

TABLE OF SPECIFICATION – LEVEL 1

Type of Text/Material	Question Type	Macro Skill	No. of Item	Weight (@)
Reading part A: a 310 words of letter on asking and giving suggestion	MCQ	<ul style="list-style-type: none"> • Scanning and skimming • Making inference 	1, 2, 3, 8, 9 4, 5, 6, 7, 10	1
Reading part B: a 1702 words of paragraph on profession	Table completion	Scanning and skimming	1 - 10	1
Reading part C: a 129 words of job vacancy	Open/Ended Question	<ul style="list-style-type: none"> • Purpose of text • Scanning and skimming • Making inference 	1 2, 3, 4 5	2
Writing part A: 1. Derive adjectives into the correct form of comparative and superlative to complete sentences. 2. Write to recognize the correct un/countable nouns and the proper quantifiers.	Sentence completion	Identifying the correct form of comparative and superlative sentence.	1-5	2
	Sentence writing	Identifying and using the countable and uncountable nouns and their quantifiers.	1-5	2
Writing part B: A 150 words of composition writing.	Composition writing	Describing the campus' facilities to exercise the use of modal CAN and/or CAN'T		15

MATERIALS TO LEARN:

Below is example of the tested materials to learn, additional and self-provision materials are highly recommended.

READING

Scanning

Scanning is very high-speed reading that you do when you are looking for a specific piece of information. You do not read every word, only key words* that will answer your question.

Follow these steps to find the specific details of a reading selection:

- Move your eyes quickly over the whole text.
- Look at just few keywords in each line, the ones that are mentioned on the question.
- Think about some specific details about the whole text:
name, number, place, time, & reasons.

Example:

Question number 1 → What is the writer's favorite leisure time activity?

Pay attention to the words "leisure time activity". Look for the keywords in the text. After you find the sentence, you need to pay attention to the question. Questions with "what" usually requires noun as the answer, so you need to search for subjects or objects.

Sentence → My favorite leisure time activity is **reading books**.

*Key words are the words carrying most significance in a paragraph— the key words are those words a writer wants the reader to focus on as the paragraph progresses.

Skimming

Skimming is high speed reading that can save your time and help you get through lots of material quickly. You skim to get the general sense of a passage not specific detail.

Follow these steps to find the general idea of a reading selection:

Move your eyes quickly over the whole text.

Look at just few keywords in each line, the ones that seem the message, then go on.

Try to express the overall idea in two or three sentences.

Think about some general question about the whole text:

Will this passage be useful?

What is the writer's opinion?

What is the writer's purpose or general idea?

Purpose of text

Purpose	This text:	Examples of form / source
• persuade	wants you to do or think something	adverts, junk mail, editorials
• inform	tells you about something	newspaper article, government leaflet (e.g. swine flu)
• find out	asks you to provide information	job application form, survey
• entertain	makes you feel amused, relaxed or absorbed	short story, poem, joke
• instruct	tells you what to do	recipes, fire evacuation notices
• explain	tells you why something happens or how something works	DIY book, e-mail response to a question
• describe	builds up a picture of something in your head	estate agent's property details, bird spotter's guide, <i>travel guide</i>

Making Inference

While reading, good readers always make inferences by looking for clues in the text. These clues are useful to guess about the text and the writer's ideas. Making inference is important to find information that is not explicit, to get around difficult vocabularies or sentence structures.

Example: I start **working at seven** in the morning. I always need to prepare some materials before working. My profession requires **patience and mastery**. I deal with **students, assignments, and assessments**. What does he do?

Answer: A teacher

WRITING

Quantifiers with countable and uncountable nouns

Adjectives and adjectival phrases that describe quantity are shown below. Some can only go with *countable* nouns (friends, cups, people), and some can only go with *uncountable* nouns (sugar, tea, money, advice). The words in the middle column can be used with *both* countable and uncountable nouns.

Only with uncountable nouns	With uncountable and countable nouns	Only with countable nouns
How much?	How much? or How many?	How many?
a little	no/none	a few
a bit (of)	not any	a number (of)
-	some (any)	several
a great deal of	a lot of	a large number of
a large amount of	plenty of	a great number of
-	lots of	-
+ noun		

Note: *much* and *many* are used in negative and question forms.

COMPARATIVE

Comparative is used when you compare two things. There are certain rules applied for this grammar.

Adjective with 1-syllable	Add “-er” after the word example: high → higher hard → harder easy → easier	
Adjective with 2-syllable	Add more before the word example: boring → more boring careful → more careful famous → more famous	Add –er on the adjective ended with –y, –ow, –ly, and –er. example: happy → happier early → earlier clever → cleverer narrow → narrower
Adjective with 3 or more syllables	Add more before the word example: dangerous → more dangerous organized → more organized difficult → more difficult	

*add **than** after the comparative

SUPERLATIVE

It is used when you talk about one thing only and how it is the best, worst, etc. There are certain rules applied for this grammar.

Adjective with 1-syllable	Add " -est " after the word example: high → highest hard → hardest easy → easiest	
Adjective with 2-syllable	Add the most before the word example: boring → the most boring careful → the most careful famous → the most famous	Add -est on the adjective ended with -y, -ow, -ly, and -er . example: happy → happier early → earlier clever → cleverer narrow → narrower
Adjective with 3 or more syllables	Add the most before the word example: beautiful → the most beautiful organized → the most organized difficult → the most difficult	

*add of all/among after the superlative