



FACULTY OF HUMANITIES AND SOCIAL SCIENCES
BACHELOR OF SOCIAL WORK
LEARNING MODULE OUTLINE

Academic Year	2023-2024	Semester	2
Module Code	ENGL2102-226/228		
Learning Module	English IV		
Pre-requisite(s)	ENGL2101 - English III		
Medium of Instruction	English		
Credits	4	Contact Hours	60
Instructor	Adrian Davis	Email	ajdavis@mpu.edu.mo
Office	M543, Meng Tak Building, Main Campus	Office Phone	8599-3288

MODULE DESCRIPTION

This Second Year Level course aims at improving students' English language skills within an academic framework at the *Lower-intermediate Level* to enable them to cope better with their other Social Work Studies subjects. Emphasis is placed on reading selected passages for academic/vocational purposes, and on students' acquisition of vocabulary related to the social work field of study.

MODULE INTENDED LEARNING OUTCOMES (ILOS) ¹

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

M1.	Critically appraise and examine social phenomena with diverse perspectives, including psychological, sociological, political, and cultural dimensions.
M2.	Apply effectively a range of transferrable skills, including language, communication, numeracy and information management.
M3.	<i>Read and comprehend</i> two social-work related passages totaling 900-1200 words in 60 minutes, and then be able to answer multiple choice questions correctly.
M4.	<i>Write</i> 300 words coherently, cohesively, and accurately on 2 social-work related tasks in 60 minutes using appropriate grammatical and lexical choices.
M5.	<i>Listen and speak</i> and demonstrate an ability to participate in communicative situations of both an impromptu (conversational) and arranged (discussion) nature by speaking clearly, fluently, and confidently at length (3 minutes) on a social-work related subject.

¹ Equivalent to IELTS exit level 4.



M6.	Demonstrate competent <i>Grammar</i> of English in social-work related situations by expressing preferences, giving reasons, giving further information, expressing purpose, necessity, intention, and probability, and talking about impressions.
M7.	Demonstrate competent <i>Grammar</i> of certain grammatical structures in both speaking and writing in social-work related situations, namely, Present continuous; Past continuous; Used to; Talking about the future with 'will', 'going to' and 'would'; and 1 st and 2 nd Conditionals.

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

PILOs	M1	M2	M3	M4	M5	M6	M7
P1. Be equipped with the fundamental ethics and values that underlie the profession of social work.	✓	✓					
P2. Broaden the knowledge base of the social sciences.	✓	✓	✓	✓	✓	✓	✓
P3. Acquire the knowledge and skills in major intervention methods in social work practice.			✓		✓		
P4. Obtain substantial ability to criticise the social policies of Macao and neighbouring regions.							
P5. Gain basic knowledge and skills in social problem analysis and solving strategies as well as social research methods and interpretation.							
P6. Develop a high acceptance of social diversity and a skillful application of effective and diversified social work interventions.							
P7. Be familiar with and able to command different kinds of social resources for social work practice.							

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	(i) Listening & speaking (L & S): <ul style="list-style-type: none"> • Introductions and Small talk (Relationship building/bonding). • Social work related vocabulary – handout. • Briefing on Semester 2 Course outline + Q & A. • Debrief on Semester 1 tutorials and examination. (ii) L, S, R & W: Understanding Children's Concerns – Brainstorm 'Childhood'. (iii) L, S, R & W: English via Art therapy (AT) – <i>My Name Drawing</i> .	4
2	(i) L & S: Small talk, social work related vocabulary (SWV 1-10). (ii) Reading & Writing (R & W): Grammar – Present Continuous tense, part 1. (iii) The Pygmalion effect: Preparatory reading on expectations – <i>Pygmalion's dream</i> . (iv) L, S, R & W: English via AT – Expectations: <i>The Bridge</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
3	(i) L & S: Small talk, social work related vocabulary (SWV 11-20). (ii) R & W: Grammar – Present Continuous tense, part 2. (iii) L, S, R & W: English via AT – Doodle drawing 1: <i>Kinetic School Drawing</i> . (iv) L, S, R & W: Support Group work – Art therapy sharing.	4



4	(i) L & S: Small talk, social work related vocabulary (SWV 21-30). (ii) R & W: Grammar – Present Continuous tense, part 3. (iii) L & S: Intelligence – “Are you smart?” I.Q./Lateral thinking test. (iv) L, S, R & W: English via AT – Doodle drawing 2: <i>Competition</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
5	(i) L & S: Small talk, social work related vocabulary (SWV 31-40). (ii) R & W: Grammar – Past Continuous tense, part 1. (iii) L, S, R & W: English via AT – Doodle drawing 3: <i>Imagination</i> . (iv) L, S, R & W: Support Group work – Art therapy sharing.	4
6	(i) L & S: Small talk, social work related vocabulary (SWV 41-50). (ii) R & W: Grammar – Past Continuous tense, part 2. (iii) L, S, R & W: Reading comprehension assignment – Q & A. (iv) L, S, R & W English via AT – Doodle drawing 4: <i>Discipline</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
7	(i) L & S: Small talk, social work related vocabulary (SWV 51-60). (ii) R & W: Grammar – Past Continuous tense, part 3. (iii) L, S, R & W: Education and IQ – <i>M.I. theory and cerebral laterality</i> . (iv) L, S, R & W: English via AT – Doodle drawing 5: <i>Friendship</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
8	(i) L & S: Small talk, social work related vocabulary (SWV 61-70). (ii) R & W: Grammar – Used to. (iii) L, S, R & W: English via AT – Doodle drawing 6: <i>Home</i> . (iv) L, S, R & W: Support Group work – Art therapy sharing.	4
9	(i) L & S: Small talk, social work related vocabulary (SWV 71-80). (ii) R & W: English via Poetry – Child abuse: <i>Memory of Childhood</i> by L.Burgh. - Acrostic poetry composition: In class – CHILDHOOD. H/W – CHILD ABUSE. (iii) Psychology test – Index of Family Relations. (iv) L, S, R & W: English via AT – <i>Kinetic Family Drawing</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
10	(i) L & S: Small talk, social work related vocabulary (SWV 81-90). (ii) R & W: Grammar – Uses of ‘will’. (iii) L, S, R & W: Understanding clients’ concerns – <i>Health</i> . (iv) L, S, R & W: English via AT – <i>My Medicine Card and Spirit Animal</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
11	(i) L & S: Small talk, social work related vocabulary (SWV 91-100). (ii) R & W: Grammar – 1 st and 2 nd Conditionals with ‘will’ and ‘would’. (iii) L & S: Health and expectations – <i>The Pygmalion</i> and <i>Placebo effects</i> . (iv) L, S, R & W: English via AT – <i>My Body Map</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
12	(i) L & S: Small talk, social work related vocabulary (SWV 101-120). (ii) Assessment briefing: Aural-oral test and final examination. (iii) English via AT: <i>My Class Carousel</i> . (iv) L, S, R & W: Support Group work – Art therapy sharing and Art Review.	4
13-14	L&S: Aural-Oral tests.	9
15	Written 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	M6	M7
T1. Lectures (Vocabulary and Grammar)	✓	✓				✓	✓
T2. Reading comprehension	✓	✓	✓				
T3. Narrative writing				✓			✓
T4. Poetry composition	✓						✓
T5. Aural-oral test					✓	✓	✓
T6. Group Art therapy (inc. counselling skills practice)	✓	✓			✓		

ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing [Doctoral/Master's/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. 1. Receptive skills: – Reading comprehension → 1 x reading assignment. – Listening comprehension → 1 x aural-oral test.	30	M1, M2, M3, M5, M6
A2. Productive skills: – Small talk (EQ and participation) → 1 x aural-oral test. – Pronunciation of class vocabulary → 1 x aural-oral test. – Speaking accuracy using grammar → 1 x aural-oral test. – Creative writing → 1 x narrative writing + 1 x poem.	20	M1-M7
A3. Systems skills: – Grammar and usage → Worksheets.	20	M4, M6, M7
A4. Written examination.	30	M1-M4, M7

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 with a score of less than 35% in the final examination must take the re-sit examination even if the overall score for the learning module is 50% or above.



MARKING SCHEME

- *Mechanics* (for clarity): Grammar usage, punctuation, organization and use of paragraphs, and syntax. [10 marks].
- *Content range*: Creativity, relevance, and vocabulary (only penalize spellings and handwriting if communication is impeded). [5 marks].
- *Purpose achieved*: Has understood and responded appropriately. [10 marks].
- *Impression*: Overall impression of tone, depth, and fluency. [5 marks].

REQUIRED READINGS

Cutting Edge, Pre-Intermediate (3rd edn.) Students' Book. Cunningham, S., Moor, P., & Crace, A. (2013). Pearson.

REFERENCES

Books

1. *Forty Studies That Changed Psychology*. (5th ed.) (2005). R.R. Hock. Englewood Cliffs, N.J.: Prentice Hall. (MPU Library reference: BF 198.7 H63 2005).
2. *50 Great Myths of Popular Psychology*. (2010). S.O. Lilienfeld, et al. UK: John Wiley & Sons Ltd.
3. *30-Second Psychology: The 50 most thought-provoking psychology theories, each explained in half a minute*. Ed. C. Jarrett. (2011) UK: Ivy Press.
4. *The Psychology Book: 250 Milestones in the History of Psychology*. (2014). W.E. Pickren. New York: Sterling. (MPU Library reference: BF 81.P53 2014).
5. *Du Fu Selected Poems*. (2001). Translated by Rewi Alley. Foreign Language Press.

Phonology (YouTube)

1. *English Jade*. British English vocabulary, spellings, and pronunciation.
2. *English with Lucy*. Grammar, British English pronunciation and British culture.
3. *Speak English with Misterduncan*. British English pronunciation with English humour.
4. *Rachel's English*. American English pronunciation.

Vocabulary and lexis (Websites)

1. <http://dictionary.cambridge.org> (Eng-Eng or Eng-Chi dictionaries)
2. <http://www.oxfordlearnersdictionaries.com> (Eng-Eng dictionary)
3. <http://www.ozdic.com> (Collocation dictionary)
4. <http://www.thesaurus.com> (Synonyms/Antonyms)

Grammar (Websites)

1. www.englishclub.com/
2. www.learnenglish.de/
3. www.grammar.ccc.commnet.edu
4. www.englishclub.com/



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/.