TPS – Bahasa Inggris
Prediksi Soal 2

Questions 1-4 are based on the following text.

The Moon has been worshipped by primitive people and has inspired humans to create everything from lunar calendars to love sonnets, but what do we really know about it? The most accepted theory about the origin of the Moon is that it was formed of the **debris** from a massive collision with the young Earth about 4.6 billion years ago. A huge body, perhaps the size of Mars, struck the Earth, throwing out an immense amount of debris that coalesced and cooled in orbit around the Earth.

The development of Earth is inextricably linked to the moon; the Moon's gravitational influence upon the Earth is the primary cause of ocean tides. In fact, the Moon has more than twice the effect upon the tides than does the Sun. The Moon makes one rotation and completes a revolution around the Earth every 27 days, 7 hours, and 43 minutes. This synchronous rotation is caused by an uneven distribution of mass in the Moon (essentially, it is heavier on one side than the other) and has allowed the Earth's gravity to keep one side of the Moon permanently facing Earth. It is an average distance from Earth of 384,403 km.

The Moon has no atmosphere; without an atmosphere, the Moon has nothing to protect it from meteorite impacts, and thus the surface of the Moon is covered with **impact craters**, both large and small. The Moon also has no active tectonic or volcanic activity, so the erosive effects of atmospheric weathering, tectonic shifts, and volcanic upheavals that tend to erase and reform the Earth's surface features are not at work on the Moon. In fact, even tiny surface features such as the footprint left by an astronaut in the lunar soil are likely to last for millions of years, unless obliterated by a chance meteorite strike. The surface gravity of the Moon is about one-sixth that of the Earth's. Therefore, a man weighing 82 kilograms on Earth would only weigh 14 kilograms on the Moon.

The geographical features of the Earth most like that of the Moon are, in fact, places such as the Hawaiian volcanic craters and the huge meteor crater in Arizona. The climate of the Moon is very unlike either Hawaii or Arizona, however; in fact the temperature on the Moon ranges between 123 degrees C. to –233 degrees C.

1. The word 'debris' in Paragraph 1 is closest in meaning to ….
   A. Rubbish
   B. Satellites
   C. Moons
   D. Earth
   E. Footprints

2. According to the passage, the Moon is ….
   A. older than the Earth
   B. protected by a dense atmosphere
   C. composed of a few active volcanoes
   D. the primary cause of Earth's ocean tides
   E. smooth by surface

3. Why does the author mention "impact craters" in Paragraph 3?
   A. to show the result of the Moon not having an atmosphere

B. to show the result of the Moon not having active tectonic or volcanic activity
C. to show the geographical features of the Moon
D. to explain why the Moon has no plant life because of meteorites
E. to explain the corrosive effects of atmospheric weathering

4. A person on the Moon would weigh less than on Earth because …
   A. the Moon weighs less than the Earth
   B. of the composition of lunar soil
   C. the surface gravity of the Moon is less
   D. the Moon has no atmosphere
   E. the Moon has no active tectonic or volcanic activity

Questions 5-8 are based on the following text.

Music can bring us to tears or to our feet, drive us into battle or lull us to sleep. Music is indeed remarkable in its power over all humankind, and perhaps for that very reason, no human culture on earth has ever lived without it. From discoveries made in France and Slovenia even Neanderthal man, as long as 53,000 years ago, had developed surprisingly sophisticated, sweet-sounding flutes carved from animal bones. It is perhaps then, no accident that music should strike such a chord with the limbic system – an ancient part of our brain, evolutionarily speaking, and **one** that we share with much of the animal kingdom. Some researchers even propose that music came into this world long before the human race ever did. For example, the fact that whale and human music have so much in common, even though our evolutionary paths have not intersected for nearly 60 million years suggests that music may predate humans. They assert that rather than being the inventors of music, we are latecomers to the musical scene.

Humpback whale composers employ many of the same tricks that human songwriters do. In addition to using similar rhythms, humpbacks keep musical phrases to a few seconds, creating themes out of several phrases before singing the next one. Whale songs in general are no longer than symphony movements, perhaps because they have a similar attention span. Even though they can sing over a range of seven octaves, the whales typically sing in key, spreading adjacent notes no farther apart than a scale. They mix percussive and pure tones in pretty much the same ratios as human composers–and follow their ABA form, in which a theme is presented, elaborated on and then revisited in a slightly modified form. Perhaps most amazing, humpback whale songs include repeating refrains that rhyme. It has been suggested that whales might use rhymes for exactly the same reasons that we do: as devices to help them remember. Whale songs can also be rather catchy. When a few humpbacks from the Indian Ocean strayed into the Pacific, some of the whales they met there quickly changed their tunes – singing the new whales' songs within three short years. Some scientists are even tempted to speculate that a universal music awaits discovery.

5. The sentence "*Humpback whale composers employ many of the same tricks that human songwriters do.*" in Paragraph 2 means ….
   A. the tricks that humpback whales use are equal to the ones used by humans.
   B. humpback whales arrange their music similarly as humans do.
   C. humpback whale songs are contrasting human songs.
   D. many tricks that humpback whales use are originally made by humans.
   E. humans have taught humpback whales the tricks to compose a song.

6. The word “one” in Paragraph 1 can be replaced with ….
   A. the chord
   B. the left brain
   C. the right brain
   D. the music
   E. the limbic system

7. Which of the following can be inferred from the passage?
   A. The earliest human beings came from France and Slovenia
   B. Human beings are the inventors of music
   C. Humpback whales imitate the way human composers do in creating their own music
   D. The research of musical brain will lead to a discovery of a universal music
   E. Music helped to develop the whale brain

8. According to the passage, which of the following is true about humpback whales?
   A. Their tunes are distinctively different from human tunes.
   B. Whale songs are longer than symphony movements.
   C. They do not use rhyme, unlike humans.
   D. They can sing over a range of seven octaves.
   E. Whale songs of a particular group cannot be learned by other whales.

Question 9-12 are based on the following passage.

Honeybees live in colonies with one queen running the whole hive. Worker honeybees are all females and are the only bees most people ever see flying around of the hive. They forage for food, build the honeycombs, and protect the hive. Many species still occur in the wild, but honeybees are disappearing from hives due to colony collapse disorder. Scientists are not sure what is causing this collapse.

Honeybees are important pollinators for flowers, fruits, and vegetables. They live on stored honey and pollen all winter and cluster into a ball to conserve warmth. All honeybees are social and cooperative insects. Members of the hive are divided into three types. Workers forage for food (pollen and nectar from flowers), build and protect the hive, clean, and circulate air by beating their wings. The queen's job is simple—she lays the eggs that will spawn the hive's next generation of bees. There is usually only a single queen in a hive. If the queen dies, workers will create a new queen by feeding one of the worker females a special food called "royal jelly." This elixir enables the worker to develop into a fertile queen.

Queens regulate the hive's activities by producing chemicals that guide the behavior of the other bees. Male bees are called drones—the third class of honeybee. Several hundred drones live in each hive during the spring and summer, but they are expelled for the winter months when the hive goes into a lean survival mode

9. The word “forage” in paragraph 2 is best replaced by ?
   A. outperform
   B. search
   C. alter
   D. examine
   E. explore

10. The sentence “If the queen dies, workers will create a new queen by feeding one of the

worker females a special food called "royal jelly."" in paragraph 2 can best restated as..

A. The queen dies so workers cannot create a new queen by feeding on of the worker females a special food called “royal jelly.”
B. Workers possibly create a new queen by feeding one of the worker females a special food called “royal jelly.”
C. The queen is still alive; so workers cannot create a new queen by feeding one of the worker females a special food called “royal jelly.”
D. The queen dies because workers cannot create a new queen by feeding one of the worker females a special food called “royal jelly.”
E. Workers cannot create a new queen by feeding one of the worker females a special food called “royal jelly” because the queen dies

11. What is the author’s purpose in writing this passage?
    A. The division in honeybees’ colony
    B. The disappearance of honeybees from hives due to colony collapse disorder
    C. The existence of hive in the colony mode
    D. The production of chemicals done the queen of honeybees
    E. The search of colony done by honeybees

12. The paragraph following the passage will likely talk about..
    A. The movement of honeybees’ colony
    B. The division of honeybees in searching for food in mating season
    C. The activity of male honeybees in the winter months when the hive goes into a lean survival mode
    D. The production of chemicals done the queen of honeybees
    E. The role of honeybees’ queen in controlling the colony in building and protecting the hive, cleaning, and cilculating air by beating their wing

Question 13-16 are based on the following passage.

The end of the nineteenth century and the early years of the twentieth century were marked by the development of an international Art Nouveau style, characterized by sinuous lines, floral and vegetable motifs, and soft evanescent coloration. The Art Nouveau style was an eclectic **one**, bringing together elements of Japanese art, motifs of ancient cultures, and natural forms. The glass objects of this style were elegant in outline, although often deliberately distorted, with pale or iridescent surfaces. A favored device of the style was to imitate the iridescent surface seen on ancient glass that had been buried. Much of the Art Nouveau glass produced during the years of its greatest popularity had been generically termed “*art glass*.” Art glass was intended for decorative purposes and relied for its effect on carefully chosen color combinations and innovative techniques.

France produced a number of outstanding exponents of the Art Nouveau style; among the most celebrated was Emile Galle (1846–1904). In the United States, Louis Comfort Tiffany (1843–1933) was the most noted exponent of this style, producing a great variety of glass forms and surfaces, which were widely copied in their time and are highly prized today. Tiffany was a brilliant designer, successfully combining ancient Egyptian, Japanese, and Persian motifs.

The Art Nouveau style was a major force in the decorative arts from 1895 until 1915, although its influence continued throughout the mid–1920’s.It was eventually to be **overtaken** by a new school of thought known as Functionalism that had been present since the turn of the century. At first restricted to a small avant–garde group of architects and designers, Functionalism emerged as the dominant influence upon designers after the First

World War. The basic tenet of the movement–that *function should determine form*–was not a new concept. Soon a distinct aesthetic code evolved: from should be simple, surfaces plain, and any ornament should be based on geometric relationships. This new design concept, coupled with the sharp postwar reactions to the styles and conventions of the preceding decades, created an entirely new public taste which caused Art Nouveau types of glass to fall out of favor. The new taste demanded dramatic effects of contrast, stark outline and complex textural surfaces.

13. What is the main purpose of paragraph 2?
    A. To compare different Art Nouveau styles
    B. To give example of famous
    C. To explain why Art Nouveau glass was so popular in the United States
    D. To show the impact of Art Nouveau had on other cultures around the world
    E. To describe how to make Art Nouveau styles

14. Who is most likely interested in reading the passage?
    A. Actresses
    B. Scientist
    C. Government
    D. Applied artists
    E. Historians

15. What does the author mean by stating that "function should determine form" in Paragraph 3?
    A. A useful object should not be attractive
    B. The creation of an object should be wise
    C. The design of an object is considered more significant than its function
    D. The form of an object should not include decorative elements
    E. The purpose of an object should influence its form

16. According to the passage, one reason that functionalism became popular was that it
    A. Clearly distinguished between art and design
    B. Appealed to people who liked complex painted designs
    C. Reflected a common desire to break from the past
    D. Was easily interpreted by the general public
    E. Demanded dramatic effects of contrast, stark outline, and complex textural surfaces