

Listening (ada 50 soal)

Part A *conversation singkat* 30 soal*

1. (man) : *I saw your mother at the bakery this morning.*
(woman) : *Really? Did you say hello? My mother works there.*
(narrator) : *Who is the woman's mother likely to be?*
(A) A chef
(B) A cook
(C) A baker
(D) A salesperson

2. (woman) : *The President can't attend the banquet.*
(man) : *I already know. His spokesman told me.*
(narrator) : *What does the man mean?*
(A) He gets the news about the President.
(B) He has been told by the spokesman.
(C) He calls the President's spokesman.
(D) He finds the spokesman.

3. (man) : *The letter for our client has not arrived yet. Do you know why the delay is?*
(woman) : *I'm so sorry. Actually, the courier has not sent it yet.*
(narrator) : *Where does the dialog probably take place?*
(A) in a restaurant
(B) in a bank
(C) in a post office
(D) at the train station

4. (woman) : *How long have you been here?*
(man) : *I've been here for half an hour.*
(narrator) : *What does the man mean?*
(A) He has been there for an hour
(B) He has left before an hour
(C) He has waited for just some minutes.
(D) He has been there for thirty minutes.

5. (man) : *I was looking for you at your house last night.*
(woman) : *I'm sorry. I went out for dinner with my parents last night.*
(narrator) : *Where were the woman and her parents?*
(A) At the cinema
(B) At a restaurant
(C) At home

(D) At a museum

6. (woman) : *I'm so happy because the class is over.*

(man) : *Me too.*

(narrator) : *What does the man mean?*

(A) He has something to do.

(B) He's also happy that the classes are finished.

(C) He is in the classroom.

(D) He's glad to talk about the classroom.

7. (man) : *This is so ridiculous! You shouldn't have done that!*

(woman) : *I know. We just want to give him a surprise on his birthday!*

(narrator) : *Whose birthday is it?*

(A) The man's birthday

(B) The woman's birthday

(C) A friend's birthday

(D) Their mother's birthday

8. (woman) : *Do you like photography?*

(man) : *Yes, I do. But I'm not an expert.*

(narrator) : *What does the man mean?*

(A) He exports some photos.

(B) He takes a photo.

(C) He is not very skilled.

(D) He is an expert.

9. (man) : *I don't understand anything about law.*

(woman) : *Why don't you see a lawyer to help you?*

(narrator) : *What is the woman's suggestion?*

(A) Asking for help from a lawyer

(B) Becoming a lawyer.

(C) Seeing the woman's lawyer.

(D) Finding a lawyer for the woman.

10. (woman) : *Do you need help?*

(man) : *No, thanks. It's not a big deal.*

(narrator) : *What does the man mean about the deal?*

(A) It's short.

(B) It's simple.

(C) It's nice.

(D) It's important.

11. (man) : *I can't hear the stereo.*

(woman) : *You can turn it up.*

(narrator) : *What does the woman mean?*

(A) The stereo is very loud.

(B) She does not want to hear the stereo.

(C) The stereo is loud enough.

(D) The man can increase the volume.

12. (woman) : *Good morning. I have a reservation for a single room under the name Mrs. Jazz.*

(man) : *Good morning, mam. Your room number is 324, and here is your key.*

(narrator) : *Where does the conversation probably take place?*

(A) In a bank

(B) In an airport

(C) In a store

(D) In a hotel

13. (man) : *This is a very nice place! Beautiful mountain and green trees! I am glad to be here.*

(woman) : *Same with me.*

(narrator) : *What does the woman mean?*

(A) She feels the same as the man.

(B) She has a different feeling from the man.

(C) She is not happy being there.

(D) She doesn't share with the man.

14. (woman) : *Where have you been?*

(man) : *I've been in the book store. I have just bought the newest chemistry book.*

(narrator) : *What does the man mean?*

(A) He has the newest chemistry book by his own.

- (B) He has just borrowed a chemistry book.
- (C) He did not find the newest chemistry book in the book store.
- (D) He have looked for the chemistry book in the library.

15. (man) : *Have you told Diana about the meeting cancellation.*

(woman) : *I'm going to tell her later.*

(narrator) : *What does the woman mean?*

- (A) Diana has already known about it.
- (B) Diana has just been told about it.
- (C) The woman has not told Diana yet.**
- (D) The woman doesn't know either.

16. (woman) : *I have to go home right now. Do you still want a ride with me?*

(man) : *I need to stay for fifteen minutes longer.*

(narrator) : *What does the man mean?*

- (A) He wants to ride with the woman.
- (B) The man will drive the woman home.
- (C) The woman may leave the man there.**
- (D) He is not going home alone.

17. (man) : *Do you have any plans for the weekend? I'm going to my grandma's house.*

(woman) : *No, I don't. I'm not going anywhere.*

(narrator) : *What does the woman mean?*

- (A) She is going somewhere.
- (B) She wants to go with the man.
- (C) She will stay at home.**
- (D) She is visiting her hometown.

18. (woman) : *Do you think that this sandwich needs some ingredients?*

(man) : *No, it's so good already.*

(narrator) : *What does the man mean?*

- (A) The sandwich is so bland.
- (B) He has a sandwich for lunch.
- (C) The sandwich needs some more ingredients.
- (D) The sandwich is delicious.**

19. (man) : *It's 2 pm already. When will the course begin?*

(woman) : *It will begin at 6 pm.*

(narrator) : *What does the woman mean?*

(A) She doesn't want to go to class.

(B) The course starts in the evening.

(C) She takes the course with the man.

(D) The course is canceled.

20. (woman) : *It's a sunny day. Let's go outside together.*

(man) : *OK. Let's go.*

(narrator) : *What does the man mean?*

(A) He wants to enjoy the sunny day.

(B) He wants to stay at home.

(C) He wants to go with his son together.

(D) The woman can go alone.

21. (man) : *You look so upset. Are there any problems with your flight ticket?*

(woman) : *No, there isn't. I just don't feel well today.*

(narrator) : *What does the woman mean?*

(A) She will buy the ticket today.

(B) She has some problem with her flight ticket.

(C) She is not very healthy.

(D) She does not feel that her flight is well-prepared.

22. (woman) : *I heard your baby cried last night.*

(man) : *He couldn't sleep.*

(narrator) : *What does the man mean?*

(A) His baby slept.

(B) His baby was playing in bed.

(C) His baby doesn't like to sleep.

(D) His baby was awake.

23. (woman) : *The weather makes me uncomfortable.*

(man) : *You can say that again.*

(narrator) : *What does the man mean?*

(A) He shares the woman's opinion.

(B) He doesn't believe the woman.

(C) He disagrees with the woman.

(D) He has his own opinion about the weather.

24. (man) : *Do you know where Jimmy is?*

(woman) : *I think he is consulting his thesis to the professor.*

(narrator) : *What does the woman mean?*

(A) Jimmy's father is a professor.

(B) Jimmy wants to be a professor.

(C) Jimmy is discussing his thesis.

(D) jimmy is typing his thesis.

25. (woman) : *What are you doing?*

(man) : *My previous test score was not very good. Now I'm studying harder for the next test tomorrow.*

(narrator) : *What does the man mean?*

(A) He's not sure about the exam.

(B) He received a passing grade.

(C) He does not satisfy with his previous test score.

(D) His test score is very good.

26. (man) : *This essay has still many mistakes.*

(woman) : *Why don't you discuss with your friend to minimize the mistakes?*

(narrator) : *What does the woman suggest?*

(A) Re-writing the essay

(B) Throwing the essay

(C) Deleting the mistakes

(D) Consulting the essay

27. (woman) : *I'm so thirsty.*

(man) : *Let's go to my kitchen. I have some orange juice there.*

(narrator) : *What does the man mean?*

(A) He wants to offer her orange juice.

(B) He asks for a glass of orange juice.

- (C) He peels oranges in his kitchen.
- (D) He has just picked some oranges.

28. (man) : *Ma'am, is it our math test today?*

(woman) : *I'm sorry. We don't have enough time. We have to postpone it until next time.*

(narrator) : *What does the woman mean?*

(A) The math test will still be held that day.

(B) It is impossible to have the test today.

(C) The test is still going on.

(D) The test has just been handed out.

29. (woman) : *Excuse me. May I help you, Sir?*

(man) : *No, I'm just browsing.*

(narrator) : *Where does the conversation probably take place?*

(A) In a fast-food restaurant

(B) In a grocery store

(C) In a harbor

(D) In an internet center

30. (man) : *I don't like the taste of the drink.*

(woman) : *Really? I'll get another drink for you.*

(narrator) : *What does the woman mean?*

(A) He should finish the drink

(B) The drink is good.

(C) She wants the man to buy her a drink

(D) She will buy him another drink

Part B *conversation sedang*

31. A. She will be able to join the economics seminar.

B. She has a new printer for her computer.

C. She finished paying back her loan.

D. She got an A on her term paper.

32. A. The importance of paying back loans promptly.

B. A way to help people improve their economic conditions.

C. Using computers to increase business efficiency.

D. The expansion of international business.

(ada yg jawab B ada yg jawab C, coba denger lagi be gek)

33. A. It is the topic of his term paper.

B. He would like to find a job there.

C. His economics professor did research work there.

D. Microcredit programs have been very successful there.

34. A. Cancel her credit card.

B. Sign up for the economics seminar.

C. Do research on banks in Asia.

D. Type the man's term paper.

35. A. The life of a well-known Canadian architect.

B. The architectural design of a new museum.

C. The variety of museums in Washington, D.C.

D. The changing function of the modern museum.

36. **A. Both were designed by the same architect.**

B. Both are located in Washington, D.C.

C. Both feature similar exhibits.

D. Both were built around a central square.

37. A. A classical temple.

B. A well-known museum.

C. A modern office building.

D. A natural landscape.

38. A. Traditional views on the purpose of a museum.

B. Traditional values of Native Americans.

C. Traditional notions of respect for elected leaders.

D. Traditional forms of classical architecture.

Part C *conversation sangat panjang*

39. **A. They are examples of the usual sequence of observation and explanation.**

- B. They provide evidence of inaccurate scientific observation.
- C. Their discovery was similar to that of the neutrino.
- D. They were subjects of 1995 experiments at Los Alamos.

40. A. Its mass had previously been measured.

- B. Its existence had been reported by Los Alamos National Laboratory.
- C. Scientists were looking for a particle with no mass.
- D. Scientists were unable to balance equations of energy without it.**

41. A. That it carries a large amount of energy.

- B. That it is a type of electron.
- C. That it is smaller in size than previously thought.
- D. That it has a tiny amount of mass.**

42. A. The clearing of New England forests.

- B. The role of New England trees in British shipbuilding.**
- C. The development of the shipbuilding industry in New England.
- D. The role of the British surveyor general in colonizing New England.

43. A. Law.

- B. Mathematics.
- C. History.**
- D. Engineering.

44. A. Sugar maple.

- B. Oak.
- C. White pine.
- D. Birch.**

45. **A. Its width.**

- B. Its height.
- C. Its straightness.
- D. Its location.

46. A. M
B. %
C. K
D. -->

47. A. How they swim long distances.
B. How they got their name.
C. How they hunt.
D. How they solve problems.

48. A. By changing its appearance.
B. By imitating signals that the other spiders send.
C. By spinning a large web.
D. By imitating insects caught in a web.

49. A. Avoid attacks by other spiders.
B. Cross some water.
C. Jump to the edge of the tray.
D. Spin a long thread.

50. A. It would keep trying to reach the rock the same way.
B. It would try to reach the rock a different way.
C. The scientists would move the spider to the rock.
D. The scientists would place another spider in the tray.

Reading (ada 50 soal*ada 10 passage masing" passage ada 5 soal)

Passage 1:

Keyword: Inuit Art, Canadian Arctic

Inspiration for the themes in Inuit art is intimately tied to personal experience of the Canadian Arctic land and its animals, camp and family life, hunting , spirituality, and mythology. In telling the story of their people through this wide array subject, inuits artists have created an almost encyclopedic visual catalog of traditional (and to a lesser extent transitional and modern) Inuit culture.

Animals play a vital role in the everyday lives of Inuit, and only in the past few decades has the people's absolute dependence on them lessened. Not too long ago, procuring food and other necessities depended solely

on successful hunts, which in turn depended upon proper preparation and luck, in addition to the strict observance of taboos and respect for the souls of the prey. As a consequence, animals constitute the prime inspiration for many Inuit artists, particularly in sculpture.

Based on years of observing and tracking prey, Inuit wildlife art shows a keen awareness of the physical characteristics, habits, and seasonal changes in animals. Some artists display a high degree of naturalistic detail, but others prefer to exaggerate certain physical attributes for effect. In general, while most Inuit artists strive for a realistic presentation, they seem more concerned with capturing the essence of an animal's spirit.

Animals may be portrayed singly, in small groups, or in scenes that involve both hunter and prey. Pictorial arts often show the chase, while sculptures focus more on the final confrontation of hunter and prey, often with considerable drama. The hunter may be human or one of the great Arctic predators such as the polar bear, owl, hawk, or wolf.

Scenes of everyday life, which include camp scenes, games entertainment, are common to all forms of Inuit art, and activities are far more prevalent than modern aspects of Inuit community life. Camp-related themes mostly portray women engaged in domestic contests involve both individuals and the community, and drum dancing is a form of entertainment that also has considerable spiritual significance.

1. What does the passage mainly discuss?
 - a. Everyday life in the Canadian Arctic
 - b. The Importance of the mythology in Inuit life
 - c. The subject of Inuit art**
 - d. The value of Inuit art
2. The word "intimately" in line 1 is closest in meaning to
 - a. Carefully
 - b. Presumably
 - c. Closely**
 - d. Formally
3. According to the first paragraph, which of the following is a true description of Inuit art?
 - a. It presents a nearly complete picture of Inuit life**
 - b. It covers one aspect of Inuit life thoroughly
 - c. It focuses mainly on scenes of Inuit camp and family life
 - d. It is the main way Inuit myths are passed from one generation to another
4. The word "absolute" in line 8 is closest in meaning to

- a. Predictable
 - b. Total**
 - c. Traditional
 - d. Necessary
5. According to the second paragraph, which of the following is most likely to be the subject of an Inuit sculpture?
- a. Observance of taboos
 - b. Inuit life in the past few decades**
 - c. Preparation for a hunt
 - d. An animal
6. The word “tracking” in line 15 is closest in meaning to
- a. Capturing
 - b. Tricking
 - c. Following**
 - d. Studying
7. The word “exaggerate” in line 18 is closest in meaning to
- a. Eliminate
 - b. Represent
 - c. Decorate
 - d. Enlarge**
8. (A) pokoknya 3 suku kata
9. According to the third paragraph which of the following is the primary **concern** of most Inuit artists?
- a. Depicting seasonal changes in animals
 - b. Demonstrating accurate naturalistic detail
 - c. Exaggerating physical characteristics for dramatic effect**
 - d. Revealing the essence of their subject’s spirit
10. According to the fifth paragraph, which of the following types of activities would be LEAST likely to be represented in Inuit art?
- a. Woman sewing clothes

b. Modern activities

- c. Community games
- d. Drum dancing

Passage 2:

Keyword: Forests migrated northward across Eurasia and North America

About 1800 years ago, the glaciers then converging large portions of Earth's surface began to retreat, just as they had done eighteen or twenty times before during the preceeding two million years forests migrated northward across Eurasia and North America, while grasslands became less extensive and the large animals associated with hem dwindled in number. Probably no more than 5 million human existed throughout the world. Some of them lived along the seacoasts, where animals that could be used as sources of food were locally abundant, others, however, began to cultivate plants, thus gaining a new, relatively secure source of food.

Commented [i-1]: berkurang

Commented [i-2]: Berlimpah ruah

The first deliberate planting of seeds was probably the logical consequence of a simple series of events. For example, the wild cereals are weed, ecologically speaking, that is, they grow readily on open or disturbed areas, patches of bare land where there are few other plants to complete with them. People who gathered these grains regularly might have spilled some of them accidentally near their campsides or planted them, and thus created a more reliable way to sustain themselves. When this sequence was initiated, cultivation began. In places where wild grains and legumens were abundant and readily gathered. Human would have remained for long periods of time, eventually learning how to increase their yields by saving and planting seeds and by watering and fertilizing them.

Thorough humans' gradual selection of particular genetic variants of these plants, the characteristics of the domesticated crops would have changed gradually, with more seeds selected from plants with specifics characteristics that made the plants easier to gather, store or use. For example, the stalk (rachis) breaks readily in the wild wheat and their relatives scattering ripe seeds. In the cultivated species of wheat, the rachis is tough and holds the seeds until they are harvested. Seeds held in this way would not be dispersed well in nature, but they can be gathered easily by humans for food and replanting. As this selection process is continued, a crop plant steadily becomes more and more ddependent on the humans who cultivate it, just as the humans become more and more

1. The major subject of the passage is __
 - a. The effects of glaciers
 - b. The domestication of crops
 - c. Genetics variants of cultivated crops**
 - d. Eating habits of the earliest humans
2. The word "them" in line 6 refers to

- a. Forests
 - b. Eurasia and north America
 - c. Grassland**
 - d. Large animal
3. The word “dwindled” in line 6 is closest in meaning to
- a. Decreased**
 - b. Doubled
 - c. Differed
 - d. Dominated
4. The word “secure” in line 10 is closest in meaning to
- a. Attractive
 - b. Fresh
 - c. Important
 - d. Different
 - e. Dependable**
5. The word “deliberate” in line 11 is closest in meaning to
- a. Successful
 - b. Regular
 - c. Dependent
 - d. Intention**
 - e. Reported
6. It can be inferred from the second paragraph that by accidentally spilling grains near their campsites, early humans most likely learned
- a. How to cultivate crops
 - b. That grains could be used as a food source**
 - c. How to increase their crop yields
 - d. How to combine seeds to create a superior type of grain
7. The word “initiated” in line 19 is closest in meaning to
- a. Learned
 - b. Evaluated

c. **Begun**

d. Repeated

8. According to the third paragraph what advantage do cultivated wheat species have over wild wheat species?

a. **Cultivated wheat stalks produce larger seeds that are easier to plant**

b. Cultivated wheat stalks hold seeds so they can be gathered and replanted

c. Cultivated wheat stalks produces more seeds

d. Cultivated wheat stalks help scatter seeds as they

9. It can be inferred that the cultivated crop plant becomes “more and more dependent on the humans who cultivate it” (line 33-34)

a. **Its stalk needs to be strengthened**

b. It needs to be protected from cold

c. It needs to be planted on grasslands

Passage 3:

Keyword: Tentang wind machine (dak nemu)

1. “drive” is closest in meaning to

a. Manufacture

b. Increase

c. **Power**

d. Support

e. Benefit

Passage 4:

The principal difference between urban growth in Europe and in the American colonies was the slow evolution of cities in the former and their rapid growth in the latter. In Europe they grew over a period of centuries from town economies to their present urban structure. In North America, they started as wilderness communities and developed to mature urbanisms in little more than a century.

In the early colonial day in North America, small cities sprang up along the Atlantic Coastline, mostly in what is now New America, United States and in the lower Saint Lawrence valley in Canada. This was natural because these areas were nearest England and France, particularly England, from which most capital goods (assets such as equipment) and many consumer goods were imported merchandising establishments were, accordingly,

advantageously located in port cities from where goods could be readily distributed to interior settlement. Here, too, were the favoured locations for processing raw materials prior to export. Boston, Philadelphia, New York, Montreal, and other cities flourished, and, as the colonies grew, these cities increased in importance.

fact, one of the strongest factors in the selection of plantation land was the desire to have it front on a water highway.

When the United States became an independent nation in 1776, it did not have a single city as large as 50,000 inhabitants, but by 1820 it had a city of more than 10,000 people, and by 1880 it had recorded a city of over one million. It was not until 1823, after the mechanization of the spinning and weaving industries that cities started drawing young people away from farms. Such migration was particularly rapid following the Civil War (1861 – 1865).

1. What does the passage mainly discuss?
 - a. Factors that slowed the growth of cities in Europe
 - b. The evolution of cities in North America**
 - c. Trade between North American and European cities
 - d. The effects of the United States' independence on urban growth in New England
2. The word "they" in line 4 refers to:
 - a. North American colonies
 - b. Cities**
 - c. Centuries
 - d. Town economies
3. The passage compares early European and North American cities on the basis of which of the following?
 - a. Their economic success
 - b. The type of merchandise they exported.
 - c. Their ability to distribute goods to interior settlements
 - d. The pace of their development**
4. The word "accordingly" in line 11 is closest in meaning to:
 - a. As usual
 - b. In contrast
 - c. To some degree
 - d. For that reason**

5. According to the passage, early colonial cities were established along the Atlantic coastline of North America due to:
- a. An abundance of natural resources
 - b. Financial support from colonial governments
 - c. Proximity to parts of Europe**
 - d. A favourable climate
6. The passage indicates that during colonial times, the Atlantic coastline cities prepared which of the following for shipment to Europe?
- a. Manufacturing equipment
 - b. Capital goods
 - c. Consumer goods
 - d. Raw materials**
7. According to the passage, all of the following aspects of the plantation system influenced the growth of southern cities EXCEPT the:
- a. Location of the plantations
 - b. Access of plantation owners to shipping
 - c. Relationships between plantation residents and city residents**
 - d. Economic self – sufficiency of the plantation
8. It can be inferred from the passage that, in comparison with northern cities, most southern cities were:
- a. more prosperous
 - b. smaller**
 - c. less economically self-sufficient
 - d. tied less closely to England than to France
9. The word “recorded” in line 26 is closest in meaning to:
- a. Imagined
 - b. Discovered
 - c. Documented**
 - d. Planned
10. The word “drawing” in line 27 is closest in meaning to:

- a. **Attracting**
- b. Employing
- c. Instructing
- d. Representing

11. The passage mentions the period following the Civil War (line 28 – 29) because it was a time of:

- a. Significant obstacles to industrial growth
- b. Decreased dependence on foreign trade
- c. **Increased numbers of people leaving employment on farms**
- d. Increased migration from northern states to southern states

Passage 5:

Although management principles have been implemented since ancient times, most management scholars trace the beginning of modern management thought back to the early 1900s, beginning with the pioneering work of Frederick Taylor (1856-1915). Taylor was the first person to study work scientifically. He is most famous for introducing (5) techniques of time and motion study, differential piece rate systems, and for systematically specializing the work of operating employees and managers. Along with other pioneers such as Frank and Lillian Gilbreth, Taylor set the stage, labeling his philosophy and methods “scientific management”. At that time, his philosophy, which was concerned with productivity, but which was often misinterpreted as promoting worker interests at the (10) expense of management, was in marked contrast to the prevailing industrial norms of worker exploitation.

The time and motion study concepts were popularized by Frank and Lillian Gilbreth. The Gilbreths had 12 children. By analyzing his children’s dishwashing and bedmaking chores, this pioneer efficiency expert, Frank Gilbreth, hit on principles whereby workers (15) could eliminate waste motion. He was memorialized by two of his children in their 1949 book called “Cheaper by the Dozen”.

The Gilbreth methods included using stop watches to time worker movements and special tools (cameras and special clocks) to monitor and study worker performance, and also involved identification of “therbligs” (Gilbreth spelled backwards) – basic motions (20) used in production jobs. Many of these motions and accompanying times have been used to determine how long it should take a skilled worker to perform a given job. In this way an industrial engineer can get a handle on the approximate time it should take to produce a product or provide a service. However, use of work analysis in this way is unlikely to lead to useful results unless all five work dimensions are considered: physical, psychological, social, cultural, and power.

1. What is the passage primarily about?
 - a. The limitations of pioneering studies in understanding human behavior
 - b. How time and motion studies were first developed
 - c. The first applications of a scientific approach to understanding human behavior
 - d. The beginnings of modern management theory**

2. The word “ which” in line 9 refers to
- a. scientific management
 - b. philosophy**
 - c. productivity
 - d. time and motion study
3. It can be inferred from the first paragraph that
- a. workers welcomed the application of scientific management
 - b. Talar’s philosophy is different from the industrial norms**
 - c. by the early 1900s science had reached a stage where it could be applied to the workplace
 - d. workers were no longer exploited after the introduction of scientific management.
4. The word “prevailing” in line 10 is closest in meaning to
- a. Predominant**
 - b. broadly accepted
 - c. prevalent
 - d. common
5. According to the passage, Frank Gilbreth discovered how workers could eliminate waste motion by
- a. using special tools such as cameras and clocks
 - b. using stop watches
 - c. applying scientific management principles
 - d. watching his children do their chores**
6. The basic motions used in production jobs were given which one of following names by Frank Gilbreth?
- a. Dimensions
 - b. Gilreths
 - c. Therbligs**
 - d. Monitors
7. According to the passage, the time it takes a skilled worker to perform the motion of a given job can be measured by using:
- a. stop watches
 - b. all five work dimension
 - c. special tools**

d. therbligs

8. The word “motions” in line 20 is closest in meaning to

a. stop watches

b. habits

c. actions

d. special tools

9. Where in the passage does the author comment that the principles of scientific management were often misunderstood?

a. Lines 1-5

b. Lines 6-10

c. Lines 11-15

d. Lines 16-20

10. The word “dimensions” in line 24 is closest in meaning to

a. Sizes

b. Extents

c. Aspects

d. Standards

11. All of the following are true except

a. scientific management was concerned with productivity.

b. the beginnings of modern management thought commenced in the 19th century.

c. Frank Gilbreth’s fame was enhanced by two of his children writing a book.

d. analyzing work to increase productivity is not likely to be useful unless all of the dimensions are considered.

Passage 6:

After 1785, the production of children's books in the United States increased but remained largely reprints of British books, often those published by John Newbery, the first publisher to produce books aimed primarily at diverting a child audience. Ultimately, however, it was not the cheerful, commercial-minded Newbery, but Anglo-Irish author Maria Edgeworth who had the strongest influence on this period of American children's literature. The eighteenth century had seen a gradual shift away from the spiritual intensity of earlier American religious writings for children, toward a more generalized moralism. Newbery notwithstanding, Americans still looked on children's books as vehicles for instruction, not amusement, though they would accept a moderate amount of fictional entertainment for the sake of more successful instruction. As the children's book market expanded, then, what both public and publishers wanted was the kind of fiction Maria Edgeworth wrote: stories interesting enough to attract children and morally instructive enough to allay adult distrust of fiction.

American reaction against imported books for children set in after the War of 1812 with the British. A wave of nationalism permeated everything, and the self-conscious new nation found foreign writings (particularly those from the British monarchy) unsuitable for the children of a democratic republic, a slate of self-governing, equal citizens. Publishers of children's books began to encourage American writers to write for American children. When they responded, the pattern established by Maria Edgeworth was at hand, attractive to most of them for both its rationalism and its high moral tone. Early in the 1820's, stories of willful children learning to obey, of careless children learning to take care, of selfish children learning to "tire for others," started to flow from American presses, successfully achieving Edgeworth's tone, though rarely her lively style. Imitative as they were, these early American stories were quite distinguishable from their British counterparts.

Few servants appeared in them, and if class distinctions had by no means disappeared, there was much democratic insistence on the worthiness of every level of birth and work. The characters of children in this fiction were serious, conscientious, self-reflective, and independent-testimony to the continuing influence of the earlier American moralistic tradition in children's books.

1. What does the passage mainly discuss?
 - a. The career of Maria Edgeworth as an author of children's books
 - b. The development of children's literature in the United States**
 - c. Successful publishers of children's books in Britain and North America
 - d. Basic differences between British and American

Kunci & Pembahasan:

Kunci Jawaban: (B) The development of children's literature in the United States

Tipe soal: Main Idea Question

Cara Jawab: Cukup lihat baris pertama setiap paragraph →

Paragraf 1: After 1785, the production of children's books in the United States increased but remained largely reprints of British books

Paragraf 2: American reaction against imported books for children set in after the War of 1812 with the British.

2. The publisher John Newbery is principally known for which of the following reasons?
- He produced and sold books written by Maria Edgeworth.
 - He had more influence on children American children's literature than any other publisher
 - He published books aimed at amusing children rather than instructing them.**
 - He was commercially minded and cheerful.

Kunci & Pembahasan:

Kunci Jawaban: (C) He published books aimed at amusing children rather than instructing them.

Tipe soal: Factual Information Question (learner diminta u/ mengidentifikasi informasi spesifik yg secara explicit ditampilkan dalam passage)

Cara Jawab: Temukan kalimat yang berisi informasi spesifik sesuai yang dinyatakan pada pertanyaan

Keyword: John Newbery is principally known

→

- ... often those published by John Newbery, the first publisher to produce books aimed primarily at diverting a child audience.
- it was not the cheerful, commercial-minded Newbery, but Anglo-Irish author Maria Edgeworth who had the strongest influence on this period of American children's literature.

3. The word "notwithstanding" in line 8 is closest in meaning to

- in spite of**
- in addition to
- as a result of
- as a part of

Kunci & Pembahasan: (A) in spite of

Tipe Soal: Vocabulary in Context Question (Pertanyaan ini menginginkan Anda mengidentifikasi arti dari kata yang digunakan dalam passage)

Cara Jawab:

- Temukan sinonim dari kata yang dipertanyakan;
- Jika dalam pilihan jawaban terdapat lebih dari 1 sinonim, sesuaikan makna jawaban dengan konteks kalimat → notwithstanding = in spite of = despite (walaupun - kontras)

4. The word "they" in line 9 refers to

- a. Children
- b. Americans**
- c. Books
- d. Vehicles

Kunci & Pembahasan:

Kunci Jawaban: (B) Americans

Tipe Soal: Reference Question (Pertanyaan ini menginginkan Anda untuk mengidentifikasi noun yang diganti menjadi sebuah pronoun / siapa atau apa yang dirujuk oleh kata ganti tertentu)

Cara Jawab: Identifikasi pronoun (kata ganti) -letak jawabannya sebelum pronoun. → Newbery notwithstanding, Americans still looked on children's books as vehicles for instruction, not amusement though they would accept a moderate amount of ctional entertainment for the sake of more successful instruction.

5. The word "allay" in line 11 is closest in meaning to

- a. Clarify
- b. Attack
- c. reduce**
- d. confirm

Kunci & Pembahasan:

Kunci Jawaban: (C) reduce

Tipe Soal: Vocabulary in Context Question (Pertanyaan ini menginginkan Anda mengidentifikasi arti dari kata yang digunakan dalam passage)

Cara Jawab:

- Temukan sinonim dari kata yang dipertanyakan;
- Jika dalam pilihan jawaban terdapat lebih dari 1 sinonim, sesuaikan makna jawaban dengan konteks kalimat → allay = reduce (mengurangi)

6. It can be inferred from the passage that American children's books sold before 1785 were almost always

- a. written by Maria Edgeworth
- b. attractive and interesting to children
- c. written by American authors
- d. intended only for religious and moral instruction**

Kunci & Pembahasan:

Kunci Jawaban: (D) intended only for religious and moral instruction

Tipe Soal: Inference Question (learner diminta u/ mengidentifikasi informasi spesifik yg TIDAK secara explicit ditampilkan dalam passage)

Cara Jawab:

- Jika sebuah effect dinyatakan dl passage, maka yg diujikan ialah cause.
- Jika sebuah comparison dl passage, pertanyaan yg diujikan basis of the comparison.
- Jika deskripsi dari new phenomenon, yg diujikan karakteristik dari old phenomenon. → The eighteenth century had seen a gradual shift away from the spiritual intensity of earlier American religious writings for children, toward a more generalized moralism.

7. By the end of the eighteenth century, the publishers of children's books in the United States were most concerned about which of the following?
- a. Attracting children with entertaining stories that provided lessons of correct behavior
 - b. Publishing literature consisting of exciting stories that would appeal to both children and adults**
 - c. Expanding markets for books in both Britain and the United States
 - d. Reprinting fictional books from earlier in the century

Kunci & Pembahasan:

Kunci Jawaban: (B) Publishing literature consisting of exciting stories that would appeal to both children and adults

Tipe soal: Factual Information Question (learner diminta u/ mengidentifikasi informasi spesifik yg secara explicit ditampilkan dalam passage)

Cara Jawab: Temukan kalimat yang berisi informasi spesifik sesuai yang dinyatakan pada pertanyaan
Keyword: the end of eighteenth century -publishers (USA) most concerned → As the children's book market expanded, then, what both public and publishers wanted was the kind of fiction Maria Edgeworth wrote: stories interesting enough to attract children and morally instructive enough to allay adult distrust of fiction.

8. The word "permeated" in line 15
- a. Opposed
 - b. Improved
 - c. competed with
 - d. spread through**

Kunci & Pembahasan:

Kunci Jawaban: (D) spread through

Tipe Soal: Vocabulary in Context Question (Pertanyaan ini menginginkan Anda mengidentifikasi arti dari kata yang digunakan dalam passage)

Cara Jawab:

- Temukan sinonim dari kata yang dipertanyakan;
- Jika dalam pilihan jawaban terdapat lebih dari 1 sinonim, sesuaikan makna jawaban dengan konteks kalimat → permeated = spread through (menyebar ke seluruh)

9. According to the passage, American children's stories differed from their British equivalents in that the characters in American stories were
- a. children who showed a change of behavior
 - b. children who were well behaved
 - c. rarely servants**
 - d. generally not from a variety of social classes

Kunci & Pembahasan:

Kunci Jawaban: (C) rarely servants

Tipe soal: Factual Information Question (learner diminta u/ mengidentifikasi informasi spesifik yg secara explicit ditampilkan dalam passage)

Cara Jawab: Temukan kalimat yang berisi informasi spesifik sesuai yang dinyatakan pada pertanyaan

Keyword: differed from → Imitative as they were, these early American stories were quite distinguishable from their British counterparts. Few servants appeared in them Few berarti hampir tidak ada atau jarang (rarely)

10. The word "testimony to" in line 28 is closest in meaning to
- a. inspiration for
 - b. evidence of**
 - c. requirement for
 - d. development of

Kunci & Pembahasan:

Kunci Jawaban: (B) evidence of

Tipe Soal: Vocabulary in Context Question (Pertanyaan ini menginginkan Anda mengidentifikasi arti dari kata yang digunakan dalam passage)

Cara Jawab:

- Temukan sinonim dari kata yang dipertanyakan;

- Jika dalam pilihan jawaban terdapat lebih dari 1 sinonim, sesuaikan makna jawaban dengan konteks kalimat → testimony to (kesaksian) = evidence of (bukti)

Passage 7:

Next to its sheer size, the profound isolation of its many small islands is the most distinctive feature of the Pacific Ocean. Over 25,000 islands are scattered across the surface of the Pacific, more than in all the other oceans combined, but their land area adds up to little more than 125,000 square kilometers, about the size of New York State, and their inhabitants total less than two million people, about a quarter of the number that live in New York City. The oceanic islands of the Pacific are some of the most isolated places on Earth. Many are uninhabitable, by virtue of their small size and particular characteristics, but even the most favored are very isolated fragments of land, strictly circumscribed by the ocean, strictly limited in terms of the numbers of people they can support. This basic fact of environmental circumstance has been the most pervasive influence in determining the social arrangements, and cultural practices of the people that settled in the Pacific Islands.

The peopling of the Pacific Islands has been described as the greatest feat of maritime colonization in human history. Contrary to the conclusions of Thor Heyerdahl's Kon-Tiki expedition of 1946, the evidence of plant dispersal, archaeology, linguistics, and genetics now shows quite conclusively that the Pacific Islands were not populated from the east by South Americans who drifted on balsa-wood rafts and the prevailing wind and current, but from the west, by groups from mainland Asia who gradually spread from island to island out into the Pacific. The process began over 40,000 years ago and reached Easter Island the most isolated place on Earth-about 1,500 years ago. It ended about 1,000 years ago, when people first settled in Hawaii and New Zealand.

Simply surviving those ocean crossings of indeterminate length, in open canoes, to arrive on the shores of uninhabited and hitherto unknown islands, was a formidable achievement. But having found an oasis of land in a watery wilderness, crossed its reef, and landed, on its shores, the survivors then faced a series of pressing problems for which solutions had to be found quickly if the small group was to become a vigorous, self-sustaining island population.

1. The word "scattered" in line 2 is closest in meaning to
 - (A) widely known
 - (B) usually estimated
 - (C) rarely inhabited
 - (D) irregularly distributed**

2. Why does the author mention New population of the Pacific York City in line 5?
 - (A) To emphasize how small the population of the Pacific Islands is**
 - (B) To emphasize the extreme distances between the Pacific Islands and other regions
 - (C) To note the economic ties of the Pacific Islands to other regions
 - (D) To note the lack of urban environments on the Pacific Islands

3. The phrase "by virtue of" in line 6 is closest in meaning to
- (A) regarding
 - (B) because of**
 - (C) taking advantage of
 - (D) in place of
4. The word "circumscribed" in line 7 is closest in meaning to
- (A) located
 - (B) flooded
 - (C) restricted**
 - (D) pushed
5. Which of the following is NOT mentioned as evidence used to determine the origins of Pacific Islands people?
- (A) Oral histories**
 - (B) Plant dispersal
 - (C) Linguistics
 - (D) Archaeology
6. According to the passage, where did the original inhabitants of the Pacific Islands come from?
- (A) South America
 - (B) Hawaii
 - (C) New Zealand
 - (D) Asia**
7. The word "It" in line 16 refers to
- (A) Pacific
 - (B) process**
 - (C) isolated place
 - (D) Earth
8. The word "indeterminate" in line 18 is closest in meaning to
- (A) undecided
 - (B) uncertain**

(C) unacceptable

(D) increasing

9. The passage is most likely followed by a discussion of

(A) how settlers adapted to newly discovered Pacific Ocean Islands

(B) the design and construction of canoes used in the Pacific Islands

(C) the characteristics of reefs in the Pacific Islands

(D) how early explorers of the Pacific Ocean found their way from island to island

Passage 8:

The languages spoken by early Europeans are still shrouded in mystery. There is no linguistic continuity between the languages of Old Europe (a term sometimes used for Europe between 7000 and 3000 B.C.) and the languages of the modern world, and we cannot yet translate the Old European script. Scholars have deciphered other ancient languages, such as Sumerian, Akkadian, and Babylonian, which used the cuneiform script, because of the fortuitous discovery of bilingual inscriptions. When cuneiform tablets were first discovered in the eighteenth century, scholars could not decipher them. Then inscriptions found in Mesopotamia at the end of the eighteenth century provided a link: these inscriptions were written in cuneiform and in two other ancient languages, Old Persian and New Elamite--languages that had already been deciphered. It took several decades, but scholars eventually translated the ancient cuneiform script via the more familiar Old Persian language.

Similarly, the hieroglyphic writing of the Egyptians remained a mystery until French troops unearthed the famous Rosetta stone in the late eighteenth century. The stone carried the same message written in ancient Greek, Egyptian hieroglyphs, and Egyptian hieratic, a simplified form of hieroglyphs. The Rosetta stone thwarted scholars' efforts for several decades until the early nineteenth century when several key hieroglyphic phrases were decoded using the Greek inscriptions. Unfortunately, we have no Old European Rosetta stone to chart correspondences between Old European script and the languages that replaced it.

Tim incursions of Indo-European tribes into Old Europe from the late fifth to the early third millennia B.C. caused a linguistic and cultural discontinuity. These incursions disrupted the Old European sedentary farming lifestyle that had existed for 3,000 years. As the Indo-Europeans encroached on Old Europe from the east, the continent underwent upheavals. These severely affected the Balkans, where the Old European cultures abundantly employed script. The Old European way of life deteriorated rapidly, although pockets of Old European culture remained for several millennia, ~ new peoples spoke completely different languages belonging to the Indo-European linguistic family. The Old European language or languages, and the script used to write them, declined and eventually vanished.

1. What does the passage mainly discuss?

(A) Reasons for the failure to understand the written records of Old European culture

(B) Influences on the development of Old European script

(C) Similarities between Old European script and other ancient writing systems

(D) Events leading to the discovery of Old European script

2. According to the passage, New Elamite is

(A) a language that was written in the cuneiform script

(B) a modern language that came from Old Persian

Commented [i-3]: diselubungi

Commented [i-4]: Tulisan kuno

Commented [i-5]: sarjana

(C) one of the languages spoken by the Old Europeans

(D) a language that was understood by the late eighteenth century

3. According to the passage, scholars were able to decipher cuneiform script with the help of

(A) the Sumerian, Akkadian, and Babylonian languages

(B) Old Persian

(C) tablets written in Old European

(D) a language spoken in eighteenth century Iran

4. The word "fortuitous" in line 5 is closest in meaning to

(A) important

(B) sudden

(C) early

(D) lucky

5. The word "them" in line 6 refers to

(A) Sumerian, Akkadian, and Babylonian

(B) bilingual inscriptions

(C) cuneiform tablets

(D) scholars

6. When does the passage suggest that ancient Egyptian hieroglyphic script was finally deciphered?

(A) At around the same time as cuneiform script was deciphered

(B) Shortly before the Rosetta stone was unearthed

(C) As soon as additional bilingual inscriptions became available to scholars

(D) A few decades after the hieratic script was decoded

7. According to the passage, which of the following is true of the Rosetta stone?

(A) It was found by scholars trying to decode ancient languages.

(B) It contains two versions of hieroglyphic script.

(C) Several of its inscriptions were decoded within a few months of its discovery.

(D) Most of its inscriptions have still not been decoded.

8. The word "thwarted" in line 14 is closest in meaning to

(A) continued

- (B) influenced
- (C) encouraged
- (D) frustrated**

9. According to the passage, Indo-European incursions caused Old European populations to
- (A) separate into different tribes
 - (B) move eastward
 - (C) change their ways of living obtaining food**
 - (D) start recording historical events in Writing
10. The author mentions the Balkans in the passage in order to explain why
- (A) Indo-European languages were slow to spread in Old Europe
 - (B) the inhabitants of Old Europe were not able to prevent Indo-European incursions
 - (C) the use of the Old European script declined**
 - (D) the Old European culture survived for a time after the Indo-European incursions

Passage 9:

Lichens, probably the hardest of all plants, live where virtually nothing else can---not just on rugged mountain peaks but also on sunbaked desert rocks. They are usually the first life to appear on a mountainside that has been scraped bare by an avalanche. Unlike other members of the plant kingdom, lichens are actually a partnership between two plants. The framework of a lichen is usually a network of minute hairlike fungus that anchors the plant. The other component is an alga (similar to the green film of plant life that grows on stagnant pools) that is distributed throughout the fungus. Being green plants, algae are capable of photosynthesis--that is, using energy from the Sun to manufacture their own food. The fungi are believed to supply water, minerals, and physical support to the partnership.

Lichens are famous for their ability to survive ~ water shortage. When water is scarce (as is often the case on a mountain), lichens may become dormant and remain in that condition for prolonged periods of time. Some lichens can even grow where there is no rain at all, surviving on only occasional dew--the moisture that condenses on the surface of the plants at night. And unlike most other plants, lichens are little affected by the strong ultraviolet rays in the mountains.

Lichens use little energy, for they grow slowly. Some grow so slowly and are so old that they are called "time stains." You may find lichens that are centuries old; certain of these lichen colonies have been established for an estimated 2,000 years. For decades, scientists wondered how the offspring of an alga and a fungus got together to form a new lichen, it seemed unlikely that they would just happen to encounter one another. It was finally discovered that in many cases the two partners have never been separated. Stalklike "buds" that form on certain lichens are broken off by the wind or by animals; these toll or are blown to a new location.

1. Which of the following questions does the passage answer?

- (A) Where can the oldest lichen be found?
- (B) How long does it take for lichens to establish themselves?
- (C) How large can lichens be?

(D) Where do lichens usually occur?

Kunci Jawaban: (D) Where do lichens usually occur?

Tipe soal: Main Idea Question

Cara Jawab: Cukup lihat baris pertama setiap paragraf (juga biasa di kalimat terakhir paragraf pertama)

→

Paragraf 1: Lichens live where virtually nothing else can

Paragraf 2: Lichens are famous for their ability to survive

Paragraf 3: Lichens use little energy

2. The word "hardest" in line 1 is closest in meaning to

- (A) most unusual
- (B) most basic
- (C) most abundant
- (D) most vigorous**

Kunci Jawaban: (D) most vigorous

Tipe Soal: Vocabulary in Context Question (Pertanyaan ini menginginkan Anda mengidentifikasi arti dari kata yang digunakan dalam passage)

Cara Jawab:

- Temukan sinonim dari kata yang dipertanyakan;
- Jika dalam pilihan jawaban terdapat lebih dari 1 sinonim, sesuaikan makna jawaban dengan konteks kalimat
→ hardest = most vigorous = strongest

3. The word "framework" in line 4 is closest in meaning to

- (A) structure**
- (B) fragment
- (C) condition
- (D) environment

Kunci Jawaban: (A) structure

Tipe Soal: Vocabulary in Context Question (Pertanyaan ini menginginkan Anda mengidentifikasi arti dari kata yang digunakan dalam passage)

Cara Jawab:

- Temukan sinonim dari kata yang dipertanyakan;
- Jika dalam pilihan jawaban terdapat lebih dari 1 sinonim, sesuaikan makna jawaban dengan konteks kalimat
→ framework = structure

4. The author mentions "the green film of plant life that grows on stagnant pools" (lines 5-6) in order to explain

- (A) how the sun affects lichens
- (B) why plants depend on water
- (C) where fungi become algae

(D) what algae are

Kunci Jawaban: (D) what algae are

Tipe soal: Factual Information Question (learner diminta u/ mengidentifikasi informasi spesifik yg secara explicit ditampilkan dalam passage)

Cara Jawab: Temukan kalimat yang berisi informasi spesifik sesuai yang dinyatakan pada pertanyaan.

→

he other component is an alga (similar to the green film of plant life that grows on stagnant pools) that is distributed throughout the fungus.

5. It can be inferred from the passage that lichens use less energy and grow more slowly when

(A) the environment is polluted

(B) they are exposed to ultraviolet rays

(C) they are very old

(D) the supply of water is inadequate

Kunci Jawaban: (D) the supply of water is inadequate

Tipe Soal: Inference Question (learner diminta u/ mengidentifikasi informasi spesifik yg TIDAK secara explicit ditampilkan dalam passage)

Cara Jawab:

- Jika sebuah effect dinyatakan dl passage, maka yg diujikan ialah cause.
- Jika sebuah comparison dl passage, pertanyaan yg diujikan basis of the comparison.
- Jika deskripsi dari new phenomenon, yg diujikan karakteristik dari old phenomenon.

→

Lichens are famous for their ability to survive ~ water shortage. When water is scarce (as is often the case on a mountain), lichens may become dormant and remain in that condition for prolonged periods of time.

6. Which of the following term is defined in the passage?

(A) "anchors" (line 5)

(B) "stagnant" (line 6)

(C) "dew" (line 11)

(D) "ultraviolet" (line 13)

→ dew--the moisture that condenses on the surface of the plants at night

7. The word "prolonged" in line 10 is closest in meaning to

(A) precise

(B) extended

(C) approximate

(D) regular

Kunci Jawaban: (B) extended

Tipe Soal: Vocabulary in Context Question (Pertanyaan ini menginginkan Anda mengidentifikasi arti dari kata yang digunakan dalam passage)

Cara Jawab:

- Temukan sinonim dari kata yang dipertanyakan;
- Jika dalam pilihan jawaban terdapat lebih dari 1 sinonim, sesuaikan makna jawaban dengan konteks kalimat
→ prolonged = extended = panjang (lama)

8. All of the following are mentioned in the discussion of lichens EXCEPT

(A) They are capable of producing their own food.

(B) They require large amounts of minerals to prosper.

(C) They are a union of two separate plants.

(D) They can live thousands of years.

Kunci Jawaban: (B) They require large amounts of minerals to prosper.

Tipe soal: Factual Information Question (learner diminta u/ mengidentifikasi informasi spesifik yg secara explicit ditampilkan dalam passage)

Cara Jawab: Temukan kalimat yang berisi informasi spesifik sesuai yang dinyatakan pada pertanyaan.

→

(paragraph 1) → lichens are actually a partnership between two plants. The framework of a lichen is usually a network of minute hairlike fungus that anchors the plant. The other component is an alga (similar to the green film of plant life that grows on stagnant pools) that is distributed throughout the fungus. Being green plants, algae are capable of photosynthesis--that is, using energy from the Sun to manufacture their own food. The fungi are believed to supply water, minerals, and physical support to the partnership.

(paragraph 2) → Some lichens can even grow where there is no rain at all, surviving on only occasional dew--the moisture that condenses on the surface of the plants at night. And unlike most other plants, lichens are little affected by the strong ultraviolet rays in the mountains.

(paragraph 3) → You may find lichens that are centuries old;

9. What does the phrase "lichen colonies (line 15) suggest?

(A) Nothing but lichens live in some locations.

(B) Many lichens live together in one area.

(C) Lichens displace the plants that surround them.

(D) Certain groups of lichens have never been separated.

Kunci Jawaban: (B) Many lichens live together in one area.

Tipe Soal: Vocabulary in Context Question (Pertanyaan ini menginginkan Anda mengidentifikasi arti dari kata yang digunakan dalam passage)

Cara Jawab:

- Temukan sinonim dari kata yang dipertanyakan;
- Jika dalam pilihan jawaban terdapat lebih dari 1 sinonim, sesuaikan makna jawaban dengan konteks kalimat
→ colony = a group of animals, insects or plants of the same type that live together

10. The word "encounter" in line 17 is closest in meaning to

(A) lose

(B) support

(C) meet

(D) create

Kunci Jawaban: (B) Many lichens live together in one area.

Tipe Soal: Vocabulary in Context Question (Pertanyaan ini menginginkan Anda mengidentifikasi arti dari kata yang digunakan dalam passage)

Cara Jawab:

- Temukan sinonim dari kata yang dipertanyakan;
- Jika dalam pilihan jawaban terdapat lebih dari 1 sinonim, sesuaikan makna jawaban dengan konteks kalimat
→ encounter = meet = bertemu

11. The word "these" in line 19 refers to

(A) partners

(B) buds

(C) lichens

(D) animals

Kunci Jawaban: (B) buds

Tipe Soal: Reference Question (Pertanyaan ini menginginkan Anda untuk mengidentifikasi noun yang diganti menjadi sebuah pronoun / siapa atau apa yang dirujuk oleh kata ganti tertentu)

Cara Jawab: Idetifikasi pronoun (kata ganti) -letak jawabannya sebelum pronoun.

→ Stalklike "buds" that form on certain lichens are broken off by the wind or by animals; these toll or are blown to a new location

Passage 10:

There are two main hypotheses when it comes to explaining the emergence of modern humans. The ‘Out of Africa’ theory holds that *homo sapiens* burst onto the scene as a new species around 150,000 to 200,000 years ago in Africa and subsequently replaced archaic humans such as the Neandertals. The other model, known as multi-regional evolution or regional continuity, posits far more ancient and diverse roots for our kind. Proponents of this view believe that *homo sapiens* arose in Africa some 2 million years ago and evolved as a single species spread across the Old World, with populations in different regions linked through genetic and cultural exchange.

Of these two models, Out of Africa, which was originally developed based on fossil evidence, and supported by much genetic research, has been favored by the majority of evolution scholars. The vast majority of these genetic studies have focused on DNA from living populations, and although some small progress has been made in recovering DNA from Neandertal that appears to support multi-regionalism, the chance of recovering nuclear DNA from early human fossils is quite slim at present. Fossils thus remain very much a part of the human origins debate.

Another means of gathering theoretical evidence is through bones. Examinations of early modern human skulls from Central Europe and Australia dated to between 20,000 and 30,000 years old have suggested that both groups apparently exhibit traits seen in their Middle Eastern and African predecessors. But the early modern specimens from Central Europe also display Neandertal traits, and the early modern Australians showed affinities to archaic *Homo* from Indonesia. Meanwhile, the debate among paleoanthropologists continues, as supporters of the two hypotheses challenge the evidence and conclusions of each other.

1. The passage primarily discusses which of the following
 - (a) Evidence that supports the “Out of Africa” theory
 - (b) Two hypotheses and some evidence on the human origins debate**
 - (c) The difficulties in obtaining agreement among theorists on the human origins debate
 - (d) That fossils remain very much a part of the human origins debate
2. The word “emergence” in line 1 is closest in meaning to
 - (a) complexity
 - (b) development
 - (c) appearance**
 - (d) decline
3. The word “proponents” in line 6 is closest in meaning to

- (a) experts
- (b) advocates**
- (c) inspectors
- (d) historians

4. All of the following are true except
- (a) three methods of gathering evidence are mentioned in the passage
 - (b) the multi-regional model goes back further in history.
 - (c) the Out of Africa model has had more support from scholars
 - (d) DNA studies offer one of the best ways in future to provide clear evidence.**
5. The word “slim” in line 14 is closest in meaning to
- (a) small**
 - (b) narrow
 - (c) thin
 - (d) difficult
6. Which of the following is not true
- (a) the vast majority of genetic studies have focused on living populations
 - (b) early modern human skulls all support the same conclusions**
 - (c) both hypotheses focus on Africa as a location for the new species.
 - (d) early modern Australian skulls have similarities to those from Indonesia.
7. In line 18, the word “their ” refers to which of the following
- (a) Middle Easterners and Africans
 - (b) skulls
 - (c) central Europeans and Australians**
 - (d) traits
8. Which of the following is NOT true about the two hypotheses
- (a) Both hypotheses regard Neandertals to be the predecessors of modern humans**
 - (b) Genetic studies have supported both hypotheses
 - (c) Both hypotheses cite Africa as an originating location.
 - (d) One hypothesis dates the emergence of *homo sapiens* much earlier than the other.

9. It can be inferred from the passage that
- (a) there is likely to be an end to the debate in the near future
 - (b) the debate will interest historians to take part in
 - (c) the debate is likely to be less important in future
 - (d) there is little likelihood that the debate will die down**
10. According to the passage, the multi-regional evolution model posits far more diverse roots for our kind because
- (a) Evidence from examinations of early modern human skulls has come from a number of different parts of the world.
 - (b) DNA from Neandertal appears to support multi-regionalism
 - (c) Populations in different regions were linked through genetic and cultural exchange**
 - (d) This has been supported by fossil evidence

Structure (ada 40 soal)

One of the most difficult questions in defining sleep is “what ____ the functions of sleep?”

- (A) is
- (B) has
- (C) have
- (D) are**

In an area first explored by Samuel de Champlain, _____

- (A) establishment of the city of Halifax in 1749
- (B) in 1749 the city of Halifax established
- (C) in 1749, establishing the city of Halifax
- (D) the city of Halifax was established in 1749**

_____ Nat Turner who led a revolt against slavery in Virginia in 1831.

- (A) Where was
- (B) It was**
- (C) He was
- (D) That he was