



**FACULTY OF BUSINESS**  
**BACHELOR OF BUSINESS ADMINISTRATION IN MARKETING**

**LEARNING MODULE OUTLINE**

Academic Year	24/25	Semester	2
Module Code	ENGL1102-12D		
Learning Module	English II		
Pre-requisite(s)	Nil		
Medium of Instruction	English		
Credits	3	Contact Hours	45
Instructor	Baby Wina U. Alegre	Email	t1744@mpu.edu.mo
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**MODULE DESCRIPTION**

This is the first of the two Level 1 English courses. The course aims to increase students' skills and competence in using English in a fast-paced global world. It will develop students' use of the four language skills (speaking, listening, reading, and writing) with substantial emphasis being placed on oral and listening skills in class. Interaction is encouraged through many communicative activities. The integration of authentic materials also enhances the usefulness of the course. Topics include: campus life, online shopping, technology, health, and also men and women in business etc.

**MODULE INTENDED LEARNING OUTCOMES (ILOS)**

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

M1.	use various <b>reading</b> skills such as skimming and scanning to understand daily life topics covered in the syllabus and accurately answer questions about the texts read
M2.	master the basic <b>writing</b> process of organizing, drafting, editing and final writing on various daily life written products.
M3.	apply the learnt <b>listening</b> strategies in understanding a variety of listening genres as well as daily spoken English
M4.	<b>speak</b> spontaneously and fluently at least one minute and answer simple questions on high-interest topics for which vocabulary and grammar have been introduced



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

**Bachelor of Business Administration in Marketing**

PILOs	ILOs				
	1	2	3	4	
1. Explain the core concepts, values and skills Students are able to apply the marketing principles, concepts, theories in analyzing the changing business environment.					
2. Apply appropriate tools and technologies Students are able to demonstrate using related tools, technology and skills to generate proposals and solutions.	✓	✓	✓	✓	
3. Proceed lifelong learning Students are able to apply self and independent learning to leverage learned knowledge in practical life.	✓	✓	✓	✓	
4. Adopt leadership approaches Students are able to develop collaborative groups, synergy teams in achieving objectives and shared goals.					
5. Demonstrate and practice legal and ethical values Students are able to identify professional ethics from broad business practices.					
6. Effective communication skills Students are able to communicate and present ideas effectively.	✓	✓	✓	✓	
7. Critical thinking Students are able to apply self understanding and analysis of critical perspectives to issues in broad conditions for problem solving.	✓	✓	✓	✓	
8. Intercultural competence Students are competent to associate in a diversified social and global community.					

**MODULE SCHEDULE, COVERAGE AND STUDY LOAD**

Content Coverage	Contact Hours
<b>1. In Your Dreams! (Chapter 6)</b>  <b>1.1 Module introduction</b>  <b>1.2 Reading 1 Dreams and Daydreams</b> ➤ making predictions and identifying main ideas and details <b>Reading 2 A Dream Narrative?</b> ➤ critical thinking <b>Language Focus</b> ➤ understanding words from their parts ➤ Finding new words in context	7.5 hours



<p><b>1.3 Narrating a Dream</b></p> <ul style="list-style-type: none"><li>➤ organizing, drafting and editing</li></ul> <p><b>1.4 Listening 1 Sleeping Deprived!</b></p> <ul style="list-style-type: none"><li>➤ brainstorming for specific information</li></ul> <p><b>Listening 2 How Many Hours of Sleep Do You Need?</b></p> <ul style="list-style-type: none"><li>➤ Agreeing and disagreeing</li></ul> <p><b>Listening 3 A Lecture About Sleep</b></p> <ul style="list-style-type: none"><li>➤ Listening for main points</li></ul> <p><b>1.5 Speaking 1 Interviewing Class Members About Sleep</b></p> <ul style="list-style-type: none"><li>➤ Surveying and interviewing</li></ul> <p><b>Speaking 2 Telling Your Dream</b></p> <ul style="list-style-type: none"><li>➤ Retelling a dream</li></ul> <p><b>Speaking 3 Describing and Identifying the Right Image</b></p> <ul style="list-style-type: none"><li>➤ Noticing and Describing Details</li></ul> <p><b>1.6 Continuous assessment and self-Evaluation of Chapter 6</b></p>	
<p><b>2. Working 9 to 5 (Chapter 7)</b></p> <p><b>2.1 Reading 1 Making a Difference</b></p> <ul style="list-style-type: none"><li>➤ thinking and predictions</li></ul> <p><b>Reading 2 Summer Jobs in Different Places</b></p> <ul style="list-style-type: none"><li>➤ getting meaning from context and critical thinking</li></ul> <p><b>Reading 3 Shopping on Craigslist</b></p> <ul style="list-style-type: none"><li>➤ identifying main ideas and details</li></ul> <p><b>Language Focus</b></p> <ul style="list-style-type: none"><li>➤ Looking at Colons</li><li>➤ Sentences with that</li><li>➤ Organizing Details with a T-chart</li><li>➤ Suffixes</li></ul> <p><b>2.2 Writing a summary</b></p> <ul style="list-style-type: none"><li>➤ summarizing events, describing feelings</li></ul> <p><b>2.3 Listening 1 Summer Jobs</b></p> <ul style="list-style-type: none"><li>➤ understanding stress and pronouncing majors and job titles</li></ul> <p><b>Listening 2 Making a Complaint</b></p> <ul style="list-style-type: none"><li>➤ Making complaints politely and professionally</li></ul> <p><b>Listening 3 Using context clues</b></p> <ul style="list-style-type: none"><li>➤ Listening for context clues</li></ul> <p><b>Listening 4 Listening to Interviews</b></p> <ul style="list-style-type: none"><li>➤ Listening for main ideas</li></ul> <p><b>2.4 Speaking 1 Working with people. Working alone.</b></p> <ul style="list-style-type: none"><li>➤ Using cluster charts</li></ul> <p><b>Speaking 2 Future plans</b></p> <ul style="list-style-type: none"><li>➤ Talking about your future</li></ul>	<p>7.5 hours</p>



<p><b>Speaking 3 Research and Present</b></p> <ul style="list-style-type: none"> <li>➤ Researching and finding out</li> </ul> <p><b>2.5 Continuous assessment and Self-Evaluation of Chapter 7</b></p>	
<p><b>3. You Are What You Eat (Chapter 8)</b></p> <p><b>3.1 Reading 1 Trends and Diets</b></p> <ul style="list-style-type: none"> <li>➤ Predicting and anticipating</li> </ul> <p><b>Reading 2 To eat or not to eat meat</b></p> <ul style="list-style-type: none"> <li>➤ identifying main ideas and details</li> </ul> <p><b>Reading 3 The Pros and Cons of e-books</b></p> <ul style="list-style-type: none"> <li>➤ critical thinking</li> </ul> <p><b>Language Focus</b></p> <ul style="list-style-type: none"> <li>➤ Organizing details</li> <li>➤ Understanding words with more than one meaning</li> <li>➤ Finding the main ideas in a reading text</li> </ul> <p><b>3.2 Writing: Summarizing Diets that are bad for you</b></p> <ul style="list-style-type: none"> <li>➤ Connecting words and phrases</li> </ul> <p><b>3.3 Listening 1 Food for thought</b></p> <ul style="list-style-type: none"> <li>➤ Phrases and stressed words</li> </ul> <p><b>Listening 2 Ordering in a restaurant</b></p> <ul style="list-style-type: none"> <li>➤ Giving and taking an order at a restaurant</li> </ul> <p><b>Listening 3 Following recipes</b></p> <ul style="list-style-type: none"> <li>➤ Listening for specific information</li> </ul> <p><b>3.4 Speaking 1 Talking about food categories</b></p> <ul style="list-style-type: none"> <li>➤ Categorizing words</li> </ul> <p><b>Speaking 2 Recipes</b></p> <ul style="list-style-type: none"> <li>➤ Thinking creatively</li> </ul> <p><b>Speaking 3 Research and present</b></p> <ul style="list-style-type: none"> <li>➤ Researching and making notes</li> </ul> <p><b>3.5 Continuous assessment and Self-Evaluation of Chapter 8</b></p>	7.5 hours
<p><b>4. Explorer, Traveler, or Tourist? (Chapter 9)</b></p> <p><b>4.1 Reading 1 Vacations with a Difference</b></p> <ul style="list-style-type: none"> <li>➤ finding meaning from context</li> </ul> <p><b>Reading 2 The Ecotourist's Guide to Malaysia</b></p> <ul style="list-style-type: none"> <li>➤ organizing information using a flowchart</li> </ul> <p><b>Language Focus</b></p> <ul style="list-style-type: none"> <li>➤ understanding words for direction</li> <li>➤ prefixes</li> <li>➤ Using <i>go + verb + ~ing</i> for activities</li> <li>➤ Understanding compound words</li> </ul>	7.5 hours



<p><b>4.2 Writing: Questionnaires, Conclusion and Suggestons</b></p> <ul style="list-style-type: none"><li>➤ Paying attention to evidence</li></ul> <p><b>4.3 Listening 1 Arriving in San Francisco</b></p> <ul style="list-style-type: none"><li>➤ Word families and Stress</li><li>➤ Using a graphic organizer</li></ul> <p><b>Listening 2 Persuading People</b></p> <ul style="list-style-type: none"><li>➤ Making suggestions and expressing opinions</li></ul> <p><b>Listening 3 Using context clues</b></p> <ul style="list-style-type: none"><li>➤ Listening and checking</li></ul> <p><b>Listening 4 Travel information</b></p> <ul style="list-style-type: none"><li>➤ Listening for main ideas</li></ul> <p><b>4.4 Speaking 1 Planning a Trip</b></p> <ul style="list-style-type: none"><li>➤ Useful questions and expressions</li><li>➤ Comparing information</li></ul> <p><b>Speaking 2 Talking about a trip</b></p> <ul style="list-style-type: none"><li>➤ Using “Signpost Words” to tell a story</li><li>➤ Focus on your audience</li></ul> <p><b>Speaking 3 Research and present</b></p> <ul style="list-style-type: none"><li>➤ Researching and finding out</li></ul> <p><b>4.5 Self-Evaluation of Chapter nine</b></p>	
<p><b>5. Our Earth, Our Home (Chapter 10)</b></p> <p><b>5.1 Reading 1 Our Oceans in Trouble</b></p> <ul style="list-style-type: none"><li>➤ Understanding new words in a reading text</li><li>➤ Reaching a conclusion</li></ul> <p><b>Reading 2 Going Green</b></p> <ul style="list-style-type: none"><li>➤ Reflecting and discussing</li><li>➤ Building vocabulary</li></ul> <p><b>Language Focus</b></p> <ul style="list-style-type: none"><li>➤ Understanding words from their parts: Over in a word</li><li>➤ Understanding words as different parts of speech</li><li>➤ Understanding relationships between ideas</li></ul> <p><b>5.2 Writing--Opinion Blog Posts</b></p> <p><b>5.3 Listening 1 Earth Day</b></p> <ul style="list-style-type: none"><li>➤ Listen for main ideas and details</li><li>➤ Listen for stressed words and emphasis</li></ul> <p><b>Listening 2 Expressing Opinions</b></p> <ul style="list-style-type: none"><li>➤ Listen for specific information</li></ul> <p><b>Listening 3 Using Context clues</b></p> <ul style="list-style-type: none"><li>➤ Listen for context clues</li></ul> <p><b>Listening 4 Helping the environment</b></p> <ul style="list-style-type: none"><li>➤ Reflecting and discussing</li></ul>	7.5 hours



<b>5.4 Speaking 1 Global Warming</b> ➤ Talking about Consequences <b>Speaking 2 Talking about Endangered Species</b> ➤ Modal Verbs ➤ Preparing and Organizing a Presentation <b>Speaking 3 Research and Present</b> ➤ Researching and finding out  <b>5.5 Continuous assessment and Self-Evaluation of Chapter 10</b>	
<b>Final exam revision</b>	1.5 hours
<b>Listening and speaking assessment (Last lesson)</b>	3.0 hours
<b>Final Exam</b>	3.0 hours
<b>TOTAL:</b>	<b>45.0 hours</b>

#### 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 multimedia instruction	✓	✓	✓	✓
T2. Writing and speaking workshops and activities	✓	✓		✓
T3. Reading and listening comprehension tasks	✓		✓	
T4. Group and pair discussions	✓	✓	✓	✓
T5. In-class and online learning 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			
		M1	M2	M3	M4
A1. In class and online learning activities	20%	✓	✓	✓	✓
A2. Writing assignments	10%		✓		
A3. Continuous Reading assessment	10%	✓			
A4. Continuous Listening assessment	10%			✓	
A5. Continuous Speaking assessment	10%				✓
A6. Final exam	40%	✓	✓		
<b>Total:</b>		<b>100%</b>			

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

	Assessment Tasks	Criteria	Excellent (A, A-)	Very Good, Good (B+, B, B-)	Satisfactory (C+, C, C-)	Pass (D+, D)	Fail (F)
			88-100	73 - 87	58 - 72	50 - 57	0 – 49
1	Class / Online Learning Activities	Demonstrate the understanding of the subjects covered in module chapters and show active learning attitude in class	High	Significant	Moderate	Basic	Not even reaching marginal levels
2	Writing assignments	Demonstrate the ability to fulfill the writing requirements covered in the module	High	Significant	Moderate	Basic	Not even reaching marginal levels
3	Continuous Speaking assessment	Demonstrate the understanding of the subject and the arguments are articulated and organized in terms of verbal presentation	High	Significant	Moderate	Basic	Not even reaching marginal levels



4	Continuous Listening assessment	Apply listening skills to understand spoken business English and answer factual questions accurately on what they have heard	High	Significant	Moderate	Basic	Not even reaching marginal levels
5	Continuous Reading assessment	Demonstrate the reading skills and strategies that prepare students for academic achievement	High	Significant	Moderate	Basic	Not even reaching marginal levels
6	Final examination	Demonstrate the ability to identify and apply appropriate concepts, methods and techniques that were learnt in the module	High	Significant	Moderate	Basic	Not even reaching marginal levels

#### TEXTBOOK

- Hartmann, P & Mentel, J. (2020). *New Interactions 1: Reading and Writing*. McGraw Hill.
- Thrush, E. A., Baldwin, R. & Blass L. (2020). *New Interactions 1: Listening and Speaking*. McGraw Hill.

#### REFERENCES

- Module website (with Turnitin): ENGL1101 2020/21. <https://canvas.ipm.edu.mo/>
- Macmillan Dictionary (with pronunciation): <https://www.macmillandictionary.com/>
- Cambridge English Dictionary: <https://dictionary.cambridge.org/dictionary/english/>

#### 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/).