

Macao Polytechnic Institute

School of Applied Sciences

Bachelor of Social Sciences in Sino-Lusophone Trade Relations

Module Outline

Academic Year 2020/2021 Semester 1

Learning Module	English I	Class Code	ENGL1101-11A		
Pre-requisite(s)	Nil				
Medium of Instruction	English	Credit	3		
Lecture Hours	25hrs	Lab/Practice Hours	20 hrs	Total Hours	45 hrs
Instructor	Sofia Nogueira	E-mail	t1448@ipm.edu.mo		
Office	---	Telephone	---		

Description

This learning module aims to develop students' English language proficiency through an integrated program of study. The learning module is defined within the Common European Framework and European Language Portfolio. Lessons focus on the development of reading, writing, listening, and speaking skills at the elementary level, while giving systematic attention to grammar, learning module-related vocabulary and critical thinking activities that are integrated throughout each unit and help develop learner independence. Active participation and language-use are crucial; therefore, learners must change their passive learning habits to being more active participants. For this reason, the Internet will be comprehensively integrated into this learning module, as well as other technological aids for inclusive learning and transversal competences skills acquisition.

Assessment is based on class participation (including online tasks), discussions, assignments, a listening quiz, a mid-term test, and a final examination. Specific units are described in the scope and sequence on the following pages.

Learning Outcomes

After completing the learning module, students will be able to:

1. Recognize, describe and employ a wide range of learning module-related vocabulary in both oral and written communication;
2. Exchange conversations about everyday things (e.g. people, places, job, study) in a basic way;
3. Ask and answer simple questions on very familiar topics;
4. Develop increasing accuracy in using: (i) verb tenses; (ii) quantifiers; (iii) auxiliary verbs; (iv) adverbs, adjectives, articles, and prepositions;
5. Develop increasing ability in listening and speaking tasks at the elementary level;
6. Give simple opinions and express preferences related to familiar topics using basic fixed expressions;
7. Write short descriptive texts on familiar personal topics (e.g. life and routines, descriptions of places, people or things; likes and dislikes) as well as simple personal detail forms and short, simple notes, emails and messages relating to everyday matters;
8. Predict meanings of unfamiliar words in familiar contexts using context clues;
9. Use learned strategies to identifying the topic, the main idea, and supporting details to interpret short narrative or descriptive passages on familiar topics.

Content

- **Week 1 – People, Places and Things – September, 7th**

Grammar focus: verb to be, articles with jobs, this/that, these/those, possessives', have got

Vocabulary: countries and nationalities, jobs, everyday objects, family

Reading: Family connections

Tasks:

- I. *Self-presentation (in class or record/film & share)*
- II. *Speaking + writing: talk about three favorite people + complete a student record form*

- **Week 2 - Personal life, likes and dislikes – September, 14th**

Grammar focus: present simple

Vocabulary: common verbs, telling the time, places in a town, activities, phrases for time and frequency

Reading: Brits at home and abroad

Task: Writing - describing a favorite place (100 words)

- **Week 3 – Transport and Travelling – September, 21st**

Grammar focus: can/ can't: possibility and ability, express interests and desires

Vocabulary: transport and travelling

Reading: Secret cities (critical thinking: understanding analogies)

Task: Video study about Son Doong cave followed by reaction to the video sharing (*in class or CANVAS*)

- **Week 4 – Food and Drink – September, 28th**

Grammar focus: there is, there are; some and any; how much and how many

Vocabulary: food (countable and uncountable nouns); food pairs

Reading: A global food journey + Cooking the world

Task: *Writing* (critical thinking): practice giving reasons and justifying opinions (50-100 words)

- **Week 5 & 6 – Life Stories – October, 12th & 19th**

Grammar focus: past simple (was / were); past simple (regular and irregular verbs); using time expressions

Vocabulary: *life events; past time phrases; adjectives to describe stories; entertainment*

Reading: Music for Change

Tasks:

- I. **Listening Quiz (15%)**
- II. Research and report (*in class or record/film & share*): life of a musician or a performer the student admires
- III. Practice vocabulary through listening a song and a musical

- **Week 7 – Buy and Sell – November, 9th**

Grammar focus: comparative and superlative adjectives; present continuous

Vocabulary: describing objects; shops and services; clothes

Reading: top five unusual shops

Task: Online/app class sharing: souvenirs from students' country

- **Week 8 – Nature, Weather and Seasons – November, 16th**

Grammar focus: question words; quantifiers: a lot of, a little, a few, not any, not much, not many; going to for future events; would like to and want to for future wishes;

Vocabulary: animals and natural features; weather and seasons, celebrations and parties

Reading: The art of recycling

Task: *Writing (CANVAS forum)* – environmental issue debate in pairs (critical thinking: stating / analyzing problems and proposing solutions)

- **Week 9 – Midterm Test (20%) – November, 23rd**

- **Week 10 – Live and Learn – November, 30th**

Grammar focus: have to and don't have to; might and will

Vocabulary: school and university subjects; education and training

Reading: From slates to iPads

Task: Speaking – Complete a careers questionnaire followed by group discussion

- **Week 11 – Keep in Touch – December, 7th**

Grammar focus: present perfect (unfinished time); present perfect (with ever)

Vocabulary: ways of communicating; technology

Reading: Mind blowing facts about modern communication

Task: Record/share – talk for a minute about the advantages and disadvantages of one form of communication (books, email, letters, newspapers, radio, social networks, telephone calls, television...)

- **Week 12 – Revision and Midterm correction – December, 14th**

- **Week 13 – Makeup Class (October, 5th - holiday)**

- **Week 14 – Makeup Class (October, 26th - holiday)**

- **Week 15 – Makeup Class (November, 2nd - holiday)**

Teaching Method

Lectures, discussions, exercises, task-based activities, videos, audios, oral activities, etc.

The teaching model has the following principles:

1. Teaching is student-centered, which means that the student is active and responsible for building his/her own knowledge;
2. Teaching is based on the flexibility of access to learning (content, learning activities, learning

groups);

3. Teaching is based on the diversified interaction between student-teacher, student-student, or between student and learning resources.

Attendance

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

Assessment

This learning module is graded on a 100 point scale, with 100 being the highest possible score and 50 the pass score. Evaluation for this learning module will be divided into the following components:

Continuous Assessment

Class participation	10%
Assignments	10%
Midterm Test	30%
Listening Quiz	10%
<u>Final Examination</u>	40%
TOTAL	<u>100%</u>

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.

Teaching materials

Original materials created and adapted for the elementary level will be provided by the teacher. The usage of up-to-date adapted materials will help students to obtain the necessary skills in reading, writing, listening and speaking.

Textbook

Cunningham, S., Crace, A., & Moor, P. (2013). *Cutting edge: Elementary* (3rd ed.). Harlow, England: Pearson Education.

Other References

Vargo, M. & Blass, L. (2018). *Pathways: reading, Writing and Critical Thinking* (2nd ed.). USA: National Geographic Learning

Chase, B. T. (2018). *Pathways: Listening, Speaking and Critical Thinking* (2nd ed.). USA: National Geographic Learning

Websites

- English Grammar:

https://www.ilc.cuhk.edu.hk/EN/ENResources.aspx?section=0_0_1_0_3

- Step-by-step lesson plans covering basic survival English:

<http://www.onestopenglish.com/esol/absolute-beginners/>

https://www.bbc.co.uk/learningenglish/english/learning_module/emw

- Online Dictionary:

<https://www.dictionary.cambridge.org>

<https://www.merriam-webster.com/>

- Visual aids:

<https://www.ted.com>

- Complementary readings:

<https://www.bbc.co.uk/learningenglish/english/>

<https://www.newsinlevels.com>

<https://www.tweentribune.com>