



FACULTY OF LANGUAGES AND TRANSLATION
BACHELOR OF ARTS IN CHINESE-ENGLISH TRANSLATION AND INTERPRETATION
LEARNING MODULE OUTLINE

Academic Year	2025/2026	Semester	2
Module Code	ENGL1122-121/122		
Learning Module	English Reading II		
Pre-requisite(s)	Nil		
Medium of Instruction	English and Chinese		
Credits	3	Contact Hours	45 hours
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MODULE DESCRIPTION

The primary focus of this module is to reinforce students' English proficiency at the high-intermediate (B2) level, particularly in the skills of reading supported with discussions of grammar usage. The intent of the syllabus is to help solidify students' ability to read and understand narrative and expository passages, and to analyze the contents critically and the text stylistically. Student's proficiency in the English language is imperative to their ability to translate between the English and Chinese languages.

MODULE INTENDED LEARNING OUTCOMES (ILOs)

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

M1.	Recognize purpose and tone of the passage
M2.	Compare and contrast passages on the same topic
M3.	Be aware of cultural references and greater context of the passage
M4.	Recognize figure of speech
M5.	Increase understanding of new vocabulary, parts of speech, collocation and idiomatic usage
M6.	Be aware of grammar and stylistics on the meaning of the passage

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

PILOs	M1	M2	M3	M4	M5	M6
P1. Knowledge and skills of translation and interpreting in the areas of public administration, tourism, commerce and mass media;	✓	✓	✓	✓	✓	✓



P2. Knowledge of translation theories, critical understanding of translation and interpreting;						
P3. Knowledge and skills of both Chinese and English as language professionals;	✓	✓	✓	✓	✓	✓
P4. Knowledge of cross-cultural communication;	✓	✓	✓	✓	✓	✓
P5. Master Chinese-English translation and interpreting skills, strategies and technologies;						
P6. Apply Chinese and English writing competence into translation practices;	✓	✓	✓	✓	✓	✓
P7. Apply knowledge of languages and translation studies into bi-lateral translation practices between English and Chinese;						
P8. Apply strategies and techniques in public speaking, consecutive and simultaneous interpreting;						
P9. Gain cross-cultural awareness in translation and interpreting practices;	✓	✓	✓	✓	✓	✓
P10. Obtain basic research abilities.	✓	✓	✓	✓	✓	✓

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1 Jan 12	Module introduction (1 hour) Avoid Plagiarism	3
2 Jan 16	Unit 6 Information Design Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
3 Jan 19	Unit 6 Information Design Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
4 Jan 26	Unit 6 Information Design Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
5 Feb 2	Quiz 1 Unit 6 (2 hr) Unit 8 Medical Innovations Pre-reading discussions	3
6 Feb 9	Unit 8 Medical Innovations Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
Feb 15- 26	Lunar New Year Recess (Feb 15 to 26)	
7 Mar 2	Unit 8 Medical Innovations Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3



8 Mar 9	Unit 8 Medical Innovations Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
9 Mar 16	Unit 8 Medical Innovations Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
10 Mar 23	Quiz 2 Unit 8 (2 hr) Unit 9 World Languages -- Pre-reading discussions	3
11 Mar 27	Unit 9 World Languages Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
12 Mar 30	Unit 9 World Languages Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
Apr 6	First Working Day After Ching Ming Festival	0
13 Apr 13	Unit 9 World Languages Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
14 Apr 20	Unit 9 World Languages Intensive reading practice targeting vocabulary and parts of speech, collocation, clauses, main idea, and passage structure. Critical thinking practice include analysing, evaluating, inferring and synthesizing. (3 hours)	3
15	Final Exam (Apr 30 to May 12)	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
T1. Lectures and group discussions.	✓	✓	✓	✓	✓	✓
T2. In-class and out-of-class practice under each module	✓	✓	✓	✓	✓	✓
T3. Knowledge- and practice- based assignments and tests	✓	✓	✓	✓	✓	✓

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-M6
A2. Vocabulary & Reading quizzes	40%	M1-M6
A3. Reading Assignment	10%	M1-M6
A4. Extra Credit: Finding vocabulary words in context	4%	M5
A5. Final Exam	40%	M1-M6

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.

MARKING SCHEME

Excellent: Strong evidence of original thinking; good organisation, capacity to analyse and systemise; superior grasps of subject matter; strong evidence of extensive knowledge base.

Very Good: Evidence of grasps of subject; strong evidence of critical capacity and analytical ability; good understanding of issues; evidence of familiarity with literature.

Good: Evidence of grasp of subject; some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with literature.

Satisfactory: Profiting from the study experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Pass: Sufficient familiarity with the subject matter to enable the student to progress without repeating the learning module.

Fail: Little evidence of familiarity with the subject matter; weak in critical and analytical skills; limited, or irrelevant use of literature.

REQUIRED READINGS

Vargo, M., & Blass, L. (2018). *Pathways: Reading, Writing, and Critical Thinking* 3. 2nd ed., CENGAGE LEARNING COMPANY. ISBN: 9781337407779

REFERENCES

Foley, M., & Hall, D. (2003). *Longman Advanced Learners' Grammar: A Self-Study Reference & Practice Book with Answers*. Longman, 2003. ISBN: 0582-40383-9



Glaser, J. (1999). *Understanding Style: Practical Ways to Improve Your Writing*. Oxford University Press.

ISBN: 0-19-511932-0

Langan, J. (1995). *Sentence Skills: A Workbook for Writers*. 5th ed., McGraw-Hill. ISBN: 0-07-036423-0

Smalley, Regina L., et al. (2012). *Refining Composition Skills Rhetoric and Grammar*. Heinle & Heinle. ISBN: 978-1-111-22119-5

Wright, L., & Hope, J. (2003). *Stylistics: A Practical Coursebook*. Routledge. ISBN-13: 978-0415113816

WEBSITES

British Council <https://learnenglish.britishcouncil.org/english-grammar-reference>

City University of Hong Kong <http://www.cityu.edu.hk/lc/iowa/quiz/>

EnglishGrammar <https://www.englishgrammar.org/>

Yale Poorvu Center for Teaching and Learning <https://poorvucenter.yale.edu/graduate-students/writing-resources-tutorials/downloadable-english-grammar-tutorials>

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/.