

Macao Polytechnic Institute
School of Business
Bachelor of Business Administration in
Gaming and Recreation Management
Module Outline

Academic Year 2021 / 2022 Semester 2

Learning Module	English VI		Class Code	ENGL3102-328/329	
Pre-requisite(s)	Nil				
Medium of Instruction	English			Credit	3
Lecture Hours	45 hrs	Lab/Practice Hours	0 hrs	Total Hours	45 hrs
Instructor	Cláudia Mendes Khan		E-mail	cmtang@ipm.edu.mo	
Office	MPI Taipa Campus, Pearl Jubilee Building, Room P243		Telephone	88996-125	

Description

This is the second of the two intermediate-level English courses. The course is intended to increase students' skill and competence in using English in social and work-related situations. Besides placing emphasis on oral/aural skills through communicative activities in class, students are also encouraged to express themselves in writing. Topics include role-playing, expressing opinions, making predictions, finding solution to problems, usage of vocabulary and grammar, speaking, listening, and reading. In addition, writing simple reports and thank you letters, as well as revising students' curricula vitae and cover letters, will also be covered.

Learning Outcomes

After completing the course, students will be able to:

1. Communicate with more confidence using a range of vocabulary sufficient to discuss most topics;
2. Demonstrate a better command in the overall use of the four language skills.
3. Express their opinions freely and develop a longer conversation by responding appropriately and introducing new ideas;
4. Develop knowledge of grammar and exhibit better grammatical accuracy;
5. Write simple reports and thank you letters and revise their résumés and cover letters,.

Mapping of this MILOs to the Programme Intended Learning Outcomes (PILOs):

Knowledge		Skills			Value
K1	K2	S1	S2	S3	V1
Master the basic and professional knowledge within the field of gaming management, as well as, to possess diverse perspectives of multiple subjects		Apply effectively a range of transferrable skills, including language, communication, numeracy and information management			
✓		✓			

Content

1. General Course Introduction + Unit 7 (3 hours)
 - 1.1 Entertainment and Television
 - 1.2 *-ed / -ing* Adjectives
 - 1.3 The Passive

2. Unit 7 (3 hours)
 - 2.1 News Stories
 - 2.2 Extreme Adjectives
 - 2.3 Making a Social Arrangement

3. Unit 8 (3 hours)
 - 3.1 Social Life
 - 3.2 Polite Requests
 - 3.3 *Will* and *Shall* for Instant Responses

4. Unit 8 (3 hours)
 - 4.1 Social Behavior
 - 4.2 Talking about Norms and Customs
 - 4.3 Writing: Giving Tips on How to Behave

5. Unit 9 (3 hours)
 - 5.1 Describing Everyday Objects
 - 5.3 Defining Relative Clauses
 - 5.4 How Gadgets Work

6. Unit 9 (3 hours)
 - 6.1 Quantifiers
 - 6.2 Buying Things
 - 6.3 Writing: A Short Thank-you Message

7. Midterm
 - 7.1 *Revision* (1hour)
 - 7.2 **Midterm Test** (2 hours)

8. Unit 10 (3 hours)
 - 8.1 Society and Change
 - 8.4 Numbers and Statistics
 - 8.5 Making Predictions

9. Unit 10 (3 hours)
 9.1 Society and Change
 9.2 Hypothetical Possibilities with *If*
 9.3 Writing: A Short Paragraph about How Technology Changed One's Life
10. Unit 11 (3 hours)
 10.1 Annoying Rules
 10.2 Obligation and Permission in the Present
 10.3 Exclusive Clubs
11. Unit 11 (3 hours)
 11.1 Crime and Punishment
 11.2 Linking Words
 11.3 Obligation and Permission in the Past
 11.4 Writing: An Opinion Essay
12. Unit 12 (3 hours)
 12.1 Your Choice
 12.2 *Could have, Should have, Would have*
 12.3 Hypothetical Situations in the Past with *If*
13. Unit 12 (3 hours)
 13.1 Problems and Solutions
 13.2 Discuss Dilemmas
14. Unit 12 (3 hours)
 14.1 Life in a New Country
 14.2 Revision
- 15. Final Examination (3 hours)**

Teaching Methods

Lectures, audio/videos, handouts, role-plays, and group discussions

Cross Reference of Teaching and Learning Methods to Course Intended Learning Outcomes:

	MILO 1	MILO 2	MILO 3	MILO 4	MILO 5
Lectures	✓	✓	✓	✓	✓
Audio/Videos	✓	✓	✓	✓	—
Handouts	✓	✓	✓	✓	✓
Role-plays	✓	✓	✓	✓	✓
Group Discussions	✓	✓	✓	✓	✓

Attendance

Attendance requirements are governed by the “Academic Regulations Governing Bachelor’s Degree Programmes of Macao Polytechnic Institute”.

Students who do not meet the attendance requirements (70%) for the course will not be permitted to sit the final and re-sit examination and shall be awarded an ‘F’ grade.

Assessment

Students will be assessed continuously throughout the semester. They are, thus, strongly encouraged to come to class regularly and punctually, participate in all activities, complete class and homework assignments, and do well in assessments. This course is graded on a 100 point scale, with 100 being the highest possible score and 50 the pass score.

The breakdown for the final mark is as follows:

In-class performance / participation:	10%	
Class / Group assignments:	10%	
Homework assignments:	10%	
Quizzes:	10%	
Mid-term Test:	20%	Continuous assessment

Final examination (3 hours):	40%	Final assessment

Cross Reference of Assessment Methods to Course Intended Learning Outcomes:

	MILO 1	MILO 2	MILO 3	MILO 4	MILO 5
In-class performance	✓	✓	✓	✓	✓
Class / Group Assignments	✓	✓	✓	✓	✓
Homework	✓	✓	✓	✓	✓
Quizzes	✓	✓	✓	✓	✓
Midterm Test	✓	✓	✓	✓	✓
Final Written Exam	✓	✓	✓	✓	✓

Teaching Materials

Textbook

1. Sarah Cunningham, Peter Moor & Johnathan Bygrave. Cutting Edge Third Edition: Intermediate: Student's Book with DVD-ROM, Pearson Education Ltd, 2013.
2. Jane Comyns Carr, Frances Eales & Damian Williams. Cutting Edge Third Edition: Intermediate: Workbook with Key, Pearson Education Ltd, 2013.

Reference Books

1. Raymond Murphy & William R. Smalzer: Grammar In Use Intermediate, Cambridge University Press, 2007.
2. Mario Rinvolucri: Grammar Games: Cognitive, affective and drama activities for EFL students, Cambridge University Press, 1984.
3. Gary Blake & Robert W. Bly: The Elements of Business Writing, Longman, 1991.
4. Tricia Hedge: Teaching and Learning in the Language Classroom, Oxford University Press, 2000.

Websites

1. YouTube: www.youtube.com
2. Kahoot: www.kahoot.com
3. BBC: www.bbc.com
4. English club: www.englishclub.com
5. British Council: www.britishcouncil.org
6. Cambridge Dictionary: <https://dictionary.cambridge.org/>
7. Dictionary by Merriam-Webster: www.merriam-webster.com

Assessment Rubrics

1. In-class performance / participation

Students are expected to attend and participate actively in class. Each student will be evaluated on the quality of their participation. Students are required to pay attention to lectures and participate in all kinds of in-class activities such as class discussions, role plays, grammar exercises and games.

A / A- (88 – 100)	B+ (83 – 87)	B / B- (73 – 82)	C+ / C / C- (58 – 72)	D+ / D (50 – 57)	F (49 – 0)
<ul style="list-style-type: none"> - Extremely well prepared for class discussion - Very active in class activities and sharing views - Paying attention to lectures all the time 	<ul style="list-style-type: none"> - Well prepared for class discussion - Active in class activities and sharing views - Paying attention to lectures most of the time 	<ul style="list-style-type: none"> - Satisfactorily prepared for class discussion - Satisfactorily active in class activities and sharing views - Paying attention to lectures satisfactorily in class 	<ul style="list-style-type: none"> - Partially prepared for class discussion - Limited participation in class activities and sharing views - Paying attention to lectures sometimes 	<ul style="list-style-type: none"> - Not well prepared for class discussion - Apathetic in class activities and sharing of views - Paying attention to lectures occasionally 	<ul style="list-style-type: none"> - Poorly prepared for class discussion - No participation in class activities nor sharing of views - Seldom paying attention to lectures

2. Class / Group assignments

Students are required to participate and complete various class / group assignments, which include role-plays and group presentations. These assignments are taken from the textbooks as well as specially assigned by the instructor.

CRITERIA	A / A- (88 – 100)	B+ (83 – 87)	B / B- (73 – 82)	C+ / C / C- (58 – 72)	D+ / D (50 – 57)	F (49 – 0)
Volume	Student speaks loudly and articulately with confidence throughout.	Student speaks loudly, clearly, and accurately.	Student usually speaks loud enough to be heard.	Volume is not always loud enough. Student can sometimes not be heard.	Student cannot be heard and makes no attempt to speak up.	Student absolutely makes no effort to speak up, to be heard, or understood.
Fluency	Student speaks and reads fluently with hardly any hesitations. Content is delivered in a convincing, consistent manner.	Student generally speaks and reads fluently with none or very little hesitations. Content is delivered in a rather convincing and consistent manner.	Student mostly speaks and reads fluently with few hesitations. Content is delivered in a somewhat convincing manner.	Student speaks and reads haltingly with long pauses. Content is not delivered convincingly.	Student is unable to speak or read through the presentation. No attempt in trying to deliver the content convincingly.	Student makes no attempt in delivering the content convincingly.
Pronunciation	Pronunciation is precise, and the message is clearly conveyed.	Pronunciation is fairly precise, and the message is clearly conveyed.	Most words are pronounced clearly, and the student can be clearly understood.	Pronunciation is not at all clear, and student is difficult to be understood.	Student is unintelligible. Nothing can be understood.	Student makes no effort in general pronunciation. Nothing can be understood.
Written	Student makes no		Student mostly	Vocabulary is not	Student is unable	Out of topic.

Content	errors in vocabulary usage, grammar, or sentence structure. The presentation is well prepared and organized, and it captures and maintains audience interest.		uses correct vocabulary with few, if any, errors in grammar or sentence structure. The presentation is clear and follows a logical sequence.	used correctly. There are many areas in grammar or sentence structure that interfere with meaning.	to use vocabulary and grammar correctly to construct appropriate sentences. Some parts of the message is lost.	Content not related to the topic assigned. Student makes no attempt in using vocabulary and grammar correctly to convey information.
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3. Homework assignments

Students are required to complete various homework assignments, including grammar exercises, writing, listening and video-watching tasks.

Criteria	Excellent A / A- (18-20 pts)	Very Good B+ (17-15 pts)	Good B / B- (15-11 pts)	Needs Improvement C+ / C / C- (10-5 pts)	Unsatisfactory D+ / D / D- (4-0 pts)
Sentences and Paragraphs _____ / 20	- Sentences and paragraphs are complete, well-constructed, and of varied structure.	- All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	- Most sentences are complete and are generally well-constructed. Paragraphing is done fairly well.	- Most sentences are complete and rather well-constructed. Paragraphing needs some work.	- Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Grammar	- Writer makes no errors	- Writer makes 1-2	- Writer makes 3-5	- Writer makes 6-8	- Writer makes more

and Spelling ____ / 20	in grammar or spelling.	errors in grammar and/or spelling.	errors in grammar and/or spelling.	errors in grammar and/or spelling.	than 9 errors in grammar and/or spelling.
Ideas ____ / 20	- Ideas were expressed in a clear and organized fashion. It was easy to figure out what the composition was about.	- Ideas were expressed in a relatively clear manner. It was quite to figure out what the composition was about.	- Ideas were expressed quite clearly, but the organization could have been better.	- Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the composition was about.	- The composition seemed to be a collection of unrelated sentences. It was very difficult to figure out what the content was about.
Length ____ / 20	- The composition consists of 15 or more sentences.	- The composition consists of 12-14 sentences.	- The composition consists of 9-11 sentences.	- The composition consists of 6-8 sentences.	- The composition consists of less than 6 sentences.
Capitalization and Punctuation ____ / 20	- Writer makes no errors in capitalization and punctuation.	- Writer makes 1 – 2 errors in capitalization and punctuation.	- Writer makes 3 – 4 errors in capitalization and punctuation.	- Writer makes 5 – 6 errors in capitalization and punctuation.	- Writer makes more than 7 errors in capitalization and punctuation.
TOTAL = ____ / 100	<u>Comment:</u>				

4. Quizzes

Students are given a quiz before the start of each class. The content of the quizzes includes grammar focuses, spelling dictations, and dialogue writing / presentations, etc.

5. Mid-term Test

One mid-term test will be held during the term as part of the continuous assessment of the course. The mid-term test is divided into four main parts: Reading comprehension, Grammar, Vocabulary, and Writing.

6. Final Exam

The final exam will be held in the normal examination period. It is a closed book exam which covers all units learned in the semester. The final exam is divided into four parts: Reading comprehension, Grammar, Vocabulary, and Writing.