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澳門科技大學
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2021 年澳門四高校聯合入學考試（語言科及數學科）

**2021 Joint Admission Examination for
Macao Four Higher Education Institutions (Languages and
Mathematics)**

考試大綱 Syllabus

英文 English

1.0 Introduction

The Joint Admission Examination for Four Higher Education Institutions in Macao (hereinafter referred to as ‘the Joint Admission Exam’) provides a single test for secondary school leavers applying to any of the four major tertiary institutions in Macao – University of Macau (UM), Macao Polytechnic Institute (MPI), Macao Institute for Tourism Studies (IFTM) and Macau University of Science and Technology (MUST).

The English Joint Admission Exam follows the Common European Framework of Reference (CEFR)¹, and the exam questions are set at a range of levels, including Elementary (CEFR A2), Pre-Intermediate (CEFR B1), Intermediate (CEFR B2), and Upper-Intermediate/Advanced (CEFR C1). The English examination consists of three major sections: Language Use, Reading Comprehension and Writing.

Following is the detailed explanation of each section.

2.0 Language Use (40 marks)

This section of the Joint Admission Exam tests the students’ knowledge of English grammar and vocabulary at levels of Elementary to Intermediate. The possible types of questions include multiple choice, cloze passage, spotting errors and joining sentences.

2.1 – Vocabulary and Grammar in Context

For the Vocabulary and Grammar in Context, the students will read 4 to 7 short passages. In each passage, two or three words have been left out. The students need to choose the answer, from the four given choices, that best fits each blank. The types of short passages will be in the form of common written communication, such as letters, advertisements, notices, instruction manuals, everyday conversations, etc. The passages will each be 40 to 100 words long. The level of difficulty is mostly Elementary to Pre-Intermediate, with two or three Intermediate questions.

2.2 – Cloze Passage

The Cloze passage is a text of around 150 to 250 words. In this passage, ten words or expressions have been left out. The students need to choose the answer, from the four given choices, that best fits each blank to complete the meaning of the passage. The language points tested here will be spread evenly among Elementary, Pre-Intermediate, and Intermediate levels.

¹ The Common European Framework of language proficiency levels is developed by the Council of Europe (<https://www.coe.int/en/web/common-european-framework-reference-languages>) and also used by Cambridge Assessment English examinations (<https://www.cambridgeenglish.org/exams-and-tests/>). The framework allows for equivalences between international standardized exams (<https://www.cambridgeenglish.org/exams-and-tests/cefr/>).

2.3 – Spotting Errors in Context

The purpose of this part is to test the students' ability to recognize language errors that may cause problems for the communication of meaning in various fields, including public, occupational, and educational areas. The students should be able to identify the errors and choose the best replacement.

Items will be tested in a contextualized passage. The students will read a passage that contains 10 underlined fragments. For each underlined fragment, the students are to choose the best to replace it from 4 choices provided.

This part requires the students to analyze the correctness or incorrectness of each underlined part in terms of grammar and word choice, and choose an alternative that best replaces it. The language points tested here will be spread evenly among Elementary, Pre-Intermediate, and Intermediate levels.

In detail, the Vocabulary and Grammar in Context, the Cloze Passage and the Spotting Errors in Context test the students' ability to

- Know and use Elementary, Pre-Intermediate and Intermediate vocabulary;
- Know and understand different parts of speech and their roles in sentences;
- Recognize the number, case, and gender of nouns and pronouns;
- Apply agreement rules such as subject-verb agreement, number agreement, and case agreement;
- Use different verb tenses;
- Understand the passive voice and use the passive voice in different tenses;
- Understand the rules for the comparative and superlative forms of adjectives and use them correctly;
- Be able to use different conjunctions;
- Understand the use of different prepositions;
- Understand and use non-predicate verbs, i.e., infinitives, gerunds, and participles;
- Understand different types of clauses (attributive clauses, object clauses, subject clauses, adverbial clauses, etc.) and the coordinators or subordinators used to indicate the different types;
- Infer the left-out words or expressions based on the context;
- Keep the unity of a passage in terms of meaning, tense, style, and coherence.

2.4 – Joining Sentences

The purpose of this part is to test the students' ability to identify properly joined sentences.

In this part, a short paragraph is provided. This paragraph is divided into 5 pairs of sentences. The students are to read each pair of sentences carefully, study the four options of joined sentences presented, and choose the best one. Students need to show their ability to recognise coordination and subordination of ideas within sentences, and

the use of cohesive devices / connecting words. The students are to identify the grammatically correct and logically structured alternative from the four options.

In general, Joining Sentences questions will test the students' ability to:

- Recognize verb tense consistency within organized idea units;
- Know the different purposes of active vs. passive voice constructions;
- Recognize the coordination and subordination of ideas within sentences;
- Identify referents within and across sentences;
- Identify correct usage of coherence devices;
- Identify correct usage of punctuation marks.

3.0 Reading Comprehension (30 marks)

The Joint Admission Exam contains several reading passages of different text types and levels of difficulty.

First, there are several short texts of public notices and announcements, and also one passage of 300-400 words each, with multiple-choice questions. The questions test the students' ability to understand factual information, everyday language, instructions, explanations, descriptions of persons, places, events, feelings and wishes, and to extract the main points of an argumentative text. The level of difficulty of the notices and announcements is Elementary to Pre-Intermediate. The level of difficulty of the short reading passage is Pre-Intermediate to Intermediate.

In addition, there is also one more difficult and longer passage at the level of Intermediate to Upper Intermediate/Advanced (CEFR B2 to C1). Questions include multiple-choice, fill-in-the-blank, and open-ended questions. These are designed to test the students' ability to understand a writer's particular viewpoint or position, as well as more complex or specialized information, such as materials found in academic textbooks, literary works, and magazines.

The fill-in-the-blank questions require students to demonstrate their understanding of the reading passage by identifying and filling in words or short phrases from the passage that logically and accurately complete given statements. The open-ended questions require the students to demonstrate their ability to use their own words to express their understanding and apply their understanding of the passage to real-world experience. In the appendix, samples are provided for the fill-in-the-blank (Appendix A) and open-ended questions (Appendix B).

A detailed summary of guidelines for preparing for the reading comprehension is given below:

Elementary (CEFR A2)

By the end of the **Elementary** stage, a student:

- Can understand texts on familiar, concrete matters: short, simple texts, e.g., routine personal and business letters and faxes, most everyday signs and

public notices, directions, listings, advertisements, simple textbooks or reports on familiar matters;

- Can understand short, simple texts written in everyday language, including some shared international words;
- Can understand short simple texts related to job or field of study;
- Can find specific information in simple everyday material such as advertisements, brochures, menus, letters, timetables, and short newspaper articles describing events;
- Can understand simple instructions on equipment encountered in everyday life – such as a public telephone, mobile phone, computer, etc.;
- Can understand everyday signs and notices in public places, such as streets, buses, restaurants, hospitals, hotels, railway stations and in workplaces.

Pre-Intermediate (CEFR B1)

By the end of the **Pre-Intermediate** stage, a student:

- Can understand routine information and articles, and the general meaning of non-routine information within familiar areas;
- Can understand straightforward factual texts on subjects related to their field of interest;
- Can read everyday material, e.g., letters, brochures and short official documents;
- Can comprehend clearly written argumentative texts and identify the main conclusions;
- Can read personal letters expressing feelings and wishes;
- Can understand clearly written, straightforward instructions for a piece of equipment;
- Can search one long or several short texts to locate specific information needed to help complete a task;
- Can recognize significant points in straightforward newspaper articles on familiar subjects and descriptions of events;
- Can recognize the general line of argument in a text but not necessarily in detail.

Intermediate (CEFR B2)

By the end of the **Intermediate** stage, a student:

- Can scan texts for relevant information, and understand detailed instructions or advice;
- Can understand correspondence relating to field of interest. Comprehends longer texts, including specialized articles outside field and highly specialized sources within a field (but needs a dictionary to confirm terminology);
- Can understand articles and reports on contemporary problems with particular viewpoints;
- Can read many kinds of texts quite easily in different ways according to the purpose in reading;

- Has a broad reading vocabulary, but sometimes experiences difficulty with less common words and phrases;
- Can quickly identify the content, relevance and viewpoints of news items, articles and reports on a wide range of topics.

Upper Intermediate/Advanced (CEFR C1)

By the end of the **Upper Intermediate** stage, a student:

- Can comprehend most of the message in a text, although may still need to refer to a dictionary;
- Can read quickly enough to cope with an academic course, or to read the media for information;
- Can read a wide range of long, complex texts from social, professional or academic life;
- Can understand complex instructions on a new unfamiliar machine or procedure;
- Can appreciate literary texts and differences in style.

By the end of the **Advanced** stage, a student:

- Can read a wide range of reading texts with good confidence and competence;
- Can understand the majority of the message with only minor loss of detail or subtlety;
- Has little need to refer to a dictionary;
- Has a reading speed and strategies that are fully effective but somewhat less flexible than those in his/her L1 (mother tongue);
- Can understand reports and articles likely to be encountered during his/her work, including complex ideas expressed in complex language;
- Can understand documents, correspondence and reports;
- Can understand and interpret practically all forms of written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.

4.0 Essay Writing (B2, C1) (30 marks)

This part of the Joint Admission Exam corresponds to the Intermediate (B2) to Upper Intermediate/Advanced (C1) level of the CEFR. The students are expected to show their ability to write a clear, detailed and well organized text on a variety of subjects, synthesizing and evaluating information and arguments from a number of sources. Marks will be given based on ideas, organization, clarity, vocabulary, sentence structure and grammar.

Specifically, the students will need to show their ability to:

- Write an essay which develops an argument, giving reasons in support for or against a particular point of view and explaining the advantages and disadvantages of various options;

- Write an essay which describes a particular process, event, etc., providing sufficient details;
- Write an essay which compares or contrasts two entities, or two views, etc.;
- Write an essay which provides suggestions to improve an existing phenomenon.

5.0 English Examination – Framework of Structure

Section	Part	Question type(s)	Level
Section 1 – Language Use (40 marks)	● Vocabulary and grammar in context	MCQ	A2, B1
	● Cloze passage	MCQ	A2, B1/B2
	● Spotting errors in context	MCQ	A2, B1/B2
	● Joining sentences	MCQ	B1/B2
Section 2 – Reading Comprehension (30 marks)	● Everyday English	MCQ	A2, B1
	● Short passage	MCQ	B1/B2
	● Longer passage	MCQ	B2/C1
		Open-ended questions	
Section 3 – Writing (30 marks)	3 general topics – choose 1 topic – (Minimum 200 words)	Essay Writing	B2, C1

NOTE:

A2 means Elementary.

B1 means Pre-Intermediate.

B2 means Intermediate.

C1 means Upper Intermediate / Advanced.

A2, B1 means some questions are A2 and some are B1 (approximately equally).

B1/B2 means the questions are set at the easier level of the Intermediate range.

B2/C1 means the questions are set in the Upper Intermediate range.

B2, C1 means both B2 and C1 are of required standard.

Appendix A: Sample question types for long reading Fill-in-the-blank questions

Sample 1:

Read the passage carefully and answer the following questions.

Re-reading is not effective: Six tips for studying smarter

- (1) Most students study by re-reading notes and textbooks, but the research of psychologists Henry Roediger and Mark McDaniel, both in experiments and with students in classes, shows this to be a terrible way to learn information. Their research with university students, for instance, found that when students re-read a textbook chapter, they have no improvement in learning compared to students who read it once. Here are six key study tips McDaniel shares with students based on the research.
- (2) One useful technique is reading once, then quizzing yourself, using questions in the textbook or creating your own questions. This process produces more learning and memory. Even when you answer questions incorrectly, it shows what you don't know. Then you know what to revise. Asking yourself why or how the ideas developed is also useful when studying. When answering these questions, you're trying to explain. This creates deeper understanding, which leads to better memory and learning.
- (3) Another strategy is to connect new information to something you already know. For example, if you were learning about nerves in your body, you could compare them to water in a hose. Normally, the water runs quickly, but if the hose leaks, the water will flow more slowly. That is similar to what happens when people get old; the protective layer around the nerves breaks down, so people's reactions become slower.
- (4) A third great strategy is drawing information in a visual form, such as a diagram, or model. To thoroughly understand a process and be able to discuss the different aspects of it on a test later, try drawing it out in a model. The more involved and engaged you are when learning, the more you will remember.
- (5) Flashcards are another good way to engage with learning material. Studies show that even if you remember a card correctly, you should keep it in the deck. You could practise the incorrect items more, but it is also important to see the ones you got right again. Repetition in itself is not bad; it's mindless repetition that is bad.
- (6) Many students cram; they wait until the last minute, then in one evening, they repeat the information over and over. However, research shows this isn't good for long term memory. You may pass the test the next day, but you won't retain as much information for the final exam. Then the next year, when you need the information for the next level course, you won't remember it. Instead, practise a little bit one day, then review the next day, and again two days later. Research consistently shows that spacing out study is really important.
- (7) Finally, Carol Dweck, a psychologist at Stanford University, has shown that the right mindset about learning is key. The fixed learning mindset says, 'I only have a set amount of talent in this subject. After I hit my limit, I won't do well because it's too hard for me.' In contrast, the growth mindset says that learning involves using effective strategies, setting aside time for studying, and engaging in the process. These all help you gradually increase your capacity for a subject. Students with growth mindsets tend to persevere in the face of difficulty, and be successful in challenging classes. Thus, ability, intelligence, and learning depend on how you approach them — working smarter.

Below are headings for some paragraphs in this passage. Fill in each of the missing paragraph headings below by copying an appropriate 2-3 word phrase from the passage. You do NOT need to change the word forms.

1. Introduction
2. _____
3. Connecting to something you know
4. _____
5. Using flashcards wisely
6. _____
7. Having the _____

Sample 1 Answer Key

1. Introduction
 2. Quizzing yourself / Asking yourself why / Using questions
 3. Connecting to something you know
 4. Drawing information / Drawing it out / Visual form
 5. Using flashcards wisely
 6. Spacing out study
 7. Having the right mindset / growth mindset
-

Sample 2:

Read the passage carefully and answer the following questions.

Can the Amazon Rainforest Be Saved from Destruction?

- (1) The lush landscape of the Amazon Rainforest is rapidly being destroyed. Farmers are burning down trees to make room for their soybean fields and cattle ranches. In 2004, deforestation in the Amazon was the second worst ever, according to Brazil's government. Deforestation also occurs when loggers cut down trees for farms, homes, or roads.
- (2) Deforestation affects people, too. Many of the foods, spices, and medicines people need come from the rainforest. Scientists have identified only a small number of all species that live in the rainforest, but we do not yet know if the plants are useful. Rainforest plants could help to make new medicines and aid research. Certain plant compounds enable scientists to understand how cancer cells grow. The rainforest also holds secrets for safer pesticides for farmers. Two species of potatoes have leaves that produce a sticky substance that traps and kills predatory insects. This natural self-defense mechanism could reduce the need for using pesticides on potatoes.
- (3) In a tropical rainforest, such as the Amazon, the region is warm and has heavy rainfall. The Amazon is the largest rainforest in the world. It covers most of northern Brazil, in South America.
- (4) Without the Amazon rainforest, life on the Earth would have a hard time existing. The Amazon's plants and trees clean the air by breathing in carbon dioxide and exhaling oxygen. Too much carbon dioxide in the air is harmful to humans. Carbon dioxide is also a greenhouse gas. Greenhouse gases trap the sun's heat close to the Earth. Without the trees in the rainforest, the Earth's climate would get much hotter.

- (5) Human activity is mainly to blame for the destruction of the rainforest. Loggers illegally chop down trees for timber. The timber is sold and then shipped to other places for building. Construction workers burn vast portions of the jungle to build new roads and farms.
- (6) "The single most important factor contributing to forest loss is population growth in Brazil," scientist Jim Bowyer says. "Almost 2 million people make the forest their home. All these people need land for farming and wood for heat and cooking. They are looking for a way to survive."
- (7) Stopping the destruction of the rainforest is not an easy task. Some people think that Brazil's government is not doing enough to stop deforestation. Ranchers and farmers think it is unfair for others to tell them that they cannot use the rainforest for their own livelihood. Scientists predict that if deforestation continues at its current rate, the rainforest may survive only another 40 to 50 years. "We need to address the real causes of deforestation, like poverty and population growth," says Bowyer. "Solutions need to involve the very people who destroy the forest."

Complete the summary below by copying 1-2 words from the passage for each answer. Write your answers in the blanks provided. You do NOT need to change the word forms.

The world's largest rainforest is located in the continent of _____. This rainforest is essential in preventing unhealthy levels of _____ in the air. Unfortunately, farmers and loggers are causing rapid _____ in the area. The steady _____ in Brazil is likewise contributing to destruction of the Amazon rainforest.

Sample 2 Answer key

The world's largest rainforest is located in the continent of South America. This rainforest is essential in preventing unhealthy levels of carbon dioxide in the air. Unfortunately, farmers and loggers are causing rapid deforestation in the area. The steady population growth in Brazil is likewise contributing to destruction of the Amazon rainforest.

Appendix B: Sample question types for long reading Open-ended questions

For these questions, candidates must answer based on information found in the passage or in response to information in the passage. *Answers should be written in candidates' own words using complete sentences. Candidates must NOT copy sentences directly from the passage.*

Sample question types could include (but are not limited to):

- 1) Identifying a given number of details in the passage
 - As mentioned in paragraph 5, what are four factors that researchers believe affect xxx?
 - According to the writer of this passage, what are two possible negative effects of xxx?
 - Identify the three main suggestions for students that are mentioned in this passage.

- 2) Providing reasons / explanations for a phenomenon based on the passage
 - Based on the passage, explain whether young people dream in black and white more than older people do. (based on 2018 exam reading passage)
 - According to the passage, does re-reading notes help students learn new information? Give a reason for your answer based on the passage. (from 2019 exam)
 - Based on the passage, what is the effect on people when a song they like starts to play at a time they did not expect it? Explain. (from 2020 exam)

- 3) Explaining how an idea in the passage applies to a real-life situation in the candidate's opinion
 - Based on information in the passage, explain how individuals with a fixed mindset may differ from those with a growth mindset in their response to failing an exam. (from 2019 exam)
 - If you were a restaurant owner, would it be better to play music in your restaurant or not? Give two reasons for your answer based on the passage. (from 2020 exam)
 - A student has trouble with xxxx problem. Which of the methods described in the text is most suitable/applicable for this problem and why?

4) Responding to or reflecting on ideas in the passage

These questions require students to demonstrate thoughtful reflection and their own choice of ideas related to the text rather than looking for specific ideas/explanations from the passage.

- State what you think the most interesting point made in the passage is and explain why you think this. (from 2020 exam)
- Based on your own experience, which of the recommendations in this passage is most difficult for people to follow? Explain.
- Provide an appropriate title for the passage and explain your reasons based on the passage.