

CURRICULUM VITAE

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English Test (Sample)

Part 1

DIRECTIONS

In Part 1, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

(The Recorded Listening File is being played)

Now begin work on the questions.

1. (A) She hopes to go.
(B) She still may be able to go.
(C) She is planning to go.
(D) She is unable to go.

2. (A) Dropped out of school.
(B) Quit one class for another.
(C) Decided to take a more advanced math class.
(D) Decided to take the honors level of geometry.

3. (A) He is asking whether Jim submitted his application on time.
(B) He means that Jim submitted his application late.
(C) He means that Jim was awarded financial aid.
(D) He means that he submitted his application too early.

4. (A) She formerly lived on 34th Street.
(B) She lives on 34th Street.
(C) She is very accustomed to her apartment.
(D) She is temporarily living on 34th Street.

5. (A) She had to work so she did not go to Seattle.
(B) She has a new job in Seattle.
(C) She does not like to fly.
(D) She plans to go to Seattle after work.

6. (A) He studied too much.
(B) He lost his book.
(C) He did not prepare adequately for the test.
(D) He is tired because he spent too much time studying.

7. (A) He is sick.
(B) He did not wish to attend the function.
(C) He came to the party, but the man did not see him.
(D) He is in jail in another city.

8. (A) Christopher was late because he stopped somewhere on the way.
(B) Christopher has been attending, but the man has missed him.
(C) Christopher has quit attending.
(D) Christopher did not attend because of the rain.
9. (A) Take a cruise with his friends.
(B) Forget about the cruise.
(C) Go with other friends on the cruise.
(D) Take a flight instead.
10. (A) She is tired of trying to get into the university.
(B) She has already entered a university.
(C) She took a job instead of going to college.
(D) She has continued to try to find a university that will accept her.

Part 2

DIRECTIONS

Questions 11-20 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C) and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

11. A fire in the _____ building could be a problem for firefighters.
(A) ninety-story-tall
(B) ninety-tall-story
(C) ninety-stories-tall
(D) ninety stories
12. The soldiers were unable to determine where _____
(A) the jeep had been left
(B) had been leave the jeep
(C) had the jeep been left
(D) had the jeep left
13. The faculty of the university is not expected to approve the collective bargaining proposal, and _____
(A) the administration either
(B) neither is the administration
(C) neither the administration
(D) the administration is not neither
14. The gymnasium facilities of this public school are _____ those of the finest private school in the county.
(A) second after
(B) second only to
(C) first except for
(D) second place from

15. In spite _____ seen as a comfortable and open speaker, Larry dislikes public speaking and will do almost anything to avoid it.
- (A) have been
 - (B) of being
 - (C) being
 - (D) having been
16. The Old Man and the Sea, a novel about an old fisherman's harrowing adventure catching a huge fish, is one of Ernest Hemingway's _____ books.
- (A) most famous
 - (B) the most famous
 - (C) are most famous
 - (D) and most famous
17. Nobody knows why _____ postponed until next week.
- (A) the meeting
 - (B) was the meeting
 - (C) did the meeting
 - (D) the meeting was
18. If the driver's own car _____ damaged, the favorite probably would have won the race.
- (A) had not been
 - (B) not
 - (C) no had been
 - (D) has no be
19. The committee has met and _____
- (A) have approve the budget
 - (B) budget was approved
 - (C) its approval of the budget
 - (D) approved the budget
20. The man displayed his anger when he discovered that the ATM was _____ order.
- (A) out
 - (B) out of
 - (C) no on
 - (D) outside

Part 3

DIRECTIONS

In questions 21-25, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C) and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Part 4

Questions 31-40

Bees, classified into over 10,000 species, are insects found in almost every part of the world except the northernmost and southernmost regions. One commonly known species is the honeybee, the only bee that produces honey and wax. Humans use the wax in making candles, lipsticks and other products, and they use the honey as a food. While gathering the nectar and pollen with which they make honey, bees are simultaneously helping to fertilize the flowers on which they land. Many fruits and vegetables would not survive if bees did not carry the pollen from blossom to blossom.

Bees live in a structured environment and social structure within a hive, which is a nest with storage space for the honey. The different types of bees each perform a unique function. The worker bee carries nectar to the hive in a special stomach called the honey stomach. Other workers make beeswax and shape it into a honeycomb, which is a waterproof mass of six-sided compartments, or cells. The queen lays eggs in completed cells. As the workers build more cells, the queen lays more eggs.

All workers, like the queen, are female, but the workers are smaller than the queen. The male honeybees are called drones; they do not work and cannot sting. They are developed from unfertilized eggs, and their only job is to impregnate a queen. The queen must be fertilized in order to lay worker eggs. During the season where less honey is available and the drone is of no further use, the workers block the drones from eating the honey so that they will starve to death.

31. The word *which* in line 6 refers to
- (A) fertilizer
 - (B) flowers
 - (C) honey
 - (D) bees
32. The word *simultaneously* in line 6 is closest in meaning to
- (A) stubbornly
 - (B) concurrently
 - (C) skillfully
 - (D) diligently
33. According to the passage, a *hive* is
- (A) a type of honey
 - (B) a nest
 - (C) a type of bee
 - (D) a storage space
34. According to the passage, the drone
- (A) collects less honey than workers
 - (B) mates with the queen and has no other purpose
 - (C) comes from eggs fertilized by other drones
 - (D) can be male or female

35. The author implies that
- (A) bees are unnecessary in the food chain
 - (B) drones are completely dispensable
 - (C) the queen can be a worker
 - (D) drones are never females
36. According to the passage honey is carried to the hive in a honey stomach by the
- (A) queens
 - (B) drones
 - (C) males
 - (D) workers
37. In what way does the reading imply that bees are useful in nature?
- (A) They pollinate fruit and vegetable plants
 - (B) They make marvelous creations from wax
 - (C) They kill the dangerous drones
 - (D) They create storage spaces
38. All of the following are characteristics of a honeycomb except
- (A) it contains hexagonal sections
 - (B) it is made of honey
 - (C) it is made of wax
 - (D) it is impermeable
39. The passage implies that bees can be found in each of the following parts of the world except
- (A) Africa
 - (B) China
 - (C) Europe
 - (D) Antarctica
40. It can be inferred from the reading that beeswax is
- (A) absorbent
 - (B) pliable
 - (C) complex in structure
 - (D) sweet

Interview Questions

1. Teachers

N O	Mr. Ali KAVAK, M.Pd	Answers
1	Which subjects are you teaching?	<i>Biology</i>
2	What are things to be your barriers in delivering the science subjects materials in English-medium of instruction at your classroom?	<i>The barrier is that, students' level of English itself. Especially in the first month of the first year. Most of the students don't have enough grammar and vocabulary proficiency to understand what they listen and read. While Biology has wide range of vocabularies in need even in the first day. Some words have more than one meaning like "tissue", for example. Students usually think about the meaning in their daily life context and get it completely wrong.</i>
3	Do you feel that your students' general language skills meet the expectations required of high school students studying in an English-medium environment?	<i>At the beginning of the first year, No. But gradually they improve and for most of them by the end of the first year they meet my / our expectation.</i>
4	How would you characterize your students' overall English proficiency and ability in each of the skill areas (listening, reading, writing, and speaking)?	<i>As they spent time in the school (and dormitory too), they can improve much in all skill areas. I can say that they are better at reading. Their second best skill can be listening after adapting to my accent. Some of them with high self confidence do well in speaking. In aspect of writing, I usually see many mistakes in basic grammar concepts.</i>
5	Do you think that your students' English proficiency improves during	<i>Yes, since they are exposed to more English as they study, it definitely improves their skills.</i>

	their a year academic study using English-medium of instruction?	<i>If they were just learning the English language in English and other subjects in Indonesian-medium of instructions so then their English proficiency wouldn't improve that much. To learn Biology, they have to read, listen, write, and speak in English.</i>
6.	What's your strategy to overcome the student's problem in the science class using English?	<i>Ideally, I try to use simple language, avoid grammar complicated sentences, both when I speak and in my notes and exams. During planning identify the key words which they may not know, write them on the board, and during the lesson I check if they know the meaning and some times I aske them to translate it. They have to translate it English to English, try to express it in another expression.</i>

N O	Mr. Ali SIMSEK, M.Pd	Answers
1	Which subjects are you teaching?	<i>Physics</i>
2	What are things to be your barriers in delivering the science subjects materials in English-medium of instruction at your classroom?	<i>Firstly, Physics as a subject is not easily be engaged by the students. Secondly, if you teach in English to students who don't understand English well is another barrier. Of course Physics based on formulas more than words, but the students should have strong background about Physics phenomena to focus on subject.</i>
3	Do you feel that your students' general language skills meet the expectations required of high school students studying in an English-medium environment?	<i>Actually not enough... But if the student get the matriculation program before teaching period, it would help them.</i>

4	How would you characterize your students' overall English proficiency and ability in each of the skill areas (listening, reading, writing, and speaking)?	<i>Generally listening is satisfied . They have some troubles with reading and writing. They are afraid of speaking in public.</i>
5	Do you think that your students' English proficiency improves during their a year academic study using English-medium of instruction?	<i>I could obviously observed that our students improve their knowledges and language skills. It depends on interests and potential of capability. In SMAN BANUA, it happens because all our students are selected for this purpose.</i>
6	What's your strategy to overcome the student's problem in the science class using English?	<i>When I deliver the lesson, first, I give the physical terms in both languages and I want the students to repeat them again and again, second, generally questions are in English format, so I asked the students to understand the questions and take a notice to unknown parameters, third, sometimes we did playing matching words game or filling the blanks to help them in improving their English comprehensively in Physics, fourth, I pushed them to explain their ideas in English, and the last, fifth, I provided them English song in terms of Physics or for the proper topics in order to make progress for their English skills."</i>

N O	Mrs. Sri Wantini, M.Pd	Answers
1	Which subjects are you teaching?	<i>Maths</i>
2	What are things to be your barriers in delivering the science subjects materials in English-medium of instruction at your classroom?	<i>I found it difficult it mentioning the maths terminology because each words' meaning is different even in a little differences. In addition, the other difficulty is students' English skill itself.</i>
3	Do you feel that your students' general language skills meet the expectations required of high school students studying in an English-medium environment?	<i>Some of them, yes. But not all.</i>
4	How would you characterize your students' overall English proficiency and ability in each of the skill areas (listening, reading, writing, and speaking)?	<i>At the beginning, they are very weak in English language skill. But as the time goes by, their abilities improve significantly.</i>
5	Do you think that your students' English proficiency improves during their a year academic study using English-medium of instruction?	<i>Yes, of course. The result of their improvements is quite pleasing.</i>

6	What's your strategy to overcome the student's problem in the science class using English?	<i>What can I say.... I give them more lesson for maths terminologies and get use to math math terminologies and the classes, and also get used to understand more of any statement of math language.</i>
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N O	Mr. Mahir Martin, M.Pd	Answers
1	Which subjects are you teaching?	<i>Chemistry</i>
2	What are things to be your barriers in delivering the science subjects materials in English-medium of instruction at your classroom?	<i>For me, there are severals barriers. Those are; students' proficiency of English, Different terminologies of science use in English, attracting students' attention, doing dialogue with the students, doing direct question in the classroom.</i>
3	Do you feel that your students' general language skills meet the expectations required of high school students studying in an English-medium environment?	<i>I feel that students need more English intensive courses, before they start learning sciences in English-medium of instruction. That is my suggestion to enrich students proficiency of English in science lessons.</i>
4	How would you characterize your students' overall English proficiency and ability in each of the skill areas (listening,	<i>The students are good in reading and writing, but they have difficulty in listening and speaking.</i>

	reading, writing, and speaking)?	
5	Do you think that your students' English proficiency improves during their a year academic study using English-medium of instruction?	<i>Yes, I do. They are improving their English during a year academic study using English-medium of Instruction. I can prove this by looking at their sciences score results which are getting better by the time.</i>
6	What's your strategy to overcome the student's problem in the science class using English?	<i>"In the classroom, I encourage students to speak more by giving them opportunity to come in front of the class to present their understanding about the topics. While out of the class, I gave the studnets many reading and writing summary assignment. By doing this, they will used to use English in their learning time.</i>

2. Students

N O	Jonathan Bayu Satwika	Answers
1	Do you know why this school implements English-medium of instruction in science subjects?	<p><i>Just a little.</i></p> <p><i>What I know that Banua Bilingual Boarding School is a school which use national curriculum, as an effect of partnership with Amity College.</i></p> <p><i>I think the foundation believes that science is the same in any part of this world.</i></p> <p><i>To make the students be more versatile, this school make the science learning based on English language (EMI).</i></p> <p><i>Because most up-dated journal of science is also mostly written in English, so basically we implement English to make the science learning in this century as fast as we could to be understood.</i></p>
2	What are things to be your barriers in learning the science subjects materials in English-medium of instruction in the classroom?	<p><i>I think the biggest barriers is me.</i></p> <p><i>I consider myself as a “well-English” person, so the language wouldn’t be so hard.</i></p> <p><i>It’s just me, maybe sometimes I could so lack of focus and I’m just looking to the front, with eyes empty.</i></p> <p><i>Banua’s teacher is really comprehensive in English, it’s just might be about the students themselves.</i></p>
3	Do you think that your English proficiency improves during their a year academic study using English-medium of instruction?	<p><i>Absolutely, yes.</i></p> <p><i>To be honest, I’ve never learnt English as keen as now, in Banua.</i></p> <p><i>The atmosphere, the learning and subjects, now all of them really support me to do better in English.</i></p> <p><i>Here, I finally learn a bit about British English.</i></p> <p><i>I’ve never talked or watched an English conversation without subtitle before, but right now, it’s just like a daily routine.</i></p> <p><i>So, yes, my English improves even better day by day.</i></p> <p><i>It just needs sort of push.</i></p>

N O	Nail Ompi	Answers
1	Do you know why this school implements English-medium of instruction in science subjects?	<p><i>Yes, because this school has cooperated to Amity College in Australia which implement English-medium of Instruction in science subject.</i></p> <p><i>This school also becomes a sister school for another school in South Kalimantan.</i></p> <p><i>This school has mission to encourage the students to have a wide insight of information-technology and science.</i></p>
2	What are things to be your barriers in learning the science subjects materials in English-medium of instruction in the classroom?	<p><i>I think the text-books in this school use a complex-English, so if we want to understand it deeply, we must read the book again and again which make us quite exhausted.</i></p> <p><i>And also, some of teachers really speak English very fluently that sometimes make us hard to understand what the teachers said.</i></p>
3	Do you think that your English proficiency improves during their a year academic study using English-medium of instruction?	<p><i>Yes, because everyday and everytime I always hear someone speak in English, then I should speak English too.</i></p> <p><i>That is the reason why my English proficiency can improve significantly.</i></p>

N O	Muhammad Rifqi Saputra	Answers
1	Do you know why this school implements English-medium of instruction in science subjects?	<p><i>For me, there are many reasons actually. Beside, this school has bilingual programmes and also in case to improve our English skills.</i></p> <p><i>There are many sources of science come from English language, even more than other languages.</i></p> <p><i>This also can significantly improve or develop our ability to speak English because we learn from days to days even hours to hours.</i></p> <p><i>Usually, books in foreign languages (English) contain more than our native language in this school. Like Zambak, Cambridge, Oxford, etc.</i></p>
2	What are things to be your barriers in learning the science subjects materials in English-medium of instruction in the classroom?	<p><i>We have to translate it twice.</i></p> <p><i>It means that we have to understand it critically.</i></p> <p><i>New (strange) vocabularies / terminologies also become the problem for us.</i></p> <p><i>If we're still newbie, it is so hard to answer the questions while we don't understand what the asker asking or talking about is.</i></p> <p><i>Other obstacle is you have to bring your own dictionary everyday everytime.</i></p>
3	Do you think that your English proficiency improves during their a year academic study using English-medium of instruction?	<p><i>Yes, of course.</i></p> <p><i>It improves a lot, even better.</i></p> <p><i>When I was in Junior High School, grammar is something useless for me, because I don't wanna know and care about.</i></p> <p><i>I mean, come on! If you want to talk, just speak it freely.</i></p> <p><i>But, because of the situation here, I've to study about it.</i></p> <p><i>In the beginning, yes, it's so hard.</i></p> <p><i>But after several months, it's like something general for me.</i></p>