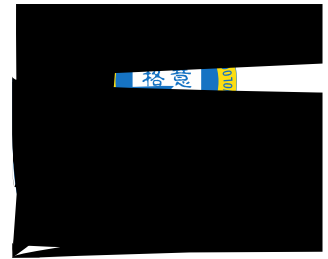


澳門旅遊大學



年澳門四高校聯合入學考試（語言科及數學科）

考試大綱

英文

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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.

2.4 Joining Sentences

The purpose of this part is to test the 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 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.

Can understand routine information and articles, and the general meaning of non-routine information within familiar areas;

Can search one long or several short texts to locate specific information needed to help complete a task;

Can recognize the general line of argument in a text but not necessarily in detail.

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.

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.

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;

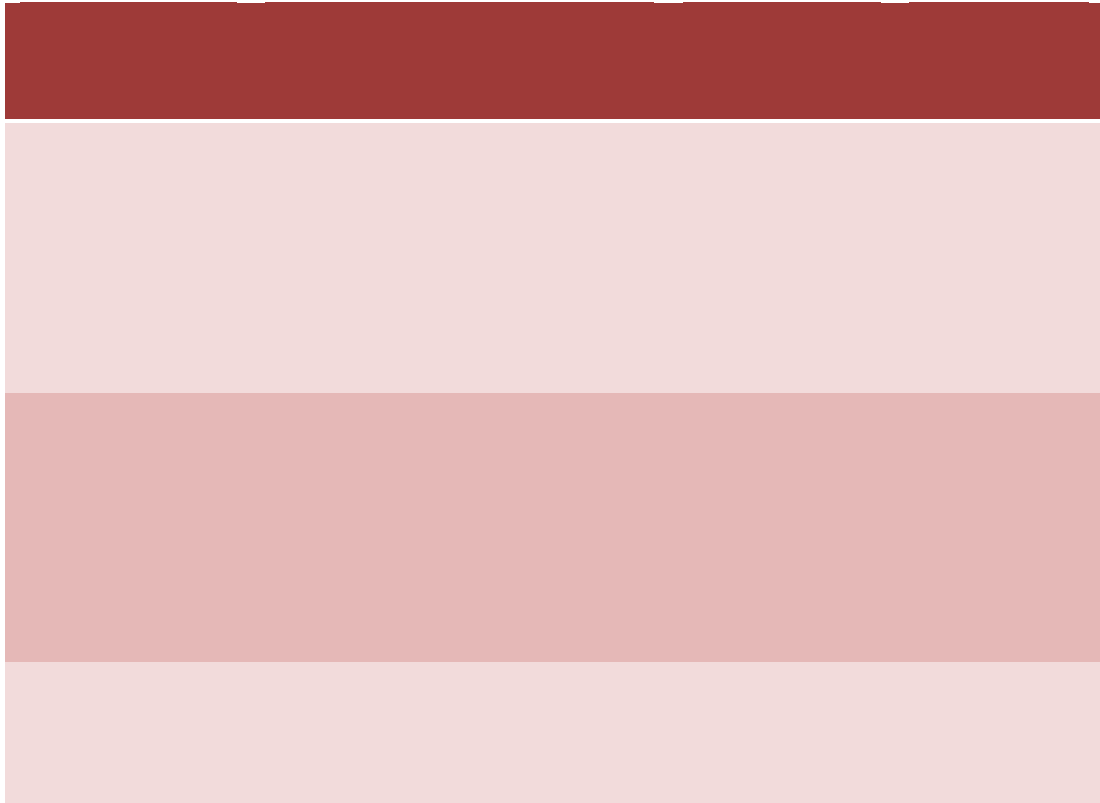
Can understand and interpret practically all forms of written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.

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6.0 Important Notes

1. Handwriting must be legible, clear, and large enough to be read easily. If the handwriting cannot be read clearly, marks may be deducted.
2. The essay must be written in essay format. Essays written as letters may have marks deducted.