

**BAHAN PENYERTA**  
**MEDIA AUDIO SMART ENGLISH TODAY (S-E-T)**

**POST-TEST INTERMEDIATE-3**

**A. IDENTIFIKASI**

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| Kode             | : | 06/POST-TEST/SET/XII/Inter-3/2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Jenis Tes        | : | <i>Post-Test</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Level            | : | <i>Intermediate-3</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Kompetensi Dasar | : | <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>May I help you? What can I do for you? What if ...?</i>)</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/<b>radio</b>/tv, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/<b>radio</b>/tv.</p> <p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>if</i> dengan <i>imperative, can, should</i>).</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur</p> |

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|                 |   | <p>kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (<i>tips</i>) sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.6 Teks prosedur</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk <i>manual</i> terkait penggunaan teknologi dan kiat-kiat (<i>tips</i>).</p> <p>4.6.2 Menyusun teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> |
| Fungsi Bahasa   |   | <p><i>Offering help and responding</i></p> <p><i>Conditional sentence for giving suggestions/orders</i></p> <p><i>News item</i></p> <p><i>Manual</i></p> <p><i>Tips</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Penulis         | : | Heny Prihastwi, SIP.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Pengkaji Materi | : | Bridget Keenan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Pengkaji Media  | : | Mariana Susanti, S.Sos., M.A.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## B. TRANSKRIP TEKS DAN SOAL

### PART ONE.

#### Questions 1 to 5

In part one, you will listen to conversations followed by questions. The conversations and the questions will be read out twice. The conversations will not be printed in your worksheet, so you must listen carefully to understand what the speakers say. Each question will be followed by four answers. You have to choose the best answer to each question and mark it on your answer sheet.

#### This conversation is for questions number 1 and 2.

FEMALE : Good afternoon sir. May I help you?

MALE : Yes! I want to buy a toy for my five-year-old son.

FEMALE : Ok sure. What sort of toys does he like?

MALE : Well, he loves playing with all kinds of transportation toys.

FEMALE : What about fire trucks? Kids usually adore them.

MALE : That's a great idea. Oh yes, this one is nice. I'll take it.

FEMALE : Would you like me to wrap it for you?

1. What is the woman's intention by saying, "May I help you?"
  - A. She wants to help you.
  - B. She wants to offer her help.
  - C. She wants to get help from the man.
  - D. She wants to tell the man that it is May now.
2. Where does the conversation take place?
  - A. At a fire station
  - B. On a fire truck
  - C. At the man's house
  - D. In a toy shop

**This conversation is for questions number 3 and 4.**

FEMALE : How long have you had this pain?  
MALE : It started last month. It wasn't too bad at first but now it's difficult for me to stand up and walk.  
FEMALE : Hmm, let me see. Oh yes, this joint is swollen. Have you changed your eating habits recently?  
MALE : Well.... yes. I've been eating a lot of meat and seafood in the last few months.  
FEMALE : It seems that you have a high level of uric acid, which has caused the pain and swollen joints.  
MALE : What should I do?  
FEMALE : If you reduce your intake of meat and seafood, your uric acid levels will decrease, and so will the pain.

3. Who is the man talking to?
  - A. A patient
  - B. His doctor
  - C. A food seller
  - D. A pharmacist
4. What will the man likely do if he wants to reduce the pain?
  - A. He will limit his meat and seafood consumption.
  - B. He will change his food into meat and seafood.
  - C. He will reduce the portions of his food.
  - D. He will buy a prescription of high dose drugs.
5. FEMALE : Hi Andre, you seem very confused. What's up?  
MALE : We are going to have an exam tomorrow, but I don't understand a

single word of the material.

FEMALE : Well, if you paid more attention in class, you wouldn't have a problem now.

MALE : I know, it's my fault. What should I do?

FEMALE : If I were you I would ask the teacher to help you with the things you don't understand.

What does the girl suggest to the boy?

- A. To study the material by himself
- B. To pay attention to the lessons
- C. To admit his mistake to the teacher
- D. To ask for help from the teacher

## PART TWO

### Questions 6 to 10

In part two, you will listen to some incomplete conversations and questions. The conversations and the questions will be read out twice. Listen carefully to understand what the speakers are saying. Each question will be followed by four responses. You have to choose the best response to each question.

6. FEMALE : Honey, what are doing?

MALE : I'm just watching TV, Mum. What's up?

FEMALE : I need to buy some eggs and flour at the supermarket but I haven't finished cooking yet. Would you help me?

How is the boy likely to respond?

- A. Sure. What can I do for you, Mum?
- B. Certainly. Let's go to the supermarket now.
- C. Stop cooking and go and buy them now, Mum.
- D. Don't buy them, Mum. I'm watching TV now.

7. MALE : Excuse me ma'am. Are you shopping alone?

FEMALE : Yes, dear. Why?

MALE : Your shopping bags look very heavy. May I help you with them?

How will the woman most likely reply?

- A. Sure, I like to help you.
- B. Why did you want to help me?
- C. Thanks, that would be a great help.
- D. Thanks. I don't need these shopping bags anyway.

8. MALE : Do you have any allergies to medication?

FEMALE : Yes, I am allergic to some antibiotics. I usually get a rash all over my body if I take antibiotics.

MALE : All right. Here are your pills. Fortunately, there are no antibiotics in

your prescription.

FEMALE : Will I be ok if I take these pills? What if I get a rash?

How is the man likely to respond?

- A. You wouldn't have your allergy anymore.
- B. If you are sick, you will never consume these pills.
- C. Why don't you trust me? I'm a good pharmacist.
- D. If you get a rash, you should go back to your doctor.

9. FEMALE : Doctor, I haven't been feeling well recently. I get tired easily. What should I do?

MALE : Do you do regular exercise?

FEMALE : Not really!

MALE : You know, regular exercise is important for your stamina. If you want to be healthy, you should spend 30 minutes a day exercising.

What do you think is the best response?

- A. It will not happen.
- B. Sorry, I don't trust you.
- C. All right. I'll try to do that.
- D. I did not spend 30 minutes on exercise.

10. FEMALE : You seem to be in a hurry. Where are you going?

MALE : I'm going to copy this assignment from my friend in another class. I forgot to do mine yesterday.

FEMALE : But....., our teacher will find out. She is very strict about copying other students work.

MALE : Yeah. I know! That's why I am borrowing it from a student in another class.

What is the girl likely to suggest to the boy?

- A. I am sure you will do that.
- B. You should copy mine.
- C. If were you, I wouldn't do that.
- D. If you do that, you will get a good score.

### PART THREE

#### Questions number 11 to 20

In part three you will listen to several monologues followed by questions. The monologues and questions will be read out twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you listen to each monologue, choose the best answers to the questions.

**This monologue is for questions number 11 to 14.**

Good afternoon, I'm Adinda Rosa bringing you the latest news in Indonesia.

Top news today – This morning, the 8th of May, 860,000 senior high school graduates attended the Joint Entrance Test for State Universities, which was held at 85 state universities in Indonesia. This year was the first time an android-based test option was provided to participants.

As quoted by *Antara*, the head of the Joint Entrance Test committee said that they used android phones for some participants in Bandung in West Java. He said that around 1000 participants used their android phones to do the test and a further 26,181 participants did the computer-based entrance test.

One of the committee members explained that participants had to register their android with the committee prior to the test in order to do the android-based test.

This is Adinda Rosa bringing you the top news every hour.

Adapted from <http://www.thejakartapost.com/news/2018/05/08/students-use-android-phones-for-university-entrance-test.html>

11. What is the purpose of the talk?
  - A. To promote the first android-based Joint Entrance Test
  - B. To inform listeners about the first android-based Joint Entrance Test
  - C. To explain the procedure for participating in the first android-based Joint Entrance Test
  - D. To persuade listeners to follow the first android-based Joint Entrance Test
12. According to the news, what do participants need to do to be able to use their own android in the test?
  - A. Register their android with the committee
  - B. Download the application in their android
  - C. Hand in their android to the committee prior to the test
  - D. Register their name with the committee before the test
13. How many participants joined the android-based Joint Entrance Test?
  - A. 85
  - B. 1000
  - C. 26,181
  - D. 860,000
14. The news reader says, "As quoted by Antara, the head of the Joint Entrance Test committee said that they used android phones for a small number of participant in Bandung in West Java".  
What does the word "they" refer to?

- A. Antara
- B. The Joint Entrance Test committee
- C. The Joint Entrance Test participants
- D. The Joint Entrance test android-based participants

**This monologue is for questions number 15 to 17.**

Good evening. I'd like to explain how to use your mobile phone on the road.

The purpose of driving is to drive a vehicle. Using a mobile phone is likely to cause you to take your eyes off the road and will interfere with your driving. Therefore, the first rule is "turn off your phone".

However, if you really need to use your mobile phone, then use a hands-free device. Put your phone within easy reach and only make or receive calls when the vehicle is not moving. Tell the caller that you are driving and will call them back later if necessary. Do not take notes or look up phone numbers while driving. Do not do any messaging, web browsing, or e-mailing while driving. Finally, never watch videos or play video games while driving.

Adapted from [https://www.samsung.com/us/Legal/PHONE-HS\\_GUIDE\\_English.pdf](https://www.samsung.com/us/Legal/PHONE-HS_GUIDE_English.pdf)

15. What is the talk about?
  - A. How to drive a vehicle
  - B. How to make a call on the road
  - C. What to do with a mobile phone when driving
  - D. How to use video and video games in the car
16. What should a driver do when he/she receives a call while driving?
  - A. Pick up the phone and receive the call
  - B. Receive the call when the vehicle is not moving
  - C. Write the caller's number and call him/her back later
  - D. Stop the call and send a message
17. What is a synonym for the word "interfere" in the sentence, "Using a mobile phone is likely to cause you to take your eyes off the road and will interfere with your driving"?
  - A. Disturb
  - B. Destroy
  - C. Support
  - D. Maintain

**This monologue is for questions number 18 to 20.**

Hello listeners and welcome to the Webwise Program. This is your host, Andra.

Pornography on the internet is a very serious issue, especially for our children. The presence of internet in children's lives is indeed unavoidable, however, it doesn't mean that we can't do anything about inappropriate material.

Here are some tips to reduce the possibility of children accessing pornography.

First of all, put your search engine or video tube settings to “safe” mode.  
 Second, use the parental control feature to filter any inappropriate content.  
 Third, check your children’s browse history. See whether they have visited any inappropriate sites before.  
 Fourth, examine the downloaded applications in your children’s gadgets. Games are often used to spread pornography to children.  
 Finally, talk to your children and raise their awareness on the dangers of pornography.

18. Who is the speaker?
  - A. A parent
  - B. A broadcaster
  - C. An internet expert
  - D. A pornography victim
  
19. What should parents do to make their children aware of the dangers of pornography?
  - A. Set the browser setting to “safe” mode
  - B. Use parental controls on their gadget
  - C. Examine their browser history
  - D. Communicate with them
  
20. Why should parents check the applications in their children’s gadgets?
  - A. Because games are often used as a media for pornography
  - B. Because children often download pornography
  - C. Because they often visit pornography websites
  - D. Because children like to download pornography content

### C. KUNCI JAWABAN

1. B. She wants to offer her help.
2. D. In a toy shop
3. B. His doctor
4. A. He will limit his meat and seafood consumption.
5. D. To ask for help from the teacher
6. A. Sure. What can I do for you, Mum?
7. C. Thanks, that would be a great help.
8. D. If you get a rash, you should go back to your doctor.
9. C. All right. I'll try to do that.
10. C. If were you, I wouldn't do that.
11. B. To inform listeners about the first android-based Joint Entrance Test
12. A. Register their android with the committee.
13. B. 1000
14. B. The Joint Entrance Test committee

15. C. What to do with a mobile phone when driving
16. B. Receive the call when the vehicle is not moving
17. A. Disturb
18. B. A broadcaster
19. D. Communicate with them
20. A. Because games are often used as a media for pornography

#### D. KRITERIA PENILAIAN DAN REKOMENDASI

Nilai = jumlah jawaban benar  $\times$  5.

Predikat dan Rekomendasi:

- $\leq 60$  : "Kurang" : Mengulang mempelajari media "SET" pada level *Intermediate-3*.
- 61 – 70 : "Cukup" : Mengulang mempelajari media "SET" pada level *Intermediate-3*.
- 71 – 80 : "Baik" : Sudah menguasai materi pada media "SET" pada level *Intermediate-3* dengan cukup baik. Namun, disarankan untuk mempelajari media "SET" pada level *Intermediate-3* lagi, agar bisa memperoleh pemahaman yang lebih mendalam untuk materi pada level ini.
- 81 – 90 : "Baik sekali" : Sudah menguasai materi pada media "SET" pada level *Intermediate-3* dengan amat baik.
- 91 – 100 : "Memuaskan" : Sudah menguasai materi pada media "SET" pada level *Intermediate-3* dengan predikat memuaskan.

#### E. DAFTAR PUSTAKA

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