

**SELEKSI NASIONAL MASUK PERGURUAN TINGGI NEGERI
(SNMPTN)**

Mata Pelajaran	: Bahasa Inggris
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Gunakan PETUNJUK A untuk menjawab soal nomor 31 sampai dengan nomor 45!

Passage 1

A new study, published Thursday in Science, makes a strong case that the second theory is the right one. A team of anthropologists from the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany, developed a battery of learning tests they call the Primate Cognition Test Battery, and gave it to 106 chimps, 105 children and 32 orang-utans, to compare the groups directly on physical and social learning. Says Esther Hermann, a co-author of the paper: "It's the first time anything like this has been done."

The three groups performed about equally well on physical learning -- locating hidden objects, figuring out the source of a noise, understanding the concepts of more and less, using a stick to get something that's out of reach. And indeed, the kids were of an age --- 2 ½ years old --- where it's widely known that they do perform about as well as chimps in such tests. So for example, the scientists would hide a treat of some kind --- a toy, or some food --- behind a box, while the test subjects looked on, the kids, chimps and orang-utans would have to be sophisticated enough to know that the object disappearing from view didn't mean it stopped existing, and had to be able to figure out where it had gone. All three groups did equally well at this sort of thing.

31. With reference to the primates in the experiment, the author mainly deals with their ...
 - (A) intelligent capacity.
 - (B) social achievement.
 - (C) physical performance.
 - (D) emotional maturity.
 - (E) cognitive curiosity.

32. The purpose of the study is to ...
 - (A) examine the physical and social relationships between some animals and humans.
 - (B) analyze the physical and social ability between some animals and humans.
 - (C) describe the behavior of some animals and humans in the physical and social learning.
 - (D) see if there is a similarity between some animals and humans in the physical and social learning.
 - (E) explain factors in the physical and social learning between some animals and humans.

33. The paragraph preceding the passage above is most likely about description of ...
 - (A) the psychological test.
 - (B) the two theories of learning.
 - (C) the social and physical learning.
 - (D) mammals and their classification.
 - (E) the Primate Cognition Test Battery.

34. From the passage it can be inferred that infants of about 2 – 3 years of age would probably generally ...
- (A) be unable to perform the tasks for chimps and orang-utans.
 - (B) know more the concepts of simple calculation than chimps and orang-utans.
 - (C) have the level of physical learning similar to chimps and orang-utans.
 - (D) perform test tasks more poorly than adult chimps and orang-utans.
 - (E) be able to do social activities that normally chimps and orang-utans can do.
35. The expression *physical learning* in 'The three groups performed about equally well on physical learning ...' (line 6) refers to ...
- (A) the performance on the Primate Cognition Test Battery.
 - (B) the comparison of the subjects physical and social performance.
 - (C) the development of learning tests to evaluate a theory.
 - (D) the strong claim to the second acceptable theory .
 - (E) the ability to find the location of a hidden object.

Passage 2

Although this term has not been commonly used to describe health in years past, sustainable health is a growing movement. Health can be defined as a state of feeling good. The word sustainability describes the process by which something can keep going. Thus, sustainable health describes being in a state where you feel good not just once but over an extended period of time. Some major areas of interest surrounding sustainable health include: food additives, animal welfare, biodiversity, community farming, genetic engineering, and pesticides.

Youths are increasingly being exposed to unhealthy diets, including diets are high in saturated fats and low in fruits, vegetables, and complex carbohydrates. Probably the most worrying realities of unhealthy eating practices have been the increased risk of diseases like diabetes, heart failure, malnutrition, and obesity. In 2006 the WHO reported that 400 million out of the 1.6 billion adults who were diagnosed as overweight were simultaneously diagnosed as obese in both developed and developing countries.

Research studies have shown that educating school-aged children and young people on healthy and sustainable nutritional habits will increase the likelihood of those children and young people remaining healthy in the future regardless of socio-economic background. These educational programs not only teach nutrition, but also teach youth how to prepare and handle food in safe and sustainable ways, achieve a balanced diet with limited resources, and to decrease their risk of acquiring a nutrition-related disease or disorder. The Theory of Planned Behavior (TPB) has been used by many research studies on nutrition to predict the factors that affect youth decision-making with regards to eating healthy. A study found that youth in a multicultural low-income community in the Unites States of America who participated in a 10-week program significantly improved in nutrition and eating habits. The success of the nutrition education program for multicultural youth identified several factors that were important to positively influencing the nutrition choices, which includes: a nutrition and cooking curriculum that emphasized culturally diverse foods; participatory learning activities (role-playing), sustainable gardening lessons, in addition to skills to fight racism and poverty discrimination. TPB model has also been used to help identify the ecological and cultural factors that affect indigenous youth in the Americas.

36. Concerning diets and health among young people, there is a need to ...
- (A) promote sustainable health for those with malnutrition.
 - (B) educate those between 5 – 19 of age about sustainable health.
 - (C) introduce sustainable health to those concerned with education.
 - (D) make young people realize the role of healthy living in their future.
 - (E) Show the relation between diseases and socio-economic conditions.
37. Concerning food consumption, the author suspects that young people ...
- (A) lack knowledge of types of healthy food.
 - (B) tend to consume a lot of junk food.
 - (C) are unaware of consuming poison our food.
 - (D) become the victim of eating harmful food.
 - (E) are unfamiliar with the risk of unhealthy food.

38. To promote a school's sustainable health program, a school principal would probably encourage everyone in school to ...
- (A) have regular health checks.
 - (B) practice cooking classes.
 - (C) do sustainable gardening.
 - (D) put more lessons on health.
 - (E) hold meetings by nutritionists.
39. A relevant question raised with reference to the text above would be ...
- (A) Why do most Americans tend to consume unhealthy meals?
 - (B) What are the characteristics of diseases related with malnutrition?
 - (C) Is unhealthy consumption of meals related with the types of race?
 - (D) Does anyone who is healthy always have a state of thinking stability?
 - (E) Is education on sustainable health related with eating habits?
40. In the passage above the author mainly deals with ...
- (A) values of being healthy.
 - (B) ways to healthy lives.
 - (C) sustainable health.
 - (D) keeping healthy.
 - (E) youths' health.

Passage 3

A difficult problem that the society is facing is the legalization of euthanasia – the act of causing death painlessly in order to end suffering. People who are in a coma because of injury to their brains and elderly people who are terminally ill are being kept alive by artificial means. They do not have a chance to recover, but laws in most states of the United States do not allow doctors to end their lives. Although many people feel that doctors must do everything possible to keep their patients alive, I believe that euthanasia should be legal for three reasons.

The first and most important reason to support euthanasia is that some patients who have no chance to recover do not wish to be kept alive on machines. These patients are kept alive by life-support machines such as respirators to help them breathe and feeding tubes to provide them with nutrition. A well-known example in the United States is the case of Teri Schiavo, a young woman who went into a coma in 1990. Mrs. Schiavo was able to breathe on her own, but her brain was dead. For fifteen years, she was kept alive by a feeding tube. After eight years of seeking treatment for her condition, her husband asked the court for permission to remove her feeding tube. He said that his wife had told him that she would not want to be kept alive artificially when there was no hope of recovery. Mrs. Schiavo's parents disagreed with Mr. Schiavo and fought to keep their daughter alive. After seven years of bitter court battles, Mr. Schiavo finally won. Doctors removed Mrs. Schiavo's feeding tube, and she soon died. Clearly, when there is absolutely no hope of recover, society should allow a person to die if that is her or his wish.

A second reason is that medical costs in the United States were very high. Keeping a person alive for years requires round-the-clock care in a hospital. According to an administrator at a local hospital, a daily hospital room charges average \$5,000 there. The high cost can cause serious financial problems for a family.

The final reason is that the family suffers. Hospital staffs give terminally ill patients only minimal care. Thus, the family must spend time caring for the special needs of their loved one. For instance, a cousin of mine who had been in a motorcycle accident was kept on life-support machines for eight years. Someone had to stay with him twenty-four hours a day. During those years, his parents took turns taking care of him. Other family members tried to help out when they could, but his parents did most of the physical work and suffered most of the emotional stress. After he finally died, my aunt said, "Of course, I am sad, but since we all knew he would eventually die, it might have been better if it had happened right when he had the accident. These past eight years have been hard."

To summarize patients who are either terminally ill or who are in an irreversible coma often wish to die. Their care is a financial, physical, and emotional burden for their families. Therefore, families should have the right to ask doctors to turn off life-support machines or to remove feeding tubes.

41. What does the author's concern about the legal form of euthanasia?
- (A) the family's objection
 - (B) the family's rights
 - (C) the life of the dying patient
 - (D) the patient's expectation
 - (E) the doctor's expertise
42. If you agree with the author, what might happen if someone who has a serious illness does not have the probability to get better?
- (A) The doctor could remove feeding tubes.
 - (B) The family might refuse the idea of euthanasia.
 - (C) The doctor would offer to perform euthanasia.
 - (D) The patient would refuse to be hospitalized.
 - (E) The patient could ask their right to die soon.
43. Concerning euthanasia, the author thinks that ...
- (A) it should be legalized in any circumstances.
 - (B) the family, not the law, decides if it is to be performed.
 - (C) doctors should perform it when the patient wishes to die.
 - (D) it should be legalized under certain conditions.
 - (E) it is the answer to relieve a social burden of the patient's family.
44. The least important reason the author argues is that ...
- (A) the patient's family suffers because of the hospital staff's indifference.
 - (B) doctors and nurses do not really care about their patients.
 - (C) when somebody is ill, the family has to take turns caring for them.
 - (D) the parents of the terminally ill patient suffer a lot.
 - (E) the family suffers the most although they know the patient will not recover.
45. The word *irreversible* in "... who are in an irreversible coma ..." (line 26) means ...
- (A) temporary
 - (B) unchangeable
 - (C) dangerous
 - (D) permanent
 - (E) unconscious