

Faculty of Humanities & Social Sciences (FCHS)

Bachelor of Social Work

LEARNING MODULE OUTLINE

Academic Year	2024-2025	Semester	1
Module Code	ENGL1101-113		
Learning Module	English I		
Pre-requisite(s)	MPU entrance exam pass		
Medium of Instruction	English		
Credits	4	Contact Hours	60
Instructor	Wong Hoi Tai, Rosanna	Email	t0908@mpu.edu.mo
Office	Magnificent Court B5	Office Phone	85996679

MODULE DESCRIPTION

This First Year Level module aims at improving students' English language skills within an academic framework at the Elementary Level to enable them to cope better with their other Social Work Studies modules. All four macro-skills: reading, writing, speaking and listening, are covered in this module.

MODULE INTENDED LEARNING OUTCOMES (MILOs) 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 200-300 words in 60 minutes, and then be able to answer questions correctly.
M4.	<i>Write</i> 150 words coherently, cohesively, and accurately on 1 social-work related task 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 (1-2 minutes) on a social-work related module.

¹ Equivalent to IELTS exit level 3.

M6.	Demonstrate competent <i>Grammar</i> of English in social-work related situations by expressing greetings, goodbyes, and asking for and providing personal information, identifying and describing people and things, making simple commands and requests, and identifying positions, size and number.
M7.	Demonstrate competent <i>Grammar</i> of certain grammatical structures in both speaking and writing in social-work related situations, namely, greetings and simple question forms with the present and past simple tenses; articles; demonstratives 'this', 'that', 'these', 'those'; using 'have got', and possessive 's'; 'There is/There are'; 'some' and 'any'; 'How much' and 'How many'.

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	<ul style="list-style-type: none"> - Module Introduction and Icebreaker - Knowledge of Social Work - Grammar: be: positive & negative forms; short forms - Speaking and writing for fluency - Reading and listening for gist, specific information – for diagnostic purposes 	4
2	<ul style="list-style-type: none"> - Knowledge of Social Work, Psychology & Sociology - Vocabulary: 10 words associated with social workers - Grammar: personal questions - Reading: family connections - Speaking: talk about your favourite people 	4
3	<ul style="list-style-type: none"> - Knowledge of Social Work, Psychology & Sociology - Vocabulary: 10 words associated with social workers - Grammar: this/that, these/ those; possessive's; have got - Reading: feelings - Listening for detail (note-taking skill) - Speaking for fluency - Grammar worksheet 1 	4
4	<ul style="list-style-type: none"> - Emotional Intelligence - Vocabulary: 10 words associated with social workers - Grammar: Present simple positive & negative - Speaking for accuracy & fluency in an interview setting - Reading and Listening for specific information 	4
5	<ul style="list-style-type: none"> - Emotional Intelligence - Vocabulary : 10 words/adjectives to describe personality traits - Grammar: Present simple questions and short answers - Speaking activity: introducing a friend - Grammar worksheet 2 	4
6	<ul style="list-style-type: none"> - Communication Skills - Vocabulary: 10 words associated with social workers - Grammar: can/can't; possibility and ability - Reading and listening for specific information 	4
7	<ul style="list-style-type: none"> - Communication Skills - Vocabulary: 10 words associated with social workers - Speaking for accuracy and fluency in an interview setting - Vocabulary and Pronunciation - Grammar: articles 	4

8	<ul style="list-style-type: none"> - Critical Thinking Skills - Vocabulary: 10 words associated with social workers - Grammar: there is and there are; some and any - Speaking activity - Reading assignment 	4
9	<ul style="list-style-type: none"> - Critical Thinking Skills - Vocabulary: 10 words associated with social workers - Grammar: how much and how many - Reading and listening: life stories - Grammar worksheet 3 	4
10	<ul style="list-style-type: none"> - Organizational Skills - Vocabulary: 10 words associated with social workers - Grammar: Past simple: was/were; regular and irregular verbs; past simple tense - Speaking: tell a life story 	4
11	<ul style="list-style-type: none"> - Organizational Skills - Vocabulary: 10 words associated with social workers - Grammar practice: past simple tense – Grammar worksheet 4 	4
12	<ul style="list-style-type: none"> - Interviewing Techniques - Vocabulary: 10 words associated with social workers - Listening for gist and detail - Writing workshop: life stories - Speaking activity – Counselling interview 	4
13	<ul style="list-style-type: none"> - Exam Review - Review grammar and vocabulary items for the exam - Vocabulary and Pronunciation - Listening assessment 	4
14	<ul style="list-style-type: none"> - Aural-oral test – Small talk & Pronunciation of vocabulary x 1 - Make-up session 	4 1
15	<ul style="list-style-type: none"> - Written Examination. 	3

TEACHING AND LEARNING ACTIVITIES (TLAs)

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. Writing				✓			✓

T4. Aural-oral test					✓	✓	✓
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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-M7
A2. Receptive skills: – Reading comprehension → 1 x reading assignment (10%) – Listening comprehension → 1 x listening test (10%)	20	M1, M2, M3, M5, M6
A3. Productive skills: – Speaking: *Small talk (EQ and participation); *Pronunciation of class vocabulary; *Speaking accuracy using grammar → 1 x aural-oral test (10%) – Creative writing x 1 (10%)	20	M1-M7
A4. Systems skills: – Grammar (4 worksheets)	20	M4, M6, M7
A5. 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.

The pass mark for this module is 50 out of 100. A make-up examination is mandatory if students receive below 35 marks in the final exam even if the modulework score is 50 or above.

MARKING SCHEME

- *Mechanics* (for clarity): Grammar usage, punctuation, organization and use of paragraphs, and syntax.
- *Content range*: Creativity, relevance, and vocabulary (only penalize spellings and handwriting if communication is impeded).

- *Purpose achieved*: Has understood and responded appropriately.
- *Impression*: Overall impression of tone, depth, and fluency.

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 module is 50 or above.

REQUIRED READING

Cutting Edge, Elementary (3rd ed.) Students' Book. Cunningham, S. & Moor, P. (2013). Pearson.

REFERENCE

Dellar, H. & Walkley, A. (2015). Outcomes: Pre-Intermediate Student's Book. National Geographic Learning

WEBSITES

<https://www.humanservicesedu.org/skills-socialwork/>

<https://www.mindtools.com/ab4u682/emotional-intelligence>

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

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

GRAMMAR

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



Faculty of Humanities & Social Sciences

Bachelor of Social Work

LEARNING MODULE OUTLINE

Academic Year	2024-2025	Semester	1
Module Code	ENGL1101-114		
Learning Module	English I		
Pre-requisite(s)	--		
Medium of Instruction	English		
Credits	4	Contact Hours	60
Instructor	Tang Chio Man, Amy	Email	cmtang@mpu.edu.mo
Office	Pearl Jubilee, Taipa, P241	Office Phone	88936157

MODULE DESCRIPTION

This First Year Level module aims at improving students' English language skills within an academic framework at the Elementary Level to enable them to cope better with their other Social Work Studies modules. All four macro-skills: reading, writing, speaking and listening, are covered in this module.

MODULE INTENDED LEARNING OUTCOMES (MILOs) 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.
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M3.	<i>Read and comprehend</i> two social-work related passages totaling 200-300 words in 60 minutes, and then be able to answer questions correctly.
M4.	<i>Write</i> 150 words coherently, cohesively, and accurately on 1 social-work related task 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

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	confidently at length (1-2 minutes) on a social-work related module.
M6.	Demonstrate competent <i>Grammar</i> of English in social-work related situations by expressing greetings, goodbyes, and asking for and providing personal information, identifying and describing people and things, making simple commands and requests, and identifying positions, size and number.
M7.	Demonstrate competent <i>Grammar</i> of certain grammatical structures in both speaking and writing in social-work related situations, namely, greetings and simple question forms with the present and past simple tenses; articles; demonstratives 'this', 'that', 'these', 'those'; using 'have got', and possessive 's'; 'There is/There are'; 'some' and 'any'; 'How much' and 'How many'.

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
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6	<ul style="list-style-type: none">- Communication Skills- Vocabulary: 10 words associated with social workers- Grammar: can/can't; possibility and ability- Reading and listening for specific information	4
7	<ul style="list-style-type: none">- Communication Skills- Vocabulary: 10 words associated with social workers- Speaking for accuracy and fluency in an interview setting- Vocabulary and Pronunciation	4



	<ul style="list-style-type: none"> - Grammar: articles - Grammar worksheet 3 	
8	<ul style="list-style-type: none"> - Critical Thinking Skills - Vocabulary: 10 words associated with social workers - Grammar: there is and there are; some and any - Speaking activity - Reading assignment 	4
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14	- Aural-oral test – Small talk & Pronunciation of vocabulary x 1	4
15	- Written Examination.	4



TEACHING AND LEARNING ACTIVITIES (TLAs)

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T2. Reading comprehension	✓	✓	✓				
T3. Writing				✓			✓
T4. Aural-oral test					✓	✓	✓

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ASSESSMENT

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Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Participation	10	M1-M7
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A4. Systems skills: – Grammar and usage (4 worksheets)	20	M4, M6, M7
A5. Written examination.	30	M1-M4, M7

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2. <http://www.oxfordlearnersdictionaries.com> (Eng-Eng dictionary)
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FACULTY OF HUMANITIES & SOCIAL SCIENCES (FCHS)

BACHELOR OF SOCIAL WORK

LEARNING MODULE OUTLINE

Academic Year	2023-2024	Semester	1
Module Code	ENGL1101-11B		
Learning Module	English I		
Pre-requisite(s)	--		
Medium of Instruction	English		
Credits	4	Contact Hours	60
Instructor	Sou Sok Weng	Email	t1684@mpu.edu.mo
Office	--	Office Phone	85996679

MODULE DESCRIPTION

This First-Year module aims at improving students' English language and skills ability within a Content & Language Integrated Learning (CLIL) framework, at the Elementary level.

The 4 skills – reading, writing, speaking and listening – are covered in the module, as are a variety of sub-skills relevant to the Social Work profession. The CLIL approach will be developed around the idea of increasing Ss' awareness of and active engagement with the skills of a Social Worker, while using English. The 4 main skills selected to focus upon are (A) Mental health; (B) Stress and emotion management; (C) Communication skills; (D) Psychological theory

These themes will be underpinned by a focus on verbal and written skills, as well as active listening skills, particularly in a 1-1 interview setting. The teaching is based on a variety of Communicative approaches to language teaching.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

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

M1.	Speak for accuracy using the lexis and grammar of the program.
M2.	Speak for fluency when having discussions and debates, and participating in interviews.
M3.	Speak appropriately and for fluency in interviews and when giving presentations, including the use of suitable non-verbal communication (such as body language, gestures and eye contact).
M4.	Write fluently and appropriately when taking notes, writing short reports and when composing self-/other- profiles.
M5.	Listen for gist, specific information and detail in pre-recorded texts and in live 1-1 and small group interviews. Listen actively and ask questions for clarification.
M6.	Read authentic social work-related texts (in book articles and on websites) for gist, specific information and detail; and to use that information to make notes, summarize the text or write a short report based on the reading.



M7.	Use the new lexis and grammar in spoken and written forms.
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These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

PILOs	M1	M2	M3	M4	M5	M6	M7
P1. Discussion	✓	✓	✓	✓	✓	-	✓
P2. Audio-visual aids	✓	✓	✓	✓	✓	-	-
P3. Role-plays	✓	✓	✓	-	✓	-	✓
P4. Case studies	-	-	-	✓	-	✓	-
P5. Lectures	✓	✓	✓	✓	✓	✓	-
P6. Online communicative interactions	✓	✓	✓	✓	✓	✓	✓
P7. Authentic texts	-	-	-	✓	-	✓	-

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	(A) Mental health I <ul style="list-style-type: none"> 8-10 Context Related Lexical items Be: positive & negative forms; short forms; Articles; Be: personal questions Speaking and writing for fluency; Reading and listening for gist, specific information & detail – all for diagnostic purposes 	4
2	(A) Mental health II <ul style="list-style-type: none"> 8-10 Context Related Lexical items This/that, these/ those; possessives; have got Writing & speaking for accuracy (focusing on note taking (I) and paraphrasing (I)) Speaking for fluency 	4
3	(A) Mental health III <ul style="list-style-type: none"> 8-10 Context Related Lexical items Present simple positive & negative (I, you, we they); Present simple questions (I, you, we, they)) Reading & Listening for detail, including inference (I). Note-taking (II) Speaking for fluency 	4
4	(B) Stress and emotion management I <ul style="list-style-type: none"> 8-10 Topic Related Lexical items Present simple positive & negative (He, she, it); Present simple questions (He, she, it) Question Formation (I) Speaking for accuracy & fluency in an interview setting; Listening for specific information (incl. questioning for clarification (I)) 	4



5	(B) Stress and emotion management II <ul style="list-style-type: none"> ● 8-10 Context Related Lexical items ● Past simple: was, were; past simple regular & irregular verbs ● Present Perfect ● Question Formation (II) ● Interactive strategies in small group interviews and discussion (incl. body language, turn-taking (I) and paraphrasing (II)) 	4
6	(C) Communication skills I <ul style="list-style-type: none"> ● 8-10 Context Related Lexical items ● Present Perfect (cont.) ● Speaking & Writing for accuracy; ● Reading for specific information and detail (incl. inference (II)) 	4
7	(C) Communication skills II <ul style="list-style-type: none"> ● 8-10 Topic Related Lexical items ● Review all grammar and lexis for mid-term exam 	4
8	(C) Communication skills III <ul style="list-style-type: none"> ● 8-10 Topic Related Lexical items ● Can, can't: possibility & ability; articles: a/an, the & no article ● Question Formation (III) ● Reported Speech (I) 	4
9	(D) Psychological theory I <ul style="list-style-type: none"> ● 8-10 Context Related Lexical items ● Comparative and Superlative adjectives. Questions with How, What and what....like? (I) ● Oral presentation skills; Interviewing techniques; ● Listening for specific info. (incl. questioning for clarification (II)) 	4
10	(D) Psychological theory II <ul style="list-style-type: none"> ● 8-10 Context Related Lexical items ● Relative Clauses ● Writing for fluency; ● Speaking for accuracy; Self-profiling 	4
11	(D) Psychological theory III <ul style="list-style-type: none"> ● 8-10 Context Related Lexical items ● Present perfect and Past simple with for. ● Present perfect and Past Simple with other time words (I). ● Speaking for fluency; ● Listening for Gist specific info. & detail (incl. questioning for clarification (III)) ● Other-profiling 	4
12	<ul style="list-style-type: none"> ● Review & presentation preparation ● Presentation I 	4
13	<ul style="list-style-type: none"> ● Presentations II ● Speaking Interviews I 	4



14	<ul style="list-style-type: none">● Speaking Interviews II● Listening Exam & Review	4
15	Final Exam	4

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. Writing Tasks	✓	-	-	✓	-	✓	✓
T2. In-class participations	✓	✓	✓	-	✓	-	✓
T3. Presentation	✓	✓	✓	-	✓	-	✓
T4. Speaking test	✓	✓	✓	-	✓	-	✓
T5. Final Exam	-	-	-	✓	-	✓	✓

ATTENDANCE

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ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Writing tasks – 2 written pieces to be assessed over the module	20%	M4
A2. In-class participation	10%	M1,2
A3. Group presentation	20%	M3,6
A4. Speaking test	20%	M5
A5. Final Exam	30%	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 module is 50 or above.



REQUIRED READINGS

1. Cunningham, S. & Moor, P. (2013). *Cutting Edge, Elementary, Students Book*, Longman.

REFERENCES

Reference book(s)

1. Dweck, C. S. (2012). *Mindset: How you can fulfill your potential*. Constable & Robinson Limited.
2. Dellar, H. & Walkley, A. (2015). *Outcomes: Pre-Intermediate Student's Book*. National Geographic Learning
3. Dummet, P. et al. (2015). *Keynote: TED TALKS: Intermediate Student's Book*. National Geographic Learning
4. Folse, K. (2010). *Discussion Starters*. The University of Michigan Press
5. Wilson, P. & Glazier, T. (2012). *Writing Essentials: Exercises to Improve Spelling, Sentence Structure, Punctuation and Writing*. Thomson & Heinle Press
6. Hadfield, C. & Hadfield, J. (2004). *Writing Games*. Longman Publishing
7. Zemach, D. & Islam, C. (2005). *Paragraph Writing: From Sentence To Paragraph*. Macmillan.

Websites

1. <http://englishtips.org>
2. <https://www.fluentu.com/blog/educator-english/>
3. <https://www.ted.com/search?q=social+work>
4. <https://www.humanservicesedu.org/skills-socialwork.html>
5. <https://www.scie.org.uk/publications/guides/guide18/sources.asp>
6. <https://www.scie.org.uk/atoz/?f az subject thesaurus terms s=social+work+education&st=atoz &page=3>
7. https://www.mindtools.com/pages/article/newCDV_59.htm
8. <https://www.barefootteflteacher.com>
9. <https://eltjam.com>
10. <http://iteslj.org/questions/>
11. <http://www.chompchomp.com/menu.htm>
12. <https://www.grammarly.com>
13. <http://www.teachingenglish.org.uk/article/conveying-meaning>
14. <http://www.onestopenglish.com>
15. <https://www.vocabulary.com>
16. <https://kahoot.com/welcomeback/>
17. <https://quizlet.com/en-gb>

* These are just a limited selection of the resources that will be used throughout the semester



澳門理工大學

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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/.