

TABLE OF SPECIFICATION – LEVEL 2

Type of Text/Material	Question Type	Macro Skill	No. of Item	Weight (@)
Reading part A: 1. a 204 words of paragraph on summer holiday	MCQ	<ul style="list-style-type: none"> • Scanning and skimming • Making inference • Finding main idea 	1, 2, 4, 6, 8, 10 3, 5, 7, 9	1
Reading part B: a 2066 words of trip itinerary	T/F	Scanning and skimming	1 - 5	1
Reading part C: a 355 words of paragraph on tourism object	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: Understanding adjectives derived from past participle and present participle.	Paragraph completion	Identifying the difference of adjectives in –ed and –ing to complete a paragraph.	1-8	1
Writing part B: Understanding the use of two forms of future tense using be going to and will.	Sentence writing	Identifying the different context of using ‘be going to’ and ‘will’ to complete a dialogue.	1-6	2
Writing part C: A 200 words of paragraph writing.	Paragraph writing	Describing past experience using simple past tense.		

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

Finding the main idea

To find main idea, you have to find the topic first. Once you can find the topic, you are ready to find the main idea.

- The main idea of a paragraph is a statement and is always a complete sentence which states the author's main idea about the topic minus the details.
- To figure out the main idea, ask yourself question: what is being said about the person, thing, or idea?
- Main idea most likely is stated in the first sentence of a paragraph, but now NOT always.

Example:

The main discussion of the first paragraph of the text below is about the justification of how satisfying it is to stay at Secret Bay.

When my husband said we would be staying at Secret Bay during our vacation, I thought that would be good but never expected the place to be this wonderful. My husband and I stayed there in January 2015.

He read about this place in Travel and Leisure magazine and by the review he decided to book a room for us. Many former costumers gave Secret Bay either 4 or 5 stars on trip advisor. And now I know that's not for no reason.

The topic of the paragraph : Staying at Secret Bay

The controlling idea : Good, wonderful

Therefore, the main idea would be : Staying at Secret Bay is a wonderful experience.

WRITING

'e d' adjectives

Adjectives ending with '-ed' are used to describe how people feel:

'They are **surprised** that they win free tickets to Spain.'

'I am **confused** to decide the place for spending my holiday.'

'The journey is so long, so he is **tired**.'

'i n g' adjectives

Adjectives ending with '-ing' are used to describe things and situations:

'Winning free tickets to Spain is **surprising**.'

'Deciding the place for spending holyday is so **confusing**.'

'It is a long **tiring** journey.'

Here are other examples

alarmed – alarming

amused – amusing

annoyed – annoying

disappointed – disappointing

fascinated – fascinating

frustrated – frustrating

relaxed – relaxing

satisfied – satisfying

shocked – shocking

thrilled – thrilling

Future tense with "will"

1. Immediate decisions
When we decide to do something at the time of speaking.
*I **will take** the diving course.*
*I **will read** my book and just **enjoy** my sunbathing.*

2. Predictions
When we predict something in the remote future.
*This beach is still quiet; once people notice its underwater beauty, **the beach will be full** of divers.*

Future tense with "be going to"

3. Plans and Intentions
When we talk about a planned activity for future.
*I **am going to go snorkelling** in Karimun Jawa for five days.*
***We are going to take** train in Switzerland.*

4. When we predict something in the near future (there are signs about it/you can see what is about to happen).
*Look at his stuffs! **Stephen is going to go** mountaineering climb.*

Simple past tense

1. Use the simple past to express the idea that an action or situation started and finished at a specific time in the past. We use the simple past tense to talk about things that are now finished
2. You can use the simple past tense with time expression that refers to the past: Yesterday, Last night/week/month/year, one/two days/week/months/years ago, long time ago, in 1998, etc.

>> **Remember that you should use Verb 2 (V2) in simple past tense!** <<

Regular verbs:

- I **loved** the local foods. They **were** all tasty.
- I **visited** many new places and **experienced** many new things.
- Local people **were** so nice. They always **helped** me.

Irregular verbs:

- I **went** to Vietnam last vacation. It **was** wonderful.
- I **had** an incredible experience during my three weeks trip last year.
- I **told** my friends to visit the country next time.

Interrogative sentence:

Where **did** you **go** last vacation?

A diagram with two arrows pointing from the words 'did' and 'go' to the labels 'V2' and 'V1' respectively.

What **did** you **do** there?

A diagram with two arrows pointing from the words 'did' and 'do' to the labels 'V2' and 'V1' respectively.

Adapted from: <http://www.slideshare.net/RmDc2/simple-past-tense-14133567>