



REPÚBLICA DE ANGOLA
MINISTÉRIO DO ENSINO SUPERIOR, CIÊNCIA, TECNOLOGIA E INOVAÇÃO

EXAME DE ACESSO – 2024-2025

PROGRAMA MÍNIMO PARA O EXAME DE ACESSO AO CURSO DE ENSINO DA LÍNGUA INGLESA

The ISCED English course, as you may well be aware, prepares teachers for every level up to the University, and teacher educators for the Angolan teacher training institutions. The vast majority of subjects during the four years of the course is mostly in English.

Thus, we would like to leave four pieces of advice. First, if you want to study English at ISCED you should, above all, be really interested in language and be prepared to work very hard throughout the course. Second, we assume that you have a post-elementary knowledge of English and are fairly competent in writing and reading, and fluent in speaking and listening. Third, we remind you that you have only four years to progress from pre-intermediate level of English skills to the point at which you can write and defend a *Licenciatura* work. So, you must have a very high motivation, a certain aptitude and the ability to find things out for yourself. Finally, you are expected to show an acceptable degree of reading speed to complete the tasks, given that the test may seem long to a slow reader.

These guidelines are divided into three parts: (a) the main components of the exam, (b) the possible topics, and (c) the bibliography.

1. COMPONENTS OF THE EXAM

The **Entrance Examination** is in two parts, i.e. the **written exam** (equivalent to 70% of the overall mark) and the **oral exam** (equivalent to 30% of the overall mark). The written exam is 120 minutes long and the oral exam lasts about 15 minutes.

1.1. WRITTEN EXAM

In order to obtain a satisfactory mark in the written part you must:

1. be able to answer questions about a straightforward reading text showing you recognise and understand the key words and the general or specific information of a text;
2. answer questions on different grammatical aspects to show how far your English language is mainly accurate;
3. put a number of mixed-up sentences or paragraphs in the right order showing that you understand the basic organisation of a text;
4. have a sufficiently large vocabulary in English, for example to be able to group together words, or to describe the use of, e.g., tools, objects, ...

5. be capable of writing a simple letter talking about family, work, studies, recent holiday, plans, etc., which is understandable to the reader and reasonably accurate and appropriate in terms of grammar, punctuation, spelling and vocabulary;
6. write a simple cohesive and coherent description of a past experience of yours or a brief description of a town, building or organisation which you know about.

1.2. ORAL EXAM

So that you obtain a required mark in the oral exam you should be able to:

1. show an acceptable degree of fluency, by participating in a conversation on a basic topic, such as your family, hobbies, work, asking for and giving information, etc.;
2. speak coherently about your English language learning experiences, your daily routine and your study plans;
3. have good conversational listening skills, by extracting essential information from a stream of speech.

2. POSSIBLE TOPICS

There are five main areas in which the exam will focus on: reading, grammar, vocabulary, language in use, and writing.

I. READING

1. Directions and Instructions
2. Forms
3. Informal and formal letters
4. Short stories
5. Texts on different professional areas (e.g. education, technology, science, tourism)

II. GRAMMAR

1. Adjectives
2. Adverbs (of manner, place, time and frequency)
3. Articles
4. Auxiliary verbs (*be*, *do* and *have*)
5. Conditional sentences (Types 1 and 2)
6. Future time (using present simple, verb + *going to* and *will*)
7. Tenses
8. Modal auxiliaries
9. Nouns
10. Prepositions (of movement, position and time)
11. Pronouns
12. Quantity
13. Questions, answer and negatives
14. Verb tenses (present: simple, continuous and perfect; past: simple and continuous)

III. VOCABULARY

1. Clothes
2. Family relationships
3. Hobbies
4. Human body

5. Jobs
6. Numbers (cardinal and ordinal)
7. Sports
8. The bathroom
9. The bedroom
10. The classroom
11. The dining room
12. The kitchen
13. The living room
14. Tools

IV. LANGUAGE IN USE

1. Ability
2. Apologies and excuses
3. Certainty and possibility
4. Future plans
5. Giving advice
6. Greetings and introductions
7. Opinions (agreement and disagreements)
8. Permission
9. Seeking and giving information
10. Suggestions, offers and requests
11. Talking about comparisons and superlatives
12. Talking about past, present and future events, actions, states, ...
13. Wishes, needs and necessity

V. WRITING

1. Compositions
2. Directions
3. Expanding dialogues in a given context
4. Informal and formal letters
5. Instructions
6. Short stories

3. BIBLIOGRAPHY

1. **COURSEBOOKS:** It will be helpful if you can get hold of a modern course book at post-elementary level. We recommend:
 - a. **Headway Pre-Intermediate** or **Intermediate level** (Old and New Editions), by John and Liz Soars, Oxford University Press.
 - b. **New Cambridge English Course** (2 or 3), by Catherine Walter and Michael Swan, Cambridge University Press.
2. **GRAMMARS:** If you can find one, read a good English Grammar, We suggest:
 - a. **Longman English Grammar**, by L. G. Alexander;
 - b. **English Grammar in Use**, by Raymond Murphy, Cambridge University Press;
 - c. **Essential Grammar in Use**, by Raymond Murphy, Cambridge University Press;
 - d. **Practical English Usage** (Old and New Editions), by Michael Swan.
3. **PICTORIAL DICTIONARIES:** You may need to refer to the following dictionaries to study vocabulary:
 - a. **Longman Photo Dictionary** (Old and New Editions), directed by Della Summers;
 - b. **Oxford Photo Dictionary**, edited by Jane Taylor.