

**SOAL EVALUASI KOMPETENSI PROFESIONAL (TRY OUT)
PROGRAM PROFESI GURU**

(Dikembangkan oleh PPG Bahasa Inggris Universitas Ahmad Dahlan Yogyakarta)

PART 1 (Kompetensi Pedagogis)

Perintah: Pilihlah salah satu jawaban yang menurut Anda paling benar

1. Kompetensi peserta didik bahasa Inggris di abad 21 ini berbeda dengan abad sebelumnya. Ada beberapa kompetensi yang harus dimiliki siswa abad 21, yaitu:
 - A. Komunikatif, kritis, berkolaborasi, kreatif, memiliki literasi media, memiliki inisiatif.
 - B. Ketrampilan belajar dan inovasi
 - C. Kecakapan hidup dan karir
 - D. berkolaborasi, kreatif, solutif, inovatif
 - E. Berkomunikasi secara efektif, berpikir kritis, kreatif dan inovatif
2. Ada beberapa faktor yang menyulitkan siswa untuk memiliki kompetensi di atas, antara lain adalah:
 - A. Model pembelajaran ceramah
 - B. Model pembelajaran yang berpusat pada guru
 - C. Model pembelajaran terbimbing
 - D. Model pembelajaran berorientasi pada hasil
 - E. Model pembelajaran berpusat pada metode
3. Prinsip pembelajaran bahasa yang mendidik mengajak peserta didik menjadi murid yang....
 - A. mandiri, kreatif, komunikatif,
 - B. mandiri, kreatif, dan efisien
 - C. mandiri, kreatif, komunikatif, dan efisien
 - D. mandiri, kreatif, komunikatif, dan inovatif
 - E. kreatif, komunikatif, efisien dan inovatif
4. Kurikulum bahasa Inggris memuat kompetensi Inti (KI) dan Kompetensi Dasar (KD). Selanjutnya guru mengembangkan rancangan pembelajaran dengan langkah berikut:
 - A. KI dan KD – Tujuan Pembelajaran – Indikator – Materi pembelajaran – Evaluasi Pembelajaran berbasis Tujuan pembelajaran
 - B. KI dan KD – Tujuan Pembelajaran –Materi pembelajaran – Evaluasi Pembelajaran
 - C. KI dan KD – Indikator - Tujuan Pembelajaran – Materi pembelajaran – Evaluasi Pembelajaran berbasis Indikator
 - D. KI dan KD – Tujuan Pembelajaran – Indikator – Materi pembelajaran – Evaluasi Pembelajaran berbasis Indikator
 - E. KI dan KD – Tujuan Pembelajaran – Indikator – Materi pembelajaran – Evaluasi Pembelajaran
5. Mengaitkan pengalaman belajar dengan materi pembelajaran sangat penting untuk mencapai tujuan pembelajaran. Hal ini dikarenakan...
 - A. peserta didik akan lebih mudah memahami materi yang diberikan.
 - B. peserta didik akan lebih nyaman dalam mengikuti pelajaran.

- C. Peserta didik merasa tidak asing dengan materi pelajaran
 - D. Peserta didik mudah memahami maksud guru.
 - E. Guru lebih memahami latarbelakang peserta didik.
6. Strategi pembelajaran di abad 21 lebih menuntut guru untuk menguasai
 - A. Materi, metode, dan teknologi
 - B. Teknik, konten, dan metode
 - C. konten, pedagogi, dan teknologi
 - D. Teknologi, pedagogi, dan metode
 - E. Pedagogi, konten, dan pendekatan
 7. Dalam merumuskan indikator penilaian, guru harus memperhatikan...
 - A. Metode pembelajaran
 - B. Materi pembelajaran
 - C. Pendekatan Pembelajaran
 - D. Teknik pembelajaran
 - E. **Tujuan Pembelajaran**
 8. Penilaian yang digunakan pada abad 21 hendaknya memperhatikan menggunakan pendekatan pedagogik transformatif. Penilaian autentik merupakan jenis penilaian yang berdasar pada pendekatan tersebut. Penilaian ini bersifat komprehensif dimana guru dapat menilai berbagai aspek meliputi aspek...
 - A. Pengetahuan, sikap, dan keterampilan
 - B. Pengetahuan, sikap dan tata nilai, serta keterampilan
 - C. Proses dan produk pembelajaran
 - D. Pengetahuan, sikap, keterampilan, dan produk belajar
 - E. Pengetahuan, sikap, keterampilan, termasuk proses dan hasil belajar
 9. Agar pembelajaran berhasil dengan baik, guru harus mengembangkan rancangan pembelajaran sebelum mengajar. Rancangan pembelajaran yang dikembangkan mencakup 3 hal pokok :
 - A. tujuan pembelajaran, inti pembelajaran, dan evaluasi pembelajaran
 - B. silabus, inti pembelajaran, dan evaluasi pembelajaran
 - C. KI dan KD, inti pembelajaran, dan evaluasi pembelajaran
 - D. Tujuan pembelajaran, metode pembelajaran, dan inti pembelajaran
 - E. metode pembelajaran, inti pembelajaran, evaluasi pembelajaran
 10. Rancangan pembelajaran dimulai dengan mencanangkan apa yang akan dicapai siswa dalam belajar. Untuk mencanangkan tujuan tersebut guru harus menggunakan kurikulum sebagai dasar dengan cara ...
 - A. **Mengembangkan KI dan KD**
 - B. Mengembangkan KI dan Indikator
 - C. Mengembangkan KD dan Indikator
 - D. Merumuskan KI dan KD
 - E. Merumuskan Indikator tercapainya kompetensi
 11. Cara terbaik dalam merancang pembelajaran yang aktif adalah ...

- A. kekuatan dan preferensi konseptual, kebiasaan memproses informasi, kecerdasan majemuk, faktor motivasi, dan faktor fisiologis yang mempengaruhi kemampuan peserta didik untuk belajar.
 - B. Kekuatan dan preferensi konseptual, minat peserta didik, kecerdasan majemuk, faktor motivasi, dan faktor fisiologis yang mempengaruhi kemampuan peserta didik untuk belajar.
 - C. Kekuatan dan preferensi konseptual, status sosial, kebiasaan memproses informasi, faktor motivasi, dan faktor fisiologis yang mempengaruhi kemampuan peserta didik untuk belajar.
 - D. Kekuatan dan preferensi konseptual, kebiasaan memproses informasi, kecerdasan majemuk, faktor kultural, dan faktor fisiologis yang mempengaruhi kemampuan peserta didik untuk belajar.
 - E. Kebiasaan memproses informasi, kecerdasan majemuk, faktor kultural, dan faktor fisiologis yang mempengaruhi kemampuan peserta didik untuk belajar.
12. Karakteristik peserta didik yang dapat menjadi pertimbangan dalam mengaplikasikan pembelajaran, yakni ...
- A. gender, sekolah, usia, kultural, status sosial, dan minat.
 - B. gender, etnik, sekolah, kultural, status sosial, dan minat.
 - C. gender, etnik, usia, kultural, status sosial, dan minat.
 - D. gender, etnik, usia, daerah, sekolah, dan minat.
 - E. gender, sekolah, usia, kultural, dan minat.
13. Penghambat dalam belajar secara berkelompok akan muncul apabila ...
- A. guru tidak diskriminatif dalam memberikan pelayanan kepada peserta didik.
 - B. guru diskriminatif dalam memberikan pelayanan kepada peserta didik.
 - C. dalam memberikan tugas dapat diselesaikan oleh semua peserta didik.
 - D. dalam memberikan tugas sesuai dengan latar belakang ekonomi sosial peserta didik.
 - E. dalam memberikan tugas dapat diselesaikan oleh semua peserta didik sesuai dengan latar belakang kehidupan masing-masing.
14. Pak Tommy dalam proses pembelajaran terlebih dahulu melakukan pretes. Pretes dapat digunakan untuk ...
- A. memilih tema pembelajaran.
 - B. membuat suasana antusias.
 - C. memiliki minat belajar tinggi.
 - D. Melihat kemampuan awal peserta didik.
15. Gaya belajar visual mempunyai ciri-ciri ...
- A. peserta didik menyukai terapan.
 - B. peserta didik mempunyai banyak simbol.
 - C. peserta didik menyukai rekaman kaset.
 - D. peserta didik menyukai belajar melalui gerak.
 - E. peserta didik menyukai diskusi.
16. Karakteristik peserta didik yang memiliki kecerdasan bahasa dapat dilihat ...
- A. menunjukkan minat dalam jurnalistik.
 - B. menunjukkan keterampilan pemecahan yang logis.
 - C. menggunakan hubungan sebab akibat dan hubungan logis suatu peristiwa.
 - D. belajar dengan langsung terlibat.

- E. menunjukkan keterampilan pemecahan yang nalar.
17. Kepekaan terhadap ekspresi wajah, suara, dan gerak isyarat termasuk kecerdasan...
- A. naturalis.
 - B. intrapersonal.
 - C. interpersonal.
 - D. kinestetis.
 - E. verbal
18. Strategi pembelajaran dengan cara bercerita, diskusi, membaca, dan menulis dapat membangkitkan ...
- A. kecerdasan kinestetis.
 - B. kecerdasan visual.
 - C. kecerdasan musikal.
 - D. kecerdasan linguistik.
 - E. kecerdasan psikomotorik
19. Perilaku yang ditekankan dalam ranah afektif berupa ...
- A. memahami, menjalankan, menghargai, menghayati, dan mengamalkan.
 - B. meniru, menjalankan, menghargai, menghayati, dan mengamalkan.
 - C. menerima, menjalankan, menghargai, menghayati, dan mengamalkan.
 - D. mengingat, menjalankan, menghargai, menghayati, dan mengamalkan.
 - E. menjalankan, menghargai, menghayati, dan mengamalkan.
20. Taksonomi Bloom versi Anderson pada ranah kognitif memiliki tingkatan...
- A. mengingat, memahami, menerapkan menganalisis, mensintesis, mengevaluasi.
 - B. mengingat, memahami, menerapkan menganalisis, mengevaluasi, mencipta.
 - C. mengingat, memahami, menerapkan mensintesis, mengevaluasi, mencipta.
 - D. mengingat, menghafal, memahami, menerapkan menganalisis, mengevaluasi.
 - E. mengingat, memahami, menerapkan menganalisis, mensintesis, menghafal
21. Penyusunan tujuan pembelajaran berdasarkan formula Robert Mager harus memenuhi unsur ...
- A. *audience, condition, degree.*
 - B. *audience, behavior, condition, degree.*
 - C. *audience, behavior, degree.*
 - D. *behavior, condition, contruction, degree.*
 - E. *audience, condition*
22. Sintak pendekatan saintifik dalam kegiatan pembelajaran, yaitu
- A. mengamati, menanya, mengumpulkan, mengasosiasikan, dan mengkomunikasikan hasil.
 - B. mengamati, menanya, mengasosiasikan, dan mengkomunikasikan hasil.
 - C. mengamati, menanyakan, mengumpulkan, mengasosiasikan, dan mengkomunikasikan hasil.

- D. mengamati, menanyai, mengumpulkan, mengasosiasikan, dan mengkomunikasikan hasil.
 - E. menanyakan, mengumpulkan, mengasosiasikan, dan mengkomunikasikan hasil.
23. Kewajiban guru dalam melaksanakan tugas keprofesionalannya ...
- A. merencanakan, membuat, melaksanakan, dan mengevaluasi hasil pembelajaran.
 - B. merencanakan, melaksanakan, dan mengevaluasi hasil pembelajaran.
 - C. merencanakan, melaksanakan, meremidi, dan mengevaluasi hasil pembelajaran.
 - D. merencanakan, melaksanakan, menilai, dan mengevaluasi pembelajaran.
 - E. merencanakan, melaksanakan, dan mengevaluasi hasil pembelajaran.
24. Skala pengukuran hasil belajar yang bersifat kategorial disebut ...
- A. skala nominal.
 - B. skala ordinal.
 - C. skala interval.
 - D. skala rasio.
 - E. skala linier.
25. Alat ukur berbentuk tes harus memenuhi persyaratan ...
- A. tingkat kesukaran, daya beda, dan jumlah pengecoh.
 - B. Jumlah soal yang sulit, daya beda, dan keberfungsian pengecoh.
 - C. tingkat kesukaran, daya beda, dan keberfungsian pengecoh.
 - D. tingkat kesukaran, daya beda, dan banyaknya soal pengecoh.
 - E. Jumlah soal yang sulit, dan keberfungsian pengecoh.
26. Kelebihan tes berbentuk uraian adalah ...
- A. mengembangkan daya nalar peserta tes.
 - B. materi terbatas sehingga validitas isi tinggi.
 - C. mengembangkan dan menyusun soal sulit.
 - D. kemampuan peserta tes menyusun kalimat mempengaruhi kualitas jawaban.
 - E. mengembangkan dan memvalidasi soal sulit.
27. Kelemahan tes berbentuk objektif adalah ...
- A. proses koreksi dan penyekoran mudah.
 - B. informasi hasil tes dapat lebih cepat.
 - C. memungkinkan terjadi kecurangan.
 - D. mengembangkan dan menyusun soal mudah.
 - E. proses penyekoran mudah.
28. Hal-hal yang perlu diperhatikan dalam kegiatan evaluasi, antara lain ...
- A. peserta didik, guru, dan soal.
 - B. tujuan, instrumen, desain evaluasi.
 - C. motivasi jawaban, cara menjawab, dan hasil jawaban.
 - D. alat, pembaca, dan penganalisis.
 - E. Instrument, pembaca, dan penganalisis,
29. Perbedaan karakter peserta didik laki-laki dan perempuan adalah ...

- A. laki-laki sangat peduli dengan apa yang perempuan katakan.
 - B. perempuan mencoba tidak peduli dengan apa yang laki-laki lihat.
 - C. laki-laki tidak peduli dengan apa yang dilihat.
 - D. perempuan akan tersenyum walaupun tidak bahagia.
 - E. perempuan mencoba acuh dengan apa yang laki-laki lihat.
30. Usia yang dimiliki peserta didik akan berkonsekuensi terhadap pendekatan pembelajaran. Menurut Piaget, peserta didik SMP dan SMA memasuki tahap...
- A. **A.operasional formal.**
 - B. operasional konkrit.
 - C. sensori motor.
 - D. praoperasional.
 - E. sensori verbal.

PART 2

Choose the most correct answer on A, B, C, D or E to answer the following questions.

Question 1 - 2

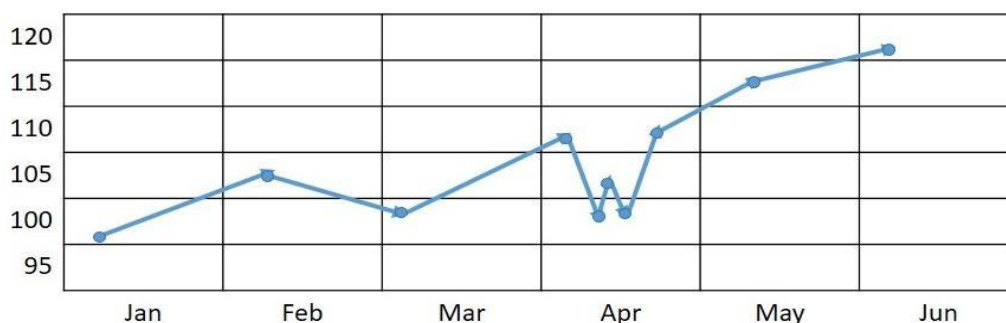
Learn the following manual



Answer the following questions based on the above manual.

1. SIM eject tool is used to
 - A. Change the SIM card more easily
 - B. Connect to the laptop more easily
 - C. Turn on/off the mobile phone
 - D. Turn on/off the camera
 - E. Come back to the home menu
2. Which of the followings is assembled inside the mobile phone?
 - A. SIM eject tool
 - B. USB cable
 - C. Headset jack
 - D. Stereo headset
 - E. USB power adapter

Question 3-4



3. This graph shows
 - A. A six-month comparison of dollar yen conversion rates.
 - B. The price of Japanese commodities.
 - C. The value of the dollar against all currencies.
 - D. An annual highlight of currency rates
 - E. The inflation of dollars
4. In what month were there several fluctuations?
 - A. January
 - B. February
 - C. April
 - D. June
 - E. march

Question 5- 6

Review budget									
Submit project proposal									
Develop prototype									
Test prototype									
Develop marketing plan									
Start production									
Ship to distributors									
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept

5. This timeline shows
 - A. the number of man-hours involved in a project.
 - B. the stages in developing a product.
 - C. how long it takes to make money
 - D. the changes in the seasons.
 - E. the distribution mechanism
6. It can be inferred that
 - A. the cost will be too high.
 - B. the marketing plan will be more important than testing.
 - C. the project will be improved in February.
 - D. testing will slow down production.
 - E. The product is expensive

Question 7- 10

Learn the following manual

MENU Turning the LCD monitor Off/On

The shooting settings display (p.52) can be turned on or off by pressing the shutter button halfway.



Under the [**2**] tab, select [**LCD off/on btn**], then press <SET>. The available settings are described below. Select the desired setting, then press <SET>.

- **[Shutter btn.]**: When you press the shutter button halfway, the display will turn off. And when you let go of the shutter button, the display will turn on.
- **[Shutter/DISP]**: When you press the shutter button halfway, the display will turn off. The display will remain off even after you let go of the shutter button. To turn on the display, press the <DISP> button.
- **[Remains on]**: Display remains on even when you press the shutter button halfway. To turn off the display, press the <DISP> button.

Answer the following questions based on the above manual.

7. To turn the display on/off, we have to press
 - A. <DISP> button
 - B. <On/offDISP> button
 - C. [Shutter btn.]
 - D. [Shutter/DISP]
 - E. [Remains On]
8. To turn the LCD monitor on, firstly we have to press
 - A. <DISP> button
 - B. <On/off btn>
 - C. [Shutter btn.]
 - D. [Shutter/DISP]
 - E. [Remains On]
9. When the display remains on because the LCD is being operated, to turn it off, based on the procedure we have to press
 - A. <DISP> button
 - B. <On/off btn>
 - C. [Shutter btn.]
 - D. [Shutter/DISP]
 - E. [Remains On]
10. To see the menu [Remains on], after pressing LCD on/off, we have to press
 - A. [Shutter btn]
 - B. [Shutter/DISP]
 - C. [Remains On]
 - D. <SET>
 - E. <on/off btn>

Question 11- 16

**Make Room for the
Memories**

An adventure of historic proportion is waiting
for you
—at two living-history museums
that explore America's beginnings. Board
replicas of colonial ships. Grind corn in a
Powhatan Indian village. Try on English armor
inside a palisaded fort. Then, join
Continental Army soldiers at
their encampment
for a firsthand
look at the
Revolution's end.
Don't forget your
camera. Because
the history here
is life size. And
your memories
will be even
bigger!

11. The above mentioned advertisement offers....
A. rooms
B. voyages
C. history
D. camera
E. memories
12. The advertisement offer includes a visit to....
A. America
B. England
C. Continent
D. Village
E. India
13. The above mentioned advertisement offers a visit to a....
A. village
B. sea
C. encampment
D. camera
E. continent
14. It also offers a try to wear a British.....
A. shield
B. fort
C. encampment
D. board
E. Ships

15. The above mentioned advertisement invites us to trace

- A. American history
- B. British history
- C. Indian history
- D. Colonial history
- E. ship history

16. It includes joining an exercise in....

- A. navy
- B. air force
- C. police
- D. army
- E. civil service

Question 17- 23

HOW TO MAKE CHOCOLATE

Have you ever wondered how people get chocolate from? In this article we'll enter the amazing world of chocolate so you can understand exactly what you're eating.

Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to the chocolate maker. The chocolate maker starts by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavor, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

17. The cacao tree growth in?

- A. South America, Africa, and Indonesia
- B. South Africa, Japan
- C. Japan, Southeast Sulawesi
- D. China, Japan Korea
- E. South Japan, Korea

18. The first way to make chocolate is?

- A. Burned chocolate
- B. Make the Chocolate to bring out flavour
- C. roasting the beans to bring out the flavor
- D. Roasting the Chocolate bread
- E. Roasting all of the Flavour

19. What is the meaning of Winnowing?
 - A. removes the meat nib of the cacao bean from its shell
 - B. Removes the half fat of the cacao
 - C. Removes the Chocolate Beans
 - D. Add the sugar to the chocolate
 - E. Add the chocolate salt
20. The beans of cacao was fermented for about?
 - A. One Month
 - B. One day
 - C. two Month
 - D. One week
 - E. Two weeks
21. What is the text tell us about...
 - A. the cacao tree
 - B. the cacao beans
 - C. the raw chocolate
 - D. the making of chocolate
 - E. the flavour of chocolate
22. The third paragraph tell us about ...
 - A. the process of producing chocolate
 - B. how to produce the cocoa flavour
 - C. where chocolate comes from
 - D. the chocolate liquor
 - E. the cacao fruit
23. How does the chocolate maker start to make chocolate?
 - A. By fermenting the beans.
 - B. By roasting the beans.
 - C. By blending the beans.
 - D. By sorting the beans.
 - E. By drying the beans

Question 24 - 30

Undead, Unwed, and I also wish I could say unread! Okay so here I think I have finally sunk to the bottom of the barrel to try to catch up and complete my challenge. I do have a bit of a thing for vampire novels! And that said I bought three different first in the series, to see if it would help me catch up and bring me back to target.

Seriously, this was one of the trashiest novels I have ever read! It was OK and fun, but I feel like a complete fraud and fake adding this to the list of books I've read this year! But I did nevertheless read it! So it's going to be added.

Maybe one day when I've forgotten how badly this book was and just how trashy, I'll read a few more in the series! But seriously guys I wouldn't recommend it!

24. The text mainly tells about....
- A. a vampire novel
 - B. a very bad novel
 - C. an opinion on a novel
 - D. a review on Undead and Unwed
 - E. a review on Undead and Unwed movie
25. The second paragraph mainly told....
- A. the writer bought three novel
 - B. the writer fond of vampire novel
 - C. the writer thought the novel was very bad
 - D. the writer thought the novel was fun and OK
 - E. the writer didn't recommend the readers read it
26. The Undead an Unwed is....
- A. an horror novel
 - B. an romantic novel
 - C. very interesting novel
 - D. not a sequence novel
 - E. made into the movie
27. The following statement is not true....
- A. the writer liked vampire novel very much
 - B. the writer bought three novel in series
 - C. the writer finished reading the novel
 - D. the writer could satisfy his target
 - E. the novel is not interesting
28. In general, the writer....
- A. suggested the readers to buy the novel
 - B. recommended the readers to read the novel
 - C. didn't recommend the readers to read the novel
 - D. didn't recommend the readers to review the novel
 - E. suggested to collect the first three different series
29. The communicative purpose of the text is....
- A. to review the novel
 - B. to promote the novel
 - C. to tell the story of the novel
 - D. to amuse the readers with the novel
 - E. to persuade the readers to buy the novel
30. It can be concluded that....
- A. Mary Janice Davidson is the main character of the novel
 - B. Mary Janice Davidson is the reviewer of the book
 - C. the book reviewer didn't tell the reader to read it
 - D. the book reviewer didn't by the book
 - E. the novel is very challenging

Question 31 – 36

I Fell in Love with Crete

The island of Crete is perhaps most famous for its history. The Palace of Knossos is certainly one of the most impressive sights in the world. But Crete has more to offer tourists than just history. The wild country side, the rugged mountaints, and the colored fishing boats are still printed on my memory.

And at the heart of **it** all is Aghios Niklaos, a most picturesque village situated on the north coast of the island. The attractive waterside bars and the busy tavernas vibrate with bouzouki music until the small hours. Speak to the friendly local people, and **they** will show you where to eat the most delicious local food. Of course, like other Greek islands, Crete is very crowded in the high season. But the swimming is very good and the beaches are as clean as any you will find.

Nobody has ever gone to Crete without wanting to go back again, again, and again.

(Taken from *Developing Strategies*, 1985 in EAP)

The following questions are based on the text above.

31. The word “it” in paragraph 2 refers to....
 - A. Aghios Niklaos
 - B. Crete
 - C. Country side
 - D. Rugged mountaints
 - E. Colored fishing boats
32. The word “they” in paragraph 2 refers to....
 - A. People
 - B. Local people
 - C. Tourists
 - D. Islands
 - E. Tavernas
33. What is the purpose of the text meant by the writer?
 - A. To show that the writer loved Crete
 - B. To show the history of Crete
 - C. To show the beauty of Crete
 - D. To show the writer’s memory
 - E. To show that nobody has ever gone to Crete
34. We can find the most delicious food in Crete from
 - A. The local people
 - B. The tourists
 - C. The history
 - D. The Palace of Knossos
 - E. Aghios Niklaos

35. Which of the following is not related to Crete?
- A. Wild country side
 - B. The rugged mountaints
 - C. Colored fishing boats
 - D. Clean beaches
 - E. Always very crowded
36. Which one of the followings is still remembered well by the writer?
- A. Waterside bars
 - B. The beaches
 - C. Rugged mountaints
 - D. The season
 - E. Bouzouki music

Question 37 - 40

Investigation on Beri-Beri Disease

Eijkman was assigned on a mission to study the case of the beri-beri disease of the native population. He came to East Indies with some other doctors to investigate what caused the disease. After some investigation, the mission was concluded. The team decided that beri-beri was an infectious germ disease. Eijkman, however, was not satisfied. He did not return to his home country as soon as the mission had been accomplished. He stayed behind to continue his investigation, even though other doctors had returned to Holland.

One day Eijkman recognized that the fowls in the hospital garden had beri-beri symptoms, as they were fed on the leavings of the food served to the beri-beri patients. He then made a hypothesis, that the food was carrying the germs from humans to the poultry.

Then a new hospital superintendent changed the diet of the fowls from milled to un-milled or crude rice. Because of that, Eijkman had to cancel his experiments.

However, Eijkman later noticed that the fowls were getting better. He checked the instance with the medical records of prisoners consuming different types of rice, and posed himself another hypothesis. He stated that ber-beri was related to the diet of milled rice. In his final report, Eijkman declared that the bran of rice contained a substance which is indispensable to health and the lack of which causes nutritional poly-neuritis.

(EAP, 2012)

The following questions are based on the text above.

37. Which of the following statements is NOT true?
- A. The team consisted of Eijkman and some other doctors.
 - B. When the mission was concluded, the doctors except for Eijkman returned to Holland.
 - C. After doing the investigation, the team decided that the native population suffered from an infectious germ disease.
 - D. The mission of the team was to study about the case the beri-beri disease, because there were many cases of the disease in Holland.

- E. When a decision of the investigation was made by Eijkman and his colleague doctors, he was not satisfied.
38. The fowls got the beri-beri symptoms from
- A. The food served to the patients
 - B. The hospital superintendent
 - C. Eijkman
 - D. The doctors
 - E. The doctors
39. The fowls which were fed were not infected the beri-beri disease.
- A. The patients' food
 - B. The patients' rice
 - C. Rice
 - D. Milled rice
 - E. Un-milled rice
40. When his colleague doctors went home after the investigation, Eijkman....
- A. Followed them to go home
 - B. Went to Holland
 - C. Continued the investigation
 - D. Bought the un-milled rice
 - E. Bought the milled rice

Question 41- 54

We can read of things that happened in the Near East, where people first learned to write. But there are some parts of the world where even now people cannot write. The only way that they can preserve their history is to recount it as sagas – legends handed down from one generation of story-tellers to another. These legends are useful because they can tell us something about migrations of people who lived long ago, but none could write down what they did. Anthropologists wondered where the remote ancestors of the Polynesian peoples now living in the Pacific Islands came from. The sagas of these people explain that some of them came from Indonesia about 2,000 years ago.

But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten. So archeologists have neither history nor legends to help them to find out where the first 'modern men' came from

Fortunately, however, ancient men made tools of stone, especially flint, because this is easier to shape than other kinds. They may also have used wood and skins, but these have rotted away. Stone does not decay, and so the tools of long ago have remained when even the bones of the men who made them have disappeared without trace.

Robin Place *Finding Fossil Man*.

Alexander, L.G. 1975, Fluency in English

Longman, Kanisius, Yogyakarta

41. The word **peoples** in *Anthropologists wondered where the remote ancestors of the Polynesian **peoples** now living in the Pacific Islands came from.* And the word **people** in *The sagas of these **people** explain that some of them came from Indonesia about 2,000 years ago* is that they mean:
- A. nations; persons
 - B. persons; nations
 - C. country; land
 - D. land; country
 - E. community; men
42. The expression **only** in the sentence *The **only** way that they can preserve their history is to recount it as sagas – legends handed down from one generation of story-tellers to another.* Means
- A. just
 - B. more
 - C. then
 - D. one
 - E. few
43. The expression **what they did** in the sentence: *These legends are useful because they can tell us something about migrations of people who lived long ago, but none could write down **what they did**.* means:
- A. trace
 - B. activity
 - C. record
 - D. homes
 - E. origin
44. The expression **now living** in the sentence: *Anthropologists wondered where the remote ancestors of the Polynesian peoples now living in the Pacific Islands came from.* can be replaced by:
- A. who lives
 - B. who live
 - C. who living
 - D. whose live
 - E. whose lives
45. The expression **who were like ourselves** in the sentence: *But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten.* can be substituted into ...
- A. like ourselves
 - B. were ourselves
 - C. ourselves
 - D. like
 - E. likes ourselves
46. The sentence: *But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten.* contains a conditional sentence type:
- A. one

- B. two
 - C. three
 - D. subjunctive
 - E. disjunctive
47. The sentence: *They may also have used wood and skins, but these have rotted away.* shows:
- A. probability
 - B. capability
 - C. permission
 - D. ability
 - E. possibility
48. The words **handed down** in the sentence: *The only way that they can preserve their history is to recount it as sagas – legends **handed down** from one generation of story-tellers to another.* can be put into:
- A. which has been handed down
 - B. **which have been handed down**
 - C. which has handed down
 - D. which have handed down
 - E. which is being handed down

Question 49 - 50

1. Practice sight reading so you are prepared for anything.
 2. Get into character by altering your accent, body language, or clothing if necessary.
 3. Rehearse with friends or in front of a mirror.
 4. Memorize your lines, songs, or music.
49. Which of the following order shows the correct procedure of preparing for an audition
- A. 1 – 3 – 2 – 4
 - B. 4 – 3 – 1 – 2
 - C. 4 – 3 – 2 – 1
 - D. **3 – 2 – 4 – 1**
 - E. 4 – 2 – 3 – 1
50. If your accent is different from your character, what do you have to do?
- A. **Change your accent**
 - B. Follow your accent
 - C. Memorize your lines
 - D. Practice a lot
 - E. Memorize the accent

Question 51 - 53

How to use a rice cooker - Directions:

1. Add the rice to the rice cooker pot. Read the directions on the rice package, and measure rice according to these instructions. Use a regular measuring cup for this step, since rice cookers sometimes come with non-standard measuring devices.
2. Add the amount of water specified on the rice package. Be careful not to fill the cooker beyond the overfill line.
3. Put the rice cooker pot into the cooker unit and cover the pot with the lid. Most cookers come with a tight-fitting lid, but if your lid is too loose, consider adding a layer of aluminum foil.
4. Plug in the cooker and push the button to start cooking rice. If your cooker has a timer, you may choose to have the rice cook at a later point in the day. Some higher-end units include a warmer, which will help the rice stay warm after it has finished cooking. While the rice is cooking, refrain from lifting the lid to check on it.
5. When the rice is done, the cooker will beep or make a clicking sound.

51. Questions: which one is the correct procedure:

- A. 1 – 2- 3- 4- 5
- B. 2 – 1 – 3 – 4 – 5
- C. 3 – 1- 2 – 4 – 5
- D. 3 – 2 – 1 – 4 – 5
- E. 1 – 2- 3- 5 - 4

52. How do you know if the rice is cooked?

- A. The unit will turn off automatically
- B. You can smell it
- C. The light will dim
- D. The unit will click

53. When do you start cooking?

- A. After the rice and the water is mixed
- B. After the unit is plugged in
- C. After the rice cooker pot is placed on the cooker
- D. After the rice and the water is mixed and the unit is plugged in
- E. After the rice and the water is mixed

Question 54 - 55

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

54. How many children do Yuta's parents have?
- A. Six
 - B. Four
 - C. One
 - D. Three
 - E. Nine
55. What does he do when he is not doing anything?
- A. Sleeping
 - B. Studying English
 - C. Shopping cheap stuff
 - D. Visiting friends
 - E. Fishing
56. My parents in Melbourne for eight years before they applied the visa extension.
- A. have been studying
 - B. **had been studying**
 - C. have studied
 - D. had studied
 - E. had study
57. Finally all the illegal immigrants after they were put in the detention centre.
- A. were deported
 - B. deported
 - C. have deported
 - D. was deported
 - E. has deported
58. From her appearance I can see that your mother is and needs medical treatment immediately.
- A. Sick enough
 - B. very sick
 - C. sick very much
 - D. very much sick
 - E. enough sick
59. This exercise is I believe everyone will get the best mark.
- A. so that
 - B. so easy
 - C. so that easy
 - D. **so easy that**
 - E. that
60. Bob : John has just made a big mistake today.
Susan : That's what I heard, he forgot to turn in his assignment.

What does Susan mean?

- A. Billy has never made a mistake before
- B. It was the first time for Bob to make a mistake
- C. Bob should submit the assignment today.
- D. Bob did not remember to submit the assignment on time.
- E. It was the second time for Bob to make a mistake

61. Bob : Did you meet anyone at John's house when you visited his family?
Susan : I rang the bell but no one opened the door.

What does Susan mean?

- A. The house did not have a bell.
- B. John's family did not live in that house anymore.
- C. The house was probably empty
- D. The door could not be opened.
- E. The door could be opened

62. Bob : How long have you been working as a teacher Susan?
Susan : For ages.

What does Susan mean?

- A. She has been working as a teacher for a very long time.
- B. She is not sure about it.
- C. She will work as a teacher until her old age.
- D. In her age, being a teacher is good.
- E. She is sure about it.

Question 63 - 67

The Three Sheiks

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. She discarded them one by one, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some leftover food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat.

After dinner, the disguised queen left the sheik's camp. The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

This text is taken from <https://freeenglishcourse.info/narrative-example-in-arabian-story/>

63. We can conclude from the story that the Queen.....
- A. tested and examined her choice carefully before actually deciding
 - B. loved to eat fresh and juicy meat
 - C. would like to choose two of them
 - D. was about to marry a young and handsome man
 - E. betrayed her promise
64. What criterion did the queen finally use to choose the best for her?
- A. wealth and appearance
 - B. behavior and appearance
 - C. **personality**
 - D. appearance
 - E. appearance and personality
65. What lesson can we learn from the story above?
- A. appearance is good parameter to choose partner
 - B. personality can be deceiving
 - C. appearance will guarantee someone's good personality
 - D. wealth and appearance can decide someone's personality
 - E. personality and character are an important criteria for choosing partner
66. Rini Fatimah Jaelani, as Syahrini, is a famous Indonesian singer.
- A. most people know
 - B. **whom most people know**
 - C. who people know
 - D. who know by people
 - E. which most people know
67. appears considerably larger than the sun in the horizon is merely an optical illusion.
- A. The moon
 - B. The moon which
 - C. **That the moon**
 - D. The moon is
 - E. The moon who

Question 68 - 70

Making Time for Science

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the lowlight of dawn and dusk and remain inactive at other hours.

When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. ‘Night people’, for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype.

68. The word *futuristic* in line one is synonymous with?

- A. newbie
- B. developed
- C. fierce
- D. elaborated
- E. visionary

69. The word *forage* in line seven can be best replaced with?

- A. hibernate
- B. fight
- C. sleep
- D. hunt
- E. hinder

70. The word *thrive* in line eight contradicts in meaning to?

- A. advance
- B. flourish
- C. decline
- D. progress
- E. forward