



PEKING UNIVERSITY HEALTH SCIENCE CENTER

- MACAO POLYTECHNIC UNIVERSITY NURSING ACADEMY (AE)

BACHELOR OF SCIENCE IN NURSING

LEARNING MODULE OUTLINE

Academic Year	2025-2026	Semester	II
Module Code	ENGL2102		
Learning Module	English IV		
Pre-requisite(s)	English I (ENGL1101) & English II (ENGL1102)		
Medium of Instruction	English		
Credits	3	Contact Hours	45 hrs
Instructor	Mr. Dennis H.K. Kwong* (*subject teacher) Mr. Victor Zhang Zhe 2A Mr. Daniel S.K. Leong 2B Ms. Michelle Lam 2C	Email	T1758@mpu.edu.mo victorzhang@mpu.edu.mo skleong@mpu.edu.mo silam@mpu.edu.mo
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MODULE DESCRIPTION

This learning module aims to develop students' competence in using English for general and nursing purposes.

Equal emphasis is given to the linguistic and communicative skills required for higher education.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

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

M1.	Report opinions
M2.	Discuss a controversial issue
M3.	Use verbs that summarize what people say
M4.	Finish a group project
M5.	Write essays (500 words) on a topic with appropriate vocabulary and sentence structures.



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

The PILOs are aligned with the Dublin descriptors, including knowledge and understanding, acquisition, application, critical judgment, communication skills, and learning skills/ability.

PILOs	M1	M2	M3	M4	M5
P1. Demonstrate an understanding of the holistic nature of the clients' health status involving individual, family, and community aspects.	✓				
P2. Demonstrate effective communication skills and the ability to establish and maintain a therapeutic relationship with clients.	✓	✓	✓	✓	
P3. Demonstrate acquisition , mastery, and application of knowledge and skills for nursing practice, including biological sciences, social sciences and humanities, by making appropriate clinical reasoning and performing safe and therapeutic practice.	✓	✓	✓	✓	✓
P4. Demonstrate the ability to maintain legal and ethical standards of nursing practice.		✓	✓	✓	✓
P5. Demonstrate the ability to carry out relevant research and contribute to the community's health.	✓	✓		✓	✓
P6. Work effectively and efficiently alone or in teams.				✓	✓
P7. Demonstrate the ability to identify and evaluate health care issues.	✓	✓			✓
P8. Demonstrate a critical judgment and apply the principles of evidence-based practice to deliver nursing care.	✓	✓		✓	✓

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	Relationships, friendship, and feelings (Grammar, Vocabulary & reading)	6
2	Mishaps, crime and punishments Mental skills (Grammar, Vocabulary & reading)	6
3	Getting together and Human achievements (Grammar, Vocabulary & reading)	6
4	Special events, celebrations and protects; (Grammar, Vocabulary & reading)	6
5	Right and wrong (Grammar, Vocabulary & reading)	6
6	The media; speak and talk (Grammar, Vocabulary & reading)	6
7	Science and process; life (Grammar, Vocabulary & reading)	6
8	Revision and examination	3
	Total	45 hours



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, listening, video	✓	✓	✓			
T2. Discussions	✓	✓	✓			
T3. Group project, presentations	✓	✓	✓	✓		
T4. Writing	✓	✓			✓	

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

This learning module is graded on a 100-point scale, with 100 being the highest possible score and 50 being the passing score.

Any student from Faculty of Health Sciences and Sports (FCSD) scoring less than 35% of the total mark in the final examination will be given an "F" grade for the module even if the overall grade is 50% or higher.

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

Assessment Activities	Weighting (%)	ILOs to be Assessed (M1,M2,M3,M4,M5,M6....)
A1. Learning performance & participation in class	10%	M1, M2, M3
A2. Oral presentation (group)	20%	M2, M4
A3. Written assignment (Individual)	20%	M2, M5
A4. Final Examination	50%	M1, M2, M3, M5

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

Assessment Activities	Assessment Criteria	Mark Ranges				
		88-100 High	73-87 Signification	58-72 Moderate	50-57 Basic	<50 Fail
A1. Class learning performance	Demonstrate an understanding of the module covered in classes and show an active learning attitude	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels
A2. Oral presentation (group)	Demonstrate the ability to complete group assignments, present and discuss on the topics covered in the module.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels
A3. Written assignment (Individual)	Demonstrate the ability to complete individual assignments, discuss and answer questions on the topics covered in the module.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels
A4. Final Examination	Demonstrate the ability to apply appropriate concepts, methods and techniques in usage of English Language.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels

Oral presentation (group)- Assessment Criteria

1.1 Individual performance in group presentation (50%)

	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Eye Contact (5%)	Eye contact well developed and maintained throughout the whole speech.	Eye contact mostly maintained.	Adequate eye contact.	Little eye contact.	Avoid / No eye contact.
Body Language (5%)	Posture, gestures and facial expression well developed, natural, and display high levels of poise and confidence.	Posture, gestures, and facial expression are suitable for the speech. Speaker appears confident.	Some useful nonverbal expression; generally avoids distracting mannerisms.	Nonverbal expression stiff and unnatural	Nervous gestures. Nonverbal behaviours distract from or contradict the message.
Language Usage (15%)	Language is exceptionally clear,	Language appropriate to the goals of the	Language selection adequate; some	Grammar and syntax need to be improved as	Many errors in grammar and syntax; extensive



	imaginative and vivid; completely free from bias, grammar errors and inappropriate usage	presentation; no conspicuous errors in grammar	errors in grammar; language at times misused (e.g., jargon, slang, awkward structure)	can level of language sophistication; occasionally biased	use of jargon, slang, sexist/racist terms or mispronunciations
Pronunciation (10%)	All words are pronounced correctly.	Most words are pronounced correctly.	Some obvious mistakes in pronunciation, which sometimes affect meaning	many words are pronounced incorrectly, which greatly affects audience's understanding	Only few words are pronounced correctly. Audience fails to understand speech.
Vocal Expression (5%)	Excellent use of vocal variation, intensity and pacing; vocal expression natural and enthusiastic; avoids fillers	Good vocal variation and pace; vocal expression suited to assignment; few if any fillers	Demonstrates some vocal variation; enunciates clearly and speaks audibly; generally avoids fillers (e.g., um, uh, like)	Sometimes uses a voice too soft or articulation too indistinct for listeners to comfortably hear; often uses fillers	Speaks inaudibly; enunciates poorly; speaks in monotone; poor pacing; distracts listeners with fillers
Familiarity with content (10%)	thorough understand of your speech; can answer related questions well	know your speech quite well	generally familiar with your speech	Fairly familiar with your speech	Obviously not familiar with your speech



1.1 Group performance in presentation (50%)

	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Content (10%)	Content engages audience; content is worthwhile, timely, and presents new information to the audience.	Content is appropriate to the audience and situation and provides some useful information to the audience.	Content is untimely or lacks originality; provides scant new information to audience.	Content is too trivial, too complex, or inappropriate for audience; content not suitable for the situation.	A single topic cannot be deduced from the content.
Meaning to Audience (10%)	Speaker shows the information is important to the audience. Speech is skilfully tailored to audience beliefs, values and attitudes.	Speaker implies the importance of the topic to the audience. An attempt is made to establish common ground.	Speaker assumes but does not articulate the importance of the topic. Speech was minimally adapted to audience beliefs and values.	The importance of topic is not established; little evidence of audience adaptation; speaker needs to connect with the audience.	Speech is contrary to audience beliefs, values, and attitudes; message is generic, canned or not delivered; no common ground is established.
Organization (10%)	Very well organized; main points clear, mutually exclusive and directly related to thesis; effective transitions and signposts	Organizational pattern is evident, main points are apparent; transitions present between main points; some use of signposts	Organizational pattern somewhat evident; main points are present but not mutually exclusive; transitions are present but are minimally effective	Speech did not flow well; speech was not logically organized; transitions present but not well formed	No organizational pattern; no transitions; sounded as if information was randomly presented
Introduction (5%)	Excellent attention getter; firmly establishes credibility; sound orientation to topic; clear thesis	Good attention getter; generally establishes credibility; provides some orientation to topic; discernible thesis; previews main points	Attention getter is mundane; somewhat develops credibility; awkwardly composed thesis; provides little direction for audience	Irrelevant opening; little attempt to build credibility; abrupt jump into body of speech; thesis and main points can be deduced but are not explicitly stated	No opening technique; no credibility statement; no background on topic; no thesis; no preview of points
Supporting Materials (5%)	All key points are well supported with a variety of credible materials; sources provide excellent support for thesis; all sources clearly cited	Main points were supported with appropriate material; sources correspond suitably to thesis; nearly all sources cited	Points were generally supported using an adequate mix of materials; some evidence supports thesis; source citations need to be clarified	Some points were not supported; a greater quantity/quality of material needed; some sources of very poor quality	Supporting materials are non-existent or are not cited



Conclusion (5%)	Provides a clear and memorable summary of points; refers back to big picture; ends with strong clincher or call to action	Appropriate summary of points; some reference back to thesis; clear clincher or call to action	Provides some summary of points; no clear reference back to thesis; closing technique can be strengthened	Conclusion lacks clarity; trails off; ends in a tone at odds with the rest of the speech	No conclusion; speech ends abruptly and without closure
Teamwork (5%)	Outstanding collaboration and equal task sharing, with clear, respectful communication. All engage actively, delivering a seamless presentation.	Solid teamwork and shared responsibilities, with effective communication and regular contributions. Minor cohesion issues, but overall good group effort.	Acceptable teamwork with uneven task distribution. Communication adequate but inconsistent. Engagement varies, leading to a mostly coordinated presentation.	Limited teamwork, uneven effort, and sporadic communication. Participation is irregular, resulting in a disjointed and unsynchronized presentation.	Poor teamwork, with tasks falling to a few. Communication and participation are minimal, leading to a confused, fragmented presentation.

REQUIRED READINGS

TEXTBOOK(S)

Cunningham, S., Moor, P., & Bygrave, J. (2013). *Cutting edge: Upper intermediate students' book*.

England: Pearson.

Redman, Stuart. (2017). *English Vocabulary in Use Pre-intermediate to Intermediate* (4th ed.).

Cambridge: Cambridge University Press.

REFERENCES

Allum, V. & McGarr, P. (2010). *Cambridge English for Nursing Pre-intermediate* (1st ed.).

Cambridge: Cambridge University Press.

Barton, L. (2009). *Northstar 3: Reading and Writing*. White Plains, NY: Pearson.

Cagnol, B. & Wright, R. (2012). *English for Nursing Level 1 Vocation English Course Book* (1st ed.). London: Pearson English ESL.

Carr, J. C., Eales, F., & Williams, D. (2013). *Cutting edge: Upper intermediate workbook*.

England: Pearson.

English, A. K., & English, L. M. (2009). *Northstar 4: Reading and Writing*. White Plains, NY: Pearson.

Ferree, T., & Sanabria, K. (2009). *Northstar 4: Listening and Speaking*. White Plains, NY:



Pearson.

Solorzano, H., & Schmidt, J. P. L. (2009). *Northstar 3: Listening and Speaking*. White Plains, NY:

Pearson.

STUDENT FEEDBACK

At the end of each 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/.



English IV (2025-2026) ENGL2102

Session	Topic
1	Unit 1, Relationships, friendship
2	Past and present verb forms, auxiliary verbs
3	Unit 2, Describing how you feel things that make you feel good.
4	Forming adjectives, nouns and gerunds
5	Unit 3, Mishaps, crime and punishment headlines
6	Narrative tenses, continuous aspects in tenses
7	Unit 4, Mental skills, mind & personal characteristics
8	Use and non-use of the passive forms
9	Unit 5, Getting together, colloquial language
10	Review of future forms & Complex question forms
11	Unit 6, Human achievements
12	Perfect tenses & present perfect simple
13	Unit 7, Special events: celebrations & protests
14	Relative clauses, quantifiers + Revision I
15	Unit 8, Strange but true; Mysteries and oddities
16	Unit 9, right and wrong; Use and non-use of articles
17	Unit 10, The media: speak and talk Reporting people's exact words; summarize
18	Unit 11, Science and process: life Hypothetical situation in the present and past
19	Presentation + Revision II
20	Final Examination