

- ❖ Chapter 3 The Narrative Paragraph (See calendar for hours)
- ❖ Chapter 4 The Descriptive Paragraph
- ❖ Chapter 8 The Comparison and Contrast Essay

Grammar(It is a repeated and spiral discussion and practice as each item is encountered during the discussion of each reading and writing unit.)

- ❖ Modals
- ❖ Parallel Structure
- ❖ Participle adjectives and phrases
- ❖ Dangling modifiers
- ❖ Connectives/conjunctions

Class Practice:

	Wednesday	Thursday	Friday	H/W Assign.	Wk
		Intro	Intro		
		Writing Chapter 3 Narrative			1
		5	6		
		Writing Chapter 3 narrative			2
Jan	11	12	13		
		Spring Festival			3
	18	19	20		
		Spring Festival			
	25	26	27		
		Reading Unit 6			
	1	2	3		
		Reading Unit 6			4
Feb	8	9	10		
		Writing Chapter 4 Description			5
	15	16	17		
		Writing Chapter 4 Description			6
	22	23	24		
		Reading unit 7			7
	1	2	3		
		Reading Unit 7			8
Mar	8	9	10		
		Writing chapter 8 Comparison and Contrast		Vocab Test (6 & 7)	9
	15	16	17		
		Writing Chapter 8 Comparison and Contrast			10
	22	23	24		
		Reading Unit 8			11
	29	30	31		
	Ching Ming	Reading Unit 8	Good Friday		12
	5	6	7		
	Reading Unit 8	Reading Unit 9			13
Apr	12	13	14		
		Reading Unit 9			14
	19	20	21		
	Vocab Test (8 & 9)	Review Week			15
	26	April 24 to 28			
		27	28		
	Final Exam				16
	April 29 to May 11				

Teaching Method

Text analysis, lectures, audio-visual material, group discussion, essay writing and written testing.

Attendance

Attendance requirements are governed by the “Academic Regulations Governing Bachelor’s Degree Programmes” of Macao Polytechnic Institute. Students must attend at least 70% of their classes.

Those who do not meet the attendance requirements for the course will not be permitted to sit the final and re-sit examination and shall be awarded an ‘F’ grade.

http://www.ipm.edu.mo/student_corner/en/academic_regulations.php

Assessment

This learning module is graded on a 100 point scale, with 100 being the highest possible score and 50 being the passing score. The final grade in this module will be determined by a combination of continuous assessment (60%) and a final examination (40%), which takes place at the end of the year.

Participation and in-class activities:	15%
Writing Assignments	: 25% (Please note due dates in calendar)
Reading Assignment	: 10% (Please note due date in calendar)
Vocabulary Quizzes	: 10% (Please note dates in calendar)
Extra Credit)	: 4% (Please note due date in calendar)
<u>Final Exam</u>	<u>40% (In May)</u>
Total	: 100% for the semester

- Note: 1) The extra credit is only added to continuous assessment and the continuous assessment does not go over 60%.
2) 4% is the maximum mark for the extra credit. The mark students get depends on the quality of their work.

Cheating Warning: Plagiarism is an act of fraud. It is using others’ ideas and words without clearly acknowledging the source of that information. A zero mark will normally be given to that piece of work if a student copies someone else’s work or lets someone copy his/her own work.

Table of Grades	
Percentage	Grade
93—100	A
88—92	A-
83—87	B+
78—82	B
73—77	B-
68—72	C+
63—67	C
58—62	C-
53—57	D+
50—52	D
0—49	F

Assessment of individual writing work is based on the following criteria and scale.

Criteria	Poor	Fair	Satisfactory	Good	Excellent
T - Task Fulfillment	1 to 2	3 to 4	5 to 6	7 to 8	9 to 10
C - Cohesion / Coherence	1 to 2	3 to 4	5 to 6	7 to 8	9 to 10
L - Lexical Resources	1 to 2	3 to 4	5 to 6	7 to 8	9 to 10
G - Grammatical Accuracy	1 to 2	3 to 4	5 to 6	7 to 8	9 to 10
C - Conciseness	1 to 2	3 to 4	5 to 6	7 to 8	9 to 10

The average score of these criteria is the mark for the piece of writing.

Task Fulfillment (T)

Are students writing with appropriate content, format, and formality within the context that the task calls for?

Cohesion / Coherence (C)

Are students using connecting words appropriately? Do words and sentences connect logically by the contents of the sentences and paragraphs?

Lexical Resources (L)

Are students using appropriate words and new vocabulary?

Grammatical Accuracy (G)

Are the sentences produced by the students grammatically correct?

Conciseness (C)

Are students using unnecessary words to produce sentences of the same idea?

Style (S)

Students who uses stylistics elements in their writing will have points added.

See the Next Page for the writing assessment rubric.

Criteria	Excellent (10-9)	Good (8-7)	Satisfactory (6-5)	Fair (4-3)	Poor (2-1)
T - Task Fulfillment	The passage has a title that shows the tone and point of the passage. It has a topic sentence/thesis statement or an implied one that shows opinion. It contains full details that support the topic sentence/thesis statement. It is descriptive and makes use of a great range of sentence structures. Use of elements of style such as parallel structures, emphatic structures, alliteration, assonance.	The passage has a title that shows the point of the passage but not the tone. It has a topic sentence/thesis statement or an implied one that shows opinion. It contains many details that support the topic sentence/thesis statement. It contains more simple and compound sentence structures, and a few complex sentence structures. Use of elements of style such as parallel structures, emphatic structures.	The passage has a title that is topic related. It has a topic sentence/thesis statement that does not show opinion. It contains many details that support the topic sentence/thesis statement, but some that do not support the topic. It contains more simple and compound sentence structures, and one or two complex sentence structures. Use of elements of style such as emphatic structures.	The passage has a title that is not topic related. It has a topic sentence/thesis statement that does not show opinion. It contains some details that support the topic sentence/thesis statement, but some that do not. These details are not organized. It contains simple and compound sentence structures, but no complex sentence structures. It does not contain elements of style such as emphatic or parallel structures.	The passage has no title but just a repeat of the topic that was given by the teacher. It has no topic sentence/thesis statement or an implied one. It contains some details but it is not clear what point they support. These details are not organized. It contains simple and compound sentence structures, but no complex sentence structures. It does not contain elements of style such as emphatic or parallel structures.
C - Cohesion / Coherence	The controlling idea runs through the passage. The passage is tightly organized by the appropriate use of definite reference (pronoun, definite article, deictics), transitions, and repeated subjects by the use of elegant variation, etc. Punctuation is used properly.	The controlling idea does not run through the passage. The passage is somewhat organized by the appropriate use of definite reference, transitions, and repeated subjects without changed wording etc. Punctuation is sometimes used improperly.	It is questionable whether there is a controlling idea. The passage is somewhat organized by the use of definite reference, and transitions, etc. Subjects sometimes jump from one to the other. Punctuation is not used properly.	It is questionable whether there is a controlling idea. The passage is not organized. Some use of definite reference, and transitions to combine simple sentences, etc. Subjects often jump from one to the other. Punctuation is problematic.	There is no controlling idea. The passage is not organized. Little use of definite reference, and transitions to combine simple sentences, etc. Subjects often jump from one to the other. Punctuation is problematic.
L - Lexical Resources	The passage includes new words, phrases, and idiomatic expressions from the texts studied. There is creative use of common words within the realm of accepted grammar. Prefixes and suffixes are used. Words are spelled correctly. The proper part of speech is used in the sentences. Verbs and nouns are collocated properly.	The passage includes new words, phrases, and idiomatic expressions from the texts studied. Prefixes and suffixes are used. Words are spelled correctly. Part of speech is sometime used improperly. Verbs and nouns are sometimes not collocated properly.	The passage includes new words, phrases, and idiomatic expressions from the texts studied. Prefixes and suffixes are sometimes used. Some misspelled words are found. Part of speech is sometime used improperly. Verbs and nouns are sometimes not collocated properly.	The passage includes few new words, phrases, and idiomatic expressions from the texts studied. Prefixes and suffixes are not used in the passage. Many misspelled words are found. Part of speech is often used improperly. Verbs and nouns are often not collocated properly.	The passage includes no new words, phrases, and idiomatic expressions from the texts studied. Prefixes and suffixes are not used in the passage. Many misspelled words are found. Part of speech is used improperly. Verbs and nouns are not collocated properly.
G - Grammatical Accuracy	The passage has no major grammatical error, especially for tenses, subject-verb agreement, modal verbs, word order, singular/plural agreement, etc. Every sentence has a subject and every sentence has a verb.	The passage has few major grammatical errors, especially for tenses, subject-verb agreement, modal verbs, word order, singular/plural agreement, etc. Every sentence has a subject and every sentence has a verb.	The passage has some major grammatical error, especially for tenses, subject-verb agreement, modal verbs, word order, singular/plural agreement, etc. Every sentence has a subject and every sentence has a verb.	The passage has many major grammatical errors, especially for tenses, subject-verb agreement, modal verbs, word order, singular/plural agreement, etc. Not every sentence has a subject and not every sentence has a verb.	The passage has a lot of major grammatical errors, especially for tenses, subject-verb agreement, modal verbs, word order, singular/plural agreement, etc. Many sentences do not have a subject or verb.
C - Conciseness	Ideas are explained or moved forward by each sentence. Words are used without repetitiveness.	Ideas are explained or moved forward by each sentence. Some words are repeated unnecessarily.	Ideas are explained or moved forward in general. Many words are repeated unnecessarily.	Ideas are explained or moved forward in general, but some phrases or sentences are repeated. Many words are repeated unnecessarily.	Ideas are not explained or moved forward in general, and many words, phrases or sentences are repeated unnecessarily.

Teaching Materials:

Compulsory texts

- Laurie Blass and Mari Vargo, 2018, *Pathways Reading, Writing, and Critical Thinking 2, Second Edition*, National Geographic Learning, a Cengage Learning Company. ISBN 13: 978-1-337-40777-9
- Regina L. Smalley, Mary K. Ruetten, & Joann Rishel Kozyrev, (2012) *Refining Composition Skills*, 6th Edition, Heinle / Cengage Learning, ISBN: 978-1-111-22119-5.

Reference

Reference books

- Eastwood, John. Oxford Learner's Grammar- Chinese Edition. Hong Kong: Oxford University Press(China) Ltd, 2007.
(English text originally published as *Oxford Learner's Grammar Finder* by Oxford University Press @ 2005)
- Glaser, Joe. Understanding Style – Practical Ways to Improve Your Writing. New York: Oxford University Press. ISBN: 0-19-511932-0
- Langan, John. Sentence Skill—A Workbook for Writers 5th ed Form C, McGraw Hill., ISBN: 0-07-036423-0
- Mark Foley & Diane Hall, (2003) *Advanced Learners' Grammar*, Longman, ISBN: 0582-40383-9
- Regina L. Smalley, Mary K. Ruetten, & Joann Rishel Kozyrev, (2004) *Refining Composition Skills*, Dalian University of Technology Press, ISBN: 7-5611-2480-5.
- Swan, Michael. Practical English Usage. 3rd ed. New York: Oxford University Press, 2005. ISBN: 9780194420969
- Wyrick, Jean, (2011) *Steps to Writing Well*, International Edition 11e, Wadsworth Cengage Learning, ISBN: 9780495901556.
- (Jul 17, 2000), *實用英語文法 課本 (第四版)*, Oxford University Press (China) Ltd., ISBN: 0-19-590903-8 / 978-0-195909-03-6.

Website(s)

- 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>

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Bachelor of Arts in Chinese-English Translation and Interpretation

Module Outline

Academic Year 2022 / 2023 Semester 2

Learning Module	English II	Class Code	ENGL1102-12S		
Pre-requisite(s)	Nil				
Medium of Instruction	English			Credit	6
Lecture Hours	60 hrs	Lab/Practice Hours	30 hrs	Total Hours	90 hrs
Instructor	CHEONG Man Cheng		E-mail	t1760@mpu.edu.mo	
Office	B201, Chi Un Building, Main Campus		Telephone	8599-6519	

Description

This module aims to sharpen students' English reading and writing skills. Descriptive and narrative works, extracted from various sources, are utilized and analyzed to illustrate various reading and writing techniques and develop students' cultural sensitivity. The module also enlarges students' vocabulary and enhances their language accuracy. The reading and writing component is complemented by listening and speaking activities, which assist students in reaching a level of competence that allows them to use and understand an expanded inventory of concrete and common idiomatic language.

Learning Outcomes

After completing the learning module, students will be able to:

1. employ corresponding reading strategies for narrative and descriptive texts on both concrete and abstract topics;
2. produce narrative and descriptive works on a wide range of subjects by utilizing common organization patterns;
3. use various lexical devices to better narrate and describe;
4. leverage a range of grammatical devices to write coherent paragraphs; and
5. express their points of view clearly and fluently in English.

Content

1. WHAT A STORY! (Unit 4)

1.1 What's News?

1.1.1 Match the newspaper clips with the different sections.

1.2 Storytelling

1.2.1 Listen to the TV news and decide what kinds of news they are.

1.3 Grammar Focus: Past Tenses – Past Simple vs Past Continuous vs Past Perfect

1.3.1 Complete different newspaper clips with appropriate past tenses.

1.4 News Broadcasts

1.4.1 Listen to three news broadcasts about three events, and then answer three “Wh-” questions with appropriate past tenses.

1.5 What Happened?

1.5.1 Listen to a conversation that talks about a thief.

1.5.2 Listen for specific details.

1.6 Word Power on “Events”

1.6.1 Match the terms on “events” with corresponding definitions.

1.7 A Newspaper Article

1.7.1 Write a news story based on one of the three news headlines.

1.8 Strange but True

1.8.1 Read the article for specific details.

1.8.2 Match the terms with appropriate definitions.

1.8.3 Match the two parts of a story together.

2. CROSSING CULTURES (Unit 5)

2.1 What You Miss If...

2.1.1 Listen to a conversation about what one would miss the most if...

2.2 Culture Shock

2.2.1 Learn words which describe how people feel.

2.2.2 Discuss how one feels when moving to a foreign country.

2.3 Grammar Focus: Noun Phrases

2.3.1 Learn the noun phrases that contain a relative clause.

2.3.2 Write sentences using noun phrases in response to the given prompts.

2.4 Different Customs

2.4.1 Listen to people describing unique customs.

2.4.2 Read about the description of unacceptable behaviours in some cultures but not others.

2.5 Before You Go?

2.5.1 Discuss the dos and don'ts for foreign visitors visiting your country.

2.5.2 Describe the dos and don'ts for foreign visitors visiting your country.

2.6 Culture Around the World

2.6.1 Conduct a presentation on different cultures around the world.

2.6.2 Write a summary of the presentation.

3. LIFE'S LITTLE LESSONS (Unit 11)

3.1 Rites of Passage

3.1.1 Discuss the rites of passage related to your personal experience.

3.2 Turning Point

3.2.1 Listen to the conversation and repeat after the speakers.

3.2.2 Identify the speakers' turning points in life.

3.3 Grammar Focus: Time Clauses

3.3.1 Match the information in columns A and B.

3.3.2 Write your own sentences with the learned clauses.

3.3.3 Discuss the learned time clauses with classmates in given circumstances.

3.4 Important Events

3.4.1 Listen to people describing important events in their lives.

3.4.2 Complete the chart.

3.5 Decades Apart?

3.5.1 Discuss the important events for different age groups.

3.5.2 Identify the most important events for different age groups.

3.6 Behaviour

3.6.1 Match the characteristics of different age groups.

3.6.2 Discuss the matches with classmates.

3.7 Choices One Made

3.7.1 Listen to the conversation and repeat after the speakers.

3.7.2 Identify the speakers' regrets during college.

4. Final Exam

Teaching Method

Lectures, pair/group discussion, class practice, oral activities, audio-visual aids, etc.

Attendance

Attendance requirements are governed by the "Academic Regulations Governing Bachelor's Degree Programmes" of Macao Polytechnic University.

Assessment

This learning module is graded on a 100-point scale, with 100 being the highest possible score and

50 being the passing score.

Item	Description	Percentage
1. Class Participation	Attendance, voluntary and active responses to the instructor and other classmates, engagement in discussions, in-class practice, etc.	10%
2. Assignments	Multiple take-home assignments	25%
3. Presentation	A 15-minute presentation in pairs or groups (depending on the actual class size) on a given topic with a written summary	25%
4. Final Written Examination	Reading & listening comprehension, vocabulary & grammar of all units covered, writing, etc.	40%
Total Percentage:		100%

Teaching Material(s)

Textbook(s)

Richards, J. C., Hull, J., & Proctor, S. (2007). *Interchange 3 (3rd ed.)*. Beijing: Foreign Language Teaching and Research Press. (ISBN: 978-7-5600-6364-5)

Reference

Reference book(s)

Yang, L. M. (2010). *Contemporary College English. Intensive Reading 1 (2nd ed.)*. Beijing: Foreign Language Teaching and Research Press. (ISBN: 978-7560098760)

Hung, T. N. (2005). *Understanding English grammar: A course book for Chinese learners of English*. Hong Kong: Hong Kong University Press. (ISBN: 962209726X)

Journal(s)

Website(s)

BBC Learning English. (2020). *Intermediate*. Retrieved from <http://www.bbc.co.uk/learningenglish/>