



## Faculty of Humanities & Social Sciences (FCHS)

### Bachelor of Social Work

#### LEARNING MODULE OUTLINE

Academic Year	2024-2025	Semester	1
Module Code	ENGL3101-311/312/313		
Learning Module	English V		
Pre-requisite(s)	English I, II, III & IV		
Medium of Instruction	English		
Credits	4	Contact Hours	60
Instructor	Adrian Davis	Email	<a href="mailto:aidavis@mpu.edu.mo">aidavis@mpu.edu.mo</a>
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#### MODULE DESCRIPTION

This Third Year Level module aims at improving students' English language skills within an academic framework at the *Intermediate Level* to enable them to cope better with their Social Work Studies modules.

#### MODULE INTENDED LEARNING OUTCOMES (ILOS) <sup>1</sup>

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 1200-1500 words in 60 minutes, and then be able to answer multiple choice questions correctly.
M4.	<i>Write</i> 350 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 (3-4 minutes) on a social-work related module.
M6.	Demonstrate competent <i>Grammar</i> of English in social-work related situations by asking and answering questions, making polite requests, describing processes, making generalizations, expressing possibility and uncertainty, and making suggestions.

<sup>1</sup> Equivalent to IELTS exit level 5.



M7.	Demonstrate competent <i>Grammar</i> of certain grammatical structures in both speaking and writing in social-work related situations, namely, Quantifiers; -ed and -ing adjectives; defining relative clauses; Present perfect simple; and Present perfect continuous with 'for' and 'since'.
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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"> <li>• Introductions and Small talk (Relationship building/bonding).</li> <li>• Social work related vocabulary – handout.</li> <li>• Briefing on Semester 1 Module outline + Q &amp; A.</li> <li>• Debrief on previous semester's tutorials and examination.</li> </ul> (ii) Listening, speaking, reading and writing (L, S, R & W): Brainstorm on <i>Teenagers</i> . <ul style="list-style-type: none"> <li>• See art imagery on Pierre Cot's <i>The Storm</i>.</li> <li>• Projection tests: (i) Teenage boy and girl. (ii) Choose a card.</li> </ul> (iii) L, S, R & W: English via Art therapy – <i>My Name Drawing</i> .	4
2	(i) L & S: Small talk, social work related vocabulary (SWV 1-8). (ii) Reading & Writing (R & W): Grammar – Present Perfect Simple tense. (iii) English via Poetry: <i>They Don't Understand</i> by Emily J. Taylor. <ul style="list-style-type: none"> <li>• Acrostic poetry composition – Class acrostic poem on YOUTH.</li> <li>• Homework: Individual acrostic poem on TEENAGERS.</li> </ul> (iv) L, S, R & W: English via AT – <i>Teenager</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
3	(i) L & S: Small talk, social work related vocabulary (SWV 9-16). (ii) R & W: Psychology questionnaire on parent-child relationship. (iii) L, S, R & W: English via Art therapy – Doodle drawing 1 – <i>Self-image</i> . (iv) L, S, R & W: Support Group work – Art therapy sharing.	4



4	(i) L & S: Small talk, social work related vocabulary (SWV 17-24). (ii) L & S: Youth and sex education – Worksheet + anatomical models. (iii) L, S, R & W: English via AT – Doodle drawing 2 – <i>Self-esteem</i> . (iv) L, S, R & W: Support Group work – Art therapy sharing.	4
5	(i) L & S: Small talk, social work related vocabulary (SWV 25-32). (ii) L, S, R & W: Brainstorm on <i>Elderly</i> . (iii) R & W: Grammar – Present Perfect Continuous tense. (iv) L, S, R & W: English via AT – <i>Senior citizen</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
6	(i) L & S: Small talk, social work related vocabulary (SWV 33-40). (ii) English via Poetry: ‘Ballad of the Hundred Sorrows’ by Du Fu. <ul style="list-style-type: none"> <li>• Acrostic poetry composition – Class poem on ELDERLY.</li> <li>• Homework: Individual acrostic poem on MEMORIES.</li> </ul> (iii) L, S, R & W: English via AT – <i>My Time Machine</i> . (iv) L, S, R & W: Support Group work – Art therapy sharing.	4
7	(i) L & S: Small talk, social work related vocabulary (SWV 41-48). (ii) R & W: Grammar – Past Perfect tense I. (iii) L, S, R & W: Narrative reading on Regrets – <i>The Kite</i> by Lu Xun. (iv) L, S, R & W: English via AT – <i>The Crystal Ball</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
8	(i) L & S: Small talk, social work related vocabulary (SWV 49-56). (ii) R & W: Grammar – Past Perfect tense II. (iii) <i>Elderly</i> – Understanding superstitious behavior. (iv) L, S, R & W: English via AT – Experiential activity: <i>Casting your fate</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
9	(i) L & S: Small talk, social work related vocabulary (SWV 57-64). (ii) L, S, R & W: Brainstorm on <i>Mental disorders</i> . (iii) Psychology tests – Fear Survey Schedule II/BDI & PHQ-9 for depression. (iv) L, S, R & W: English via AT – <i>Mental illness</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
10	(i) L & S: Small talk, social work related vocabulary (SWV 65-72). (ii) R & W: English via Poetry – ‘Panic Disorder’ and ‘I Can’t Eat It’. <ul style="list-style-type: none"> <li>• Acrostic poetry composition – Class poem on MENTAL ILLNESS.</li> <li>• Homework: Individual acrostic poem on CRAZY GUY.</li> </ul> (iii) L, S, R & W: English via AT – <i>Diagnostic Drawing Series</i> . (iv) L, S, R & W: Support Group work – Art therapy sharing.	4
11	(i) L & S: Small talk, social work related vocabulary (SWV 73-83). (ii) R & W: Grammar – Reported Speech. (iii) L & S: <i>Expectations</i> – <i>The Pygmalion effect</i> and the <i>Placebo effect</i> . (iv) L, S, R & W: English via AT – <i>My Rorschach Inkblot Test</i> . (v) L, S, R & W: Support Group work – Art therapy sharing.	4
12	(i) L & S: Small talk, social work related vocabulary (Review). (ii) Assessment briefing: Aural-oral test and final examination. (iii) L, S, R & W: Reading comprehension assignment – Q & A. (iv) English via AT: <i>My Class Carousel</i> . (v) 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 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](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

- *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].

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

*Cutting Edge, Intermediate* (3<sup>rd</sup> edn.) Students' Book. Cunningham, S. & Moor, P. (2013). Pearson.

## REFERENCES

### Books

1. *Forty Studies That Changed Psychology*. (5<sup>th</sup> 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](http://www.englishclub.com)
2. [www.grammar.com](http://www.grammar.com)
3. [www.learnenglish.de/](http://www.learnenglish.de/)
4. [www.englishclub.com/](http://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/](http://www.mpu.edu.mo/student_handbook/).