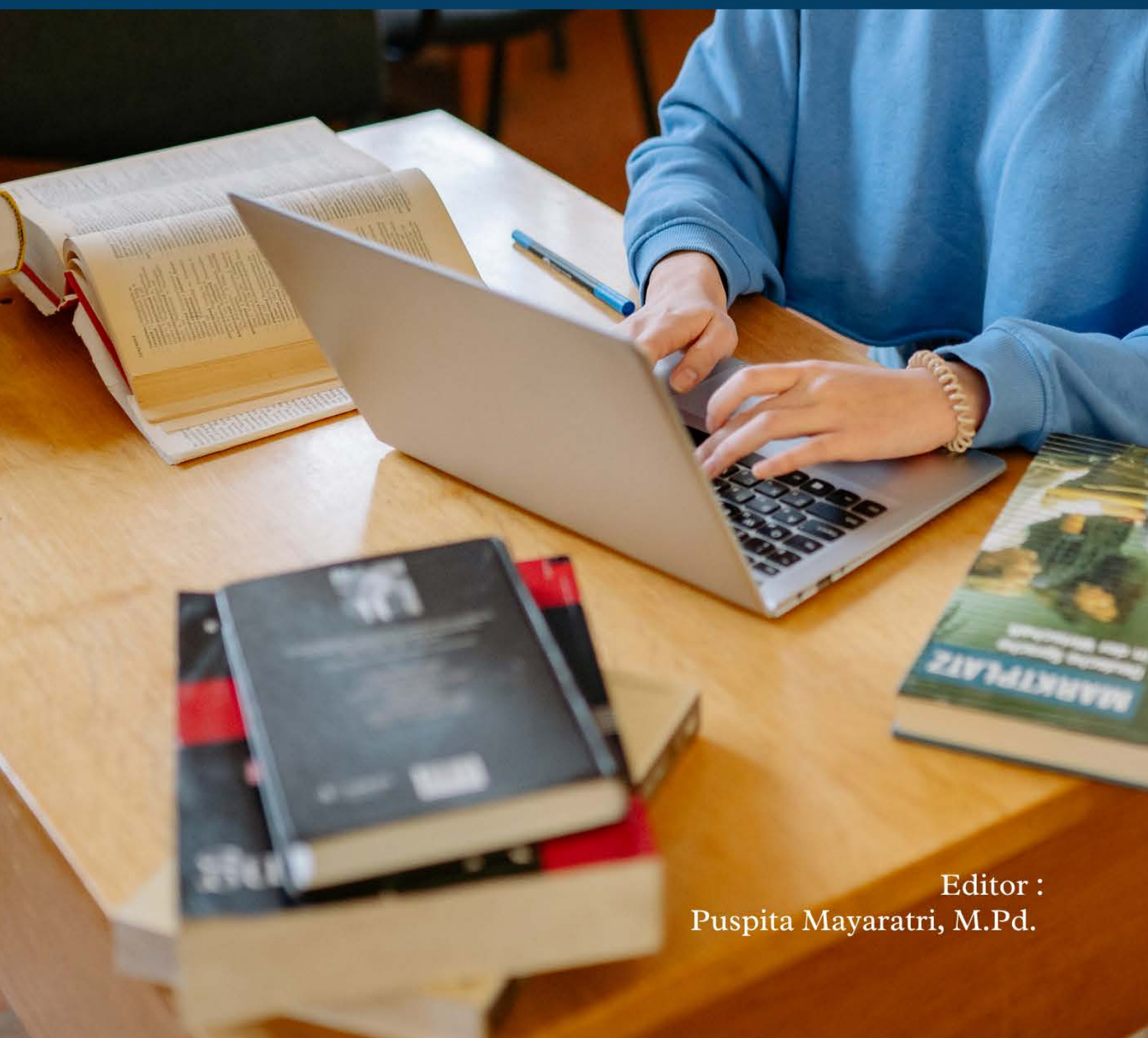


Prof. Dr. Erna Iftanti, S.S., M.Pd.



Student' Book Intensive English Course (IEC) Academic English for TKA Preparation

LEVEL SENIOR HIGH SCHOOL (SMA/MA)



Editor :
Puspita Mayaratri, M.Pd.

Prof. Dr. Erna Iftanti, S.S., M.Pd.

Students' Book

**INTENSIVE ENGLISH
COURSE (IEC)
ACADEMIC ENGLISH FOR
TKA PREPARATION**

Level Senior High School (SMA/MA)

Editor:
Puspita Mayaratri, M.Pd.



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Jl. Mayor Sujadi No. 46, Kudus, Plosokandang,
Kedungwaru District, Tulungagung Regency,
East Java 66221, Indonesia
Phone/Fax: (+62 355) 321513 / 321656
Email: satupress@uinsatu.ac.id
Website: <https://obs.uinsatu.ac.id/>

PREFACE

This Book is designed to help students of Senior High School to develop their academic English skills required for success in taking the Academic Competence Test (*Tes Kompetensi Akademik / TKA*), specifically in English. The materials focus on reading literacy, academic vocabulary, grammar in context, writing skills, and higher-order thinking skills (HOTS). Each unit provides explanations, examples, guided practice, and TKA-style exercises to support intensive and independent learning.

This book consists of nine units sequentially from unit 1 until unit 8 discussing Orientation and Diagnostic Reading, Understanding Main Ideas and Supporting Details, Academic Vocabulary Development, Academic Grammar in Context, Academic Writing and Speaking for Daily Conversation, High Order Thinking Skills (HOTS) in TKA, intensive TKA Practice, TKA Simulation, and Evaluation and Reflection. In addition, Unit 9 focuses on Text-based Exercises. All units are organized similarly, starting with stating the learning objective, explaining the conceptual ideas of each unit topic and ending with some related exercises.

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UNIT 1

ORIENTATION & DIAGNOSTIC READING

A. Learning Objectives

By the end of this chapter, students will be able to:

- 1) Explain the purpose and structure of the Intensive English Course (IEC)
- 2) Identify the key characteristics of Academic English used in TKA texts
- 3) Apply basic academic reading strategies (skimming, scanning, predicting)
- 4) Identify main ideas, supporting details, and vocabulary meaning in context
- 5) Reflect on their initial academic reading ability through diagnostic tasks

B. Introduction to the Intensive English Course (IEC)

The Intensive English Course (IEC) is designed to help students develop the academic English skills required to succeed in the Academic Competence Test / *Tes Kompetensi Akademik (TKA)*. Unlike general English, which focuses on daily communication, the IEC emphasizes academic reading literacy, vocabulary mastery, grammar in context, and higher-order thinking skills.

Throughout this course, students will work with academic texts similar to those found in the TKA. The activities will train students to read efficiently, think critically, and answer questions strategically. This first chapter serves as an orientation and diagnostic unit to identify students' starting level before progressing to more advanced skills.

C. What Is Academic English?

Academic English in the context of this book is the type of English used in formal learning contexts such as textbooks and examinations. It is different from everyday English in both style and purpose.

Characteristics of Academic English:

- Uses formal and precise vocabulary
- Contains longer and more complex sentence structures
- Focuses on facts, ideas, and logical reasoning
- Avoids personal opinions and informal expressions

In TKA, most reading passages are academic texts. Therefore, understanding Academic English is essential for answering questions accurately.

D. Academic Reading Strategies

To understand academic texts effectively, students should apply the following strategies:

1. **Skimming**

Skimming means reading quickly to get the general idea of a text. Readers focus on the title, the topic sentence and the concluding sentence of each paragraph, and keywords.

2. **Scanning**

Scanning is used to locate specific information such as names, dates, terms, or numbers without reading the entire text.

3. **Predicting**

Predicting involves guessing what the text will discuss based on the title, headings, or opening sentences. This helps readers activate background knowledge.

These strategies are especially useful in TKA, where students must read efficiently within a limited time.

Look at these passages, inspired by typical UTBK topics (such as science, the environment, technology, and social issues), that feature formal language, complex sentences, and dense information, as key characteristics of academic English.

Each text is followed by exercises focusing on the learning objectives from Unit 1: applying skimming/scanning/predicting, identifying main ideas and supporting details, and determining vocabulary in context. Do each example in 5 minutes!

Example 1:

Climate Change and Renewable Energy (Science/Environment Topic)

Climate change, driven primarily by human activities such as burning fossil fuels and deforestation, has emerged as one of the most pressing global challenges. Rising temperatures lead to extreme weather events, glacier melt, and sea-level rise, threatening ecosystems and human settlements. In response, many countries are transitioning to renewable energy sources like solar and wind power. These alternatives reduce greenhouse gas emissions and promote sustainability. However, challenges remain, including high initial costs and intermittent supply due to weather dependency. Despite these obstacles, investments in renewable technology have increased significantly, suggesting a promising shift toward a low-carbon future.

1. **Predicting:**
Based on the title "Climate Change and Renewable Energy," what do you predict the passage will discuss?
2. **Skimming:**
What is the main topic of the passage?
 - A. The history of fossil fuels
 - B. The impacts of climate change and the role of renewable energy
 - C. Only the benefits of solar power
 - D. Deforestation in specific countries
3. **Scanning:**
What are two challenges mentioned for renewable energy?
4. **Main Idea and Supporting Details:**
 - 1). What is the main idea of the passage?
 - A. Climate change is not a real threat.
 - B. Renewable energy is the solution to climate change despite some challenges.
 - C. Fossil fuels are better than renewables.
 - D. Sea levels are not rising.
 - 2). Supporting detail: Name one effect of rising temperatures.
5. **Vocabulary in Context:**
What does "intermittent" most likely mean in the sentence "intermittent supply due to weather dependency"?
 - A. Constant and reliable
 - B. Not continuous or steady
 - C. Expensive
 - D. Eco-friendly

Example 2:

The Impact of Social Media on Society (Social Studies/Technology Topic)

Social media platforms have revolutionized communication, allowing instant connectivity across the globe. Users can share ideas, news, and personal experiences effortlessly. However, excessive use has raised concerns about mental health, privacy, and the spread of misinformation. Studies indicate that prolonged exposure to curated online images can lead to anxiety and low self-esteem, particularly among adolescents. Furthermore, algorithms designed to maximize engagement often create echo chambers, where users are exposed only to similar viewpoints, polarizing society. Despite these drawbacks, social media

has empowered movements for social justice and facilitated education during crises, such as the COVID-19 pandemic.

Exercises

1. **Skimming:**

What is the overall tone of the passage?

- a. Completely positive about social media
- b. Balanced, discussing both benefits and drawbacks
- c. Entirely negative
- d. Neutral with no opinion

2. **Scanning:**

What is one positive example mentioned about social media?

3. **Main Idea and Supporting Details:**

1). Main idea:

- a. Social media has no benefits.
- b. Social media transforms communication but poses risks to mental health and society.
- c. Algorithms are always helpful.
- d. Privacy is not an issue online.

2). Supporting detail for mental health concerns:

- a. Social media allows instant global communication.
- b. Algorithms create echo chambers that polarize society.
- c. Prolonged exposure to curated images can cause anxiety and low self-esteem.
- d. Social media facilitated education during the COVID-19 pandemic.

4. **Vocabulary in Context:**

What does "echo chambers" mean in context?

- a. Places where everyone hears the same sounds
- b. Environments where people only encounter agreeing opinions
- c. Rooms for music
- d. Safe spaces for privacy

5. **Predicting and Inference:**

From the first sentence, predict one drawback mentioned later.

Example 3:

Biodiversity and Conservation (Science Topic)

Biodiversity refers to the variety of life on Earth, encompassing millions of species in ecosystems ranging from rainforests to oceans. It provides essential services such as pollination, clean water, and medicine. Unfortunately, human activities like habitat destruction and pollution have accelerated species extinction rates, far exceeding natural levels. Conservation efforts, including protected areas and international agreements, aim to mitigate these losses. For instance, reforestation projects restore habitats and sequester carbon, combating climate change simultaneously. Sustaining biodiversity is crucial not only for ecological balance but also for human well-being.

Exercises

1. **Skimming:**

Main idea of the first paragraph?

- a. Biodiversity is unimportant.
- b. Definition and benefits of biodiversity.
- c. Only about oceans.
- d. Pollution has no effect.

2. **Scanning:**

What is one human activity causing extinction?

3. **Main Idea and Supporting Details:**

1) Overall main idea:

- a. Biodiversity is declining due to humans, but conservation can help.
- b. All species are safe.
- c. Conservation is unnecessary.
- d. Rainforests are the only ecosystem.

2) Supporting detail for benefits:

- a. Habitat destruction increases extinction rates.
- b. Biodiversity provides services like pollination, clean water, and medicine.
- c. Species extinction exceeds natural levels.
- d. international agreements regulate trade.

4. **Vocabulary in Context:**

What does "sequester" mean in "sequester carbon"?

- | | |
|-------------------------|-----------------------|
| a. Release into the air | c. Destroy completely |
| b. Capture and store | d. Ignore |

5. **Reflection/Predicting:** How might this topic relate to UTBK questions?

Here are other exercises!

These exercises introduce **academic-style passages** that include tables or graphs (described in text format for clarity, which helps students practice integrating visual data with written text – a common feature in advanced academic English (e.g., similar to IELTS/TOEFL Academic Reading). Students apply **skimming, scanning, predicting**, identifying **main ideas/supporting details**, and **vocabulary in context**.

Time each exercise (8–12 minutes) to simulate test conditions.

Exercise 1

Global Population Growth (Demography/Social Studies Topic)

The world's population has grown rapidly over the past century, driven by improvements in healthcare, sanitation, and food production. However, growth rates vary significantly by region. Developed countries experience low or negative growth due to aging populations and lower birth rates, while developing regions continue to expand quickly. The following table summarizes population data from the United Nations projections.

Table: World Population by Region (in billions)

Region	2000	2020	2050 (Projected)	Annual Growth Rate (2020–2050)
World Total	6.1	7.8	9.7	0.8%
Africa	0.8	1.3	2.5	2.2%
Asia	3.7	4.7	5.3	0.4%
Europe	0.7	0.7	0.7	-0.1%
Latin America	0.5	0.7	0.8	0.5%
North America	0.3	0.4	0.4	0.3%

This uneven distribution raises concerns about resource allocation, urbanization, and environmental sustainability. Policymakers must address these disparities to ensure equitable development.

1. **Predicting:**

Based on the title and first sentence, what do you predict the table will show?

2. **Skimming:** What is the main idea of the passage?

A. Population growth is the same everywhere.

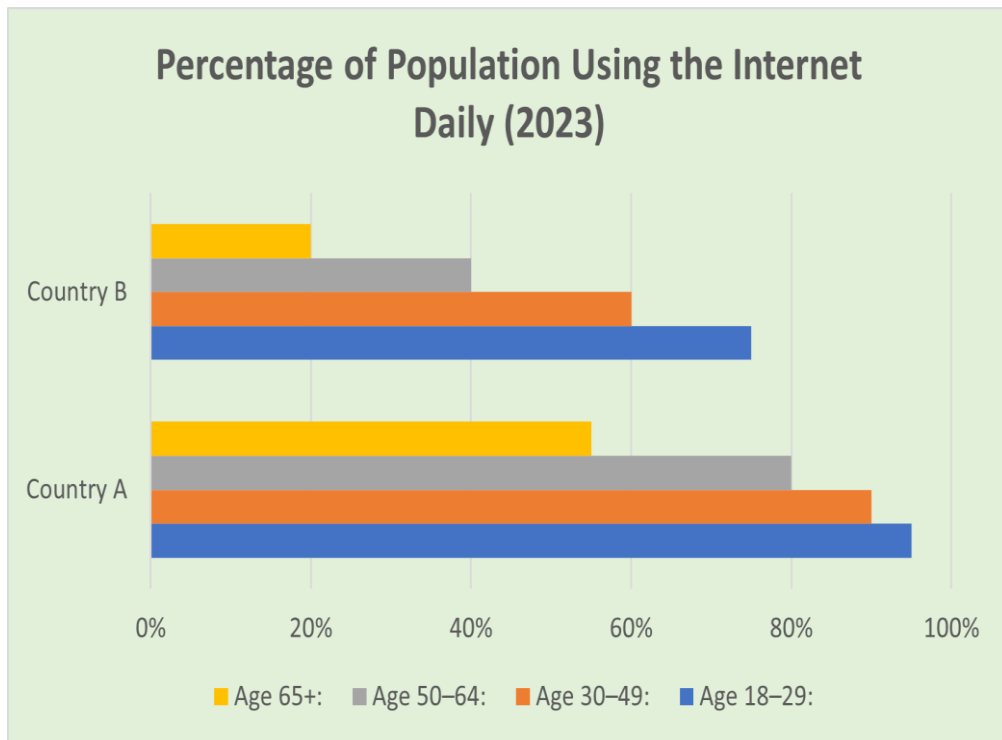
- B. Global population is increasing unevenly across regions.
 - C. Europe has the fastest growth.
 - D. Projections are unreliable.
3. **Scanning:** According to the table, which region is projected to have the highest annual growth rate from 2020 to 2050?
4. **Main Idea and Supporting Details:**
- 1) Supporting detail from the table for rapid growth in developing regions.
 - 2) What concern does the passage mention related to the data?
5. **Vocabulary in Context:** What does "uneven" most likely mean in "uneven distribution"?
- A. Equal and fair
 - B. Not uniform or balanced
 - C. Rapid and sudden
 - D. Declining

Exercise 2

Internet Usage Trends (Technology/Social Studies Topic)

The proliferation of smartphones and broadband has dramatically increased internet access worldwide. However, a digital divide persists between urban and rural areas and between age groups. Younger generations adopt technology more quickly, while older adults lag. The bar graph below illustrates internet usage by age group in selected countries in 2023.

Bar Graph Description: Percentage of Population Using the Internet Daily (2023)



- Age 18–29:
 - Country A (Developed): 95%
 - Country B (Developing): 75%
- Age 30–49:
 - Country A: 90%
 - Country B: 60%
- Age 50–64:
 - Country A: 80%
 - Country B: 40%
- Age 65+:
 - Country A: 55%
 - Country B: 20%

These trends highlight the need for targeted policies to bridge generational and socioeconomic gaps in digital literacy.

1. **Skimming:** What is the overall tone of the passage regarding internet usage?
 - A. Completely optimistic
 - B. Concerned about inequalities despite growth
 - C. Negative about technology
 - D. Indifferent
2. **Scanning:** In the developing country (Country B), what percentage of people aged 65+ use the internet daily?
3. **Main Idea and Supporting Details:**

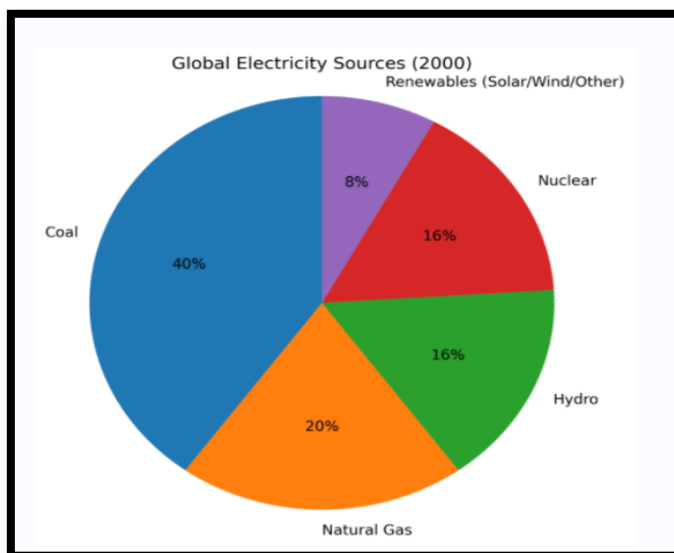
- Main idea:
 - Everyone uses the internet equally.
 - Internet access is growing, but with persistent divides by age and development level.
 - Older adults never use the internet.
 - Smartphones are unimportant.
 - Supporting detail from the graph:
Evidence of generational gap in Country A.
(.....)
4. **Vocabulary in Context:** What does "proliferation" mean in the first sentence?
- Decline or reduction
 - Rapid increase or spread
 - Limitation
 - Invention
5. **Predicting/Inference:** Based on the graph, predict a possible policy mentioned in the passage.
(.....)

Exercise 3

Renewable Energy Sources (Environment/Science Topic)

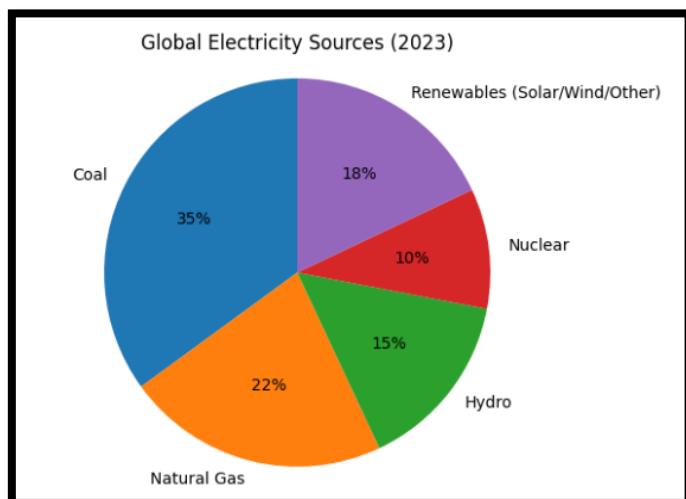
Transitioning to renewable energy is essential for reducing carbon emissions. The pie charts below compare the share of energy sources in global electricity production for 2000 and 2023.

Pie Chart 1: Global Electricity Sources (2000)



- Coal: 40%
- Natural Gas: 20%
- Hydro: 16%
- Nuclear: 16%
- Renewables (Solar/Wind/Other): 8%

Pie Chart 2: Global Electricity Sources (2023)



- Coal: 35%
- Natural Gas: 22%
- Hydro: 15%
- Nuclear: 10%
- Renewables (Solar/Wind/ Other): 18%

Although fossil fuels still dominate, the rise in renewables indicates progress toward sustainability goals.

1. **Skimming:**

What is the main idea of the passage?

- A. Renewables have completely replaced fossil fuels.
- B. There is a shift toward more renewable energy over time.
- C. Coal usage has increased dramatically.
- D. Nuclear is the best source.

2. **Scanning:**

What was the share of renewables in 2000, and how did it change by 2023?

3. **Main Idea and Supporting Details:**

- Supporting detail for progress:
(.....)
- Which source declined the most?
(.....)

4. **Vocabulary in Context:** What does "dominate" mean in "fossil fuels still dominate"?

- A. Are decreasing rapidly
- B. Hold the largest share
- C. Are environmentally friendly
- D. Are new technologies

These exercises build skills for interpreting visual data in academic contexts.

For reflection:

Which strategy (e.g., scanning the table/graph first) helped most? Discuss in class or journal how visuals support the text's main ideas.

E. Diagnostic Academic Reading Text

Read the following text carefully.

Academic reading plays a vital role in students' success in learning. Through academic reading, students gain knowledge, develop critical thinking skills, and improve their ability to understand complex information. In addition, students who regularly practice academic reading tend to perform better in examinations that require analysis and interpretation rather than simple memorization. Therefore, strengthening academic reading skills is an essential step for students preparing for academic assessments such as the TKA.



Exercise 1 Main Idea (Multiple Choice)

Choose the best answer.

1. What is the main idea of the text?
 - A. Academic reading is difficult for most students
 - B. Academic reading improves learning and exam performance
 - C. Memorization is the best exam strategy
 - D. Students dislike academic texts

Exercise 2 Supporting Details (Short Answer)

Mention **two benefits** of academic reading stated in the text.

Exercise 3: Vocabulary in Context (Multiple Choice)

Choose the correct meaning of the underlined word.

1. Students develop critical thinking skills through academic reading.
 - A. Emotional
 - B. Analytical
 - C. Careless
 - D. Simple
2. Academic reading helps students understand complex information.
 - A. Easy
 - B. Short
 - C. Complicated
 - D. Irrelevant



Exercise 4:
True or False

Write "T" or "True" if the statement is correct; "F" or "False" if it is incorrect.

1. Academic reading only helps students memorize facts.
2. Academic reading can improve students' exam performance.
3. TKA questions often require analysis and interpretation.

Exercise 5:
Reading Strategy Identification

1. Which reading strategy should you use to quickly find a specific date in a text?
2. Which strategy helps you understand the general idea of a text?

Exercise 6:
Short Reflection

1. Answer the questions briefly.
2. Do you find academic texts easy or difficult? Why?
3. Which reading strategy do you think is most useful for TKA? Explain your answer.

F. Diagnostic Self-Assessment

Tick (✓) the statements that describe you.

I can identify the main idea of an academic text. ()

I understand most academic vocabulary in reading passages. ()

I can read long English texts confidently. ()

I can answer reading questions under time pressure. ()

This self-assessment helps you and your teacher identify areas that need improvement.

G. Chapter Summary

In this chapter, you learned about the Intensive English Course, the nature of Academic English, and basic academic reading strategies. You also completed diagnostic reading exercises to measure your initial reading ability. The results of this chapter will guide your learning in the following chapters.

SELF TEST

Below are **five new academic-style reading passages**, each accompanied by **5 questions**, for a total of **25 questions**. These are designed for Unit 1 extension or diagnostic practice in your Intensive English Course. The passages include tables or graphs (described clearly in text) and reflect typical UTBK-SNBT Literasi dalam Bahasa Inggris topics: environment, technology, health, economy, and education.

Encourage students to time themselves (10–12 minutes per passage) and apply skimming, scanning, predicting, main idea/supporting details identification, and vocabulary in context.

Passage 1:

Carbon Emissions by Sector (Environment Topic)

Carbon dioxide emissions contribute significantly to global warming. Different economic sectors produce varying amounts of CO₂. The table below shows the percentage contribution of major sectors to global emissions in 2022 (data from the International Energy Agency).

Table: Global CO₂ Emissions by Sector (2022)

Sector	Percentage (%)
Electricity & Heat	40
Transportation	24
Industry	20
Buildings	10
Agriculture & Others	6

Efforts to reduce emissions focus primarily on decarbonizing electricity production and improving vehicle efficiency.

Questions 1–5

1. Skimming:

What is the main idea of the passage?

- A. Agriculture is the largest emitter.
- B. Different sectors contribute unequally to CO₂ emissions.
- C. Emissions have decreased dramatically.
- D. Buildings produce no emissions.

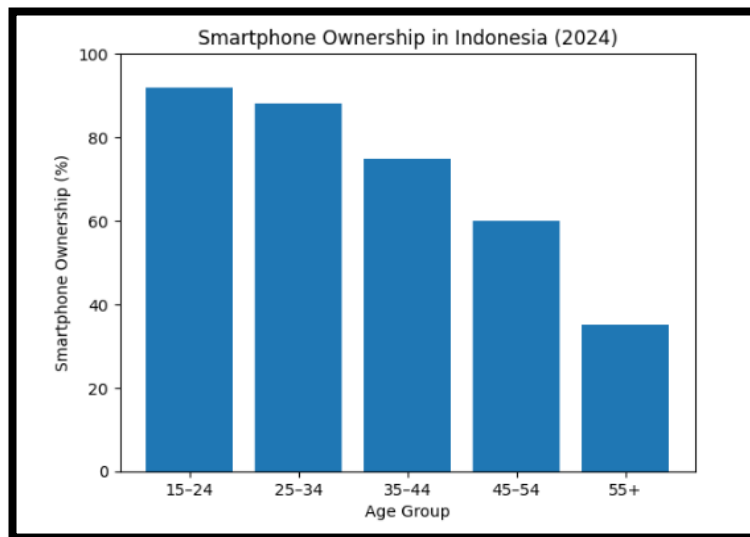
2. **Scanning:** Which sector accounts for 24% of global emissions?
(.....)
3. **Main Idea/Supporting Details:**
What is the largest source of CO₂ emissions according to the table?
(.....)
4. **Vocabulary in Context:** What does “decarbonizing” most likely mean?
 - A. Increasing carbon use
 - B. Removing or reducing carbon emissions
 - C. Ignoring carbon
 - D. Measuring carbon
5. **Inference from Data:**
Why do efforts focus primarily on electricity production?

Passage 2:

Smartphone Ownership by Age Group (Technology Topic)

Smartphone penetration has increased rapidly, but adoption varies by age. Younger people are more likely to own smartphones due to digital nativity. The bar graph below shows smartphone ownership percentages in Indonesia in 2024.

Bar Graph: Smartphone Ownership in Indonesia (2024)



- Age 15-24: 92%
- Age 25-34: 88%
- Age 35-44: 75%
- Age 45-54: 60%
- Age 55+: 35%

This generational gap affects access to online services such as e-commerce and digital education.

Questions 6–10

6. **Predicting:**

From the title, what trend do you expect in the graph?
(.....)

7. **Scanning:**

What percentage of people aged 55+ own smartphones?
(.....)

8. **Main Idea:**

The passage mainly discusses:

- A. Smartphones are equally owned by all ages.
- B. Younger generations have higher smartphone ownership.
- C. Indonesia has no internet access.
- D. E-commerce is declining.

9. **Supporting Details:**

Name one consequence of the generational gap mentioned in the passage.
(.....)

10. **Vocabulary in Context:**

“Digital nativity” most likely refers to:

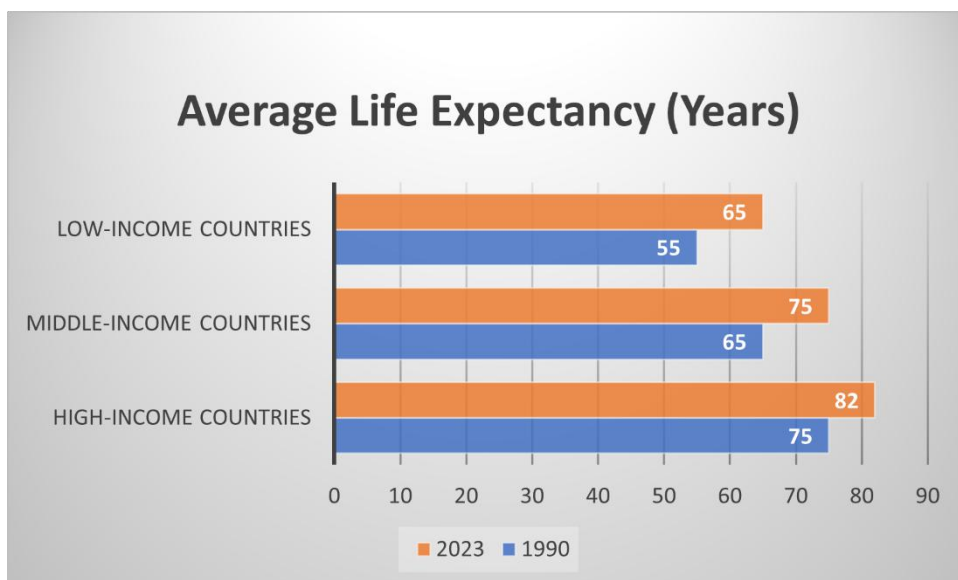
- A. Being born without technology
- B. Growing up familiar with digital devices
- C. Avoiding smartphones
- D. Older age groups

Passage 3:

Life Expectancy Trends (Health Topic)

Global life expectancy has risen steadily due to advances in medicine and public health. However, disparities exist between regions. The line graph below compares average life expectancy in three regions from 1990 to 2023.

Line Graph: Average Life Expectancy (Years)



- High-income countries: 1990 → 75; 2023 → 82
- Middle-income countries: 1990 → 65; 2023 → 75
- Low-income countries: 1990 → 55; 2023 → 65

Continued improvement depends on addressing inequalities in healthcare access.

Questions 11–15

11. Skimming:

What overall trend does the graph show?

.....

12. Scanning:

What was the life expectancy in low-income countries in 1990?

.....

13. Main Idea/Supporting Details:

Which region showed the smallest increase from 1990 to 2023?

.....

14. Vocabulary in Context: “Disparities” means:

- | | |
|--------------------------------|-----------------|
| A. Similarities | C. Improvements |
| B. Differences or inequalities | D. Declines |

15. Inference: Why might improvement depend on addressing inequalities?

.....

Passage 4:

Tourism Revenue (Economy Topic)

International tourism is a major source of income for many countries. The pie chart below shows the distribution of global tourism revenue by region in 2023.

Pie Chart: Global Tourism Revenue (2023)



- Europe: 45%
- Asia-Pacific: 30%
- Americas: 20%
- Middle East & Africa: 5%

Recovery after the pandemic has been strongest in Europe and the Asia-Pacific.

Questions 16–20

16. Skimming:

Which region earns the most from tourism?
(.....)

17. Scanning:

What percentage does the Middle East & Africa contribute?
(.....)

18. Main Idea:

The passage and chart primarily illustrate:

- A. Tourism revenue is equal worldwide.
- B. Europe dominates global tourism income.
- C. Tourism declined after the pandemic.
- D. Africa has no tourism.

19. Supporting Details:

Which two regions show the strongest post-pandemic recovery?
(.....)

20. **Vocabulary in Context:**

“Distribution” in this context means:

- A. Reduction
- B. Division or allocation
- C. Increase
- D. Elimination

Passage 5:

Student Enrollment in Higher Education (Education Topic)

Enrollment in higher education has grown worldwide, especially among women. The table below shows the percentage of female and male students enrolled in tertiary education in selected regions in 2023.

Table: Tertiary Enrollment by Gender (2023)

Region	Female (%)	Male (%)
East Asia	52	48
Latin America	58	42
Sub-Saharan Africa	38	62
Europe	55	45

Gender parity is approaching in many regions, but gaps persist in others.

Questions 21–25

21. **Predicting:**

What trend might the table highlight regarding gender?
(.....)

22. **Scanning:**

In Sub-Saharan Africa, what is the percentage of female enrollment?
(.....)

23. **Main Idea:**

The passage suggests that:

- A. Males dominate enrollment everywhere.
- B. Gender balance in higher education varies by region.
- C. Enrollment is declining.
- D. Europe has no female students.

24. **Supporting Details:**

Which region has the largest gender gap favoring females?

25. **Vocabulary in Context:**

“Gender parity” most likely means:

- A. Complete inequality
- B. Equal participation between genders
- C. Female dominance only
- D. Male exclusion

Reflection Activity (After Completing All 25 Questions)

- Total score: ____ / 25
- Which passages were easiest/hardest? Why?
- How did looking at the graph/table first help your comprehension?
- Personal goal: Improve speed/accuracy in scanning visual data.

These exercises strengthen integration of textual and visual information – a key skill for academic reading tests. They can be used as additional diagnostic material or homework in Unit 1!



UNIT 2

UNDERSTANDING MAIN IDEAS AND SUPPORTING DETAILS

A. Learning Objectives

By the end of this chapter, students will be able to:

- 1) Identify main ideas and supporting details in academic texts
- 2) Distinguish factual information from opinions
- 3) Make logical inferences based on textual evidence
- 4) Answer TKA-style reading comprehension questions accurately

B. Understanding Main Ideas and Supporting Details

The **main idea** is the central point of a paragraph or text. In academic texts, it is often stated in the topic sentence or implied through repeated ideas. **Supporting details** provide explanations, examples, facts, or evidence that clarify the main idea. Recognizing these elements helps students answer most TKA reading questions efficiently.

The following is a clear step-by-step explanation of **how to identify the main idea and supporting details**, including a breakdown by paragraph.

Academic Text:

The Effects of Deforestation on Climate Change

Deforestation, the large-scale removal of forests, has become a critical environmental issue in the 21st century. It contributes significantly to global climate change by releasing stored carbon and reducing the planet's capacity to absorb carbon dioxide.

Tropical rainforests, which cover only about 6% of Earth's land surface, store vast amounts of carbon in their trees and soil. When these forests are cleared for agriculture, logging, or urban development, the carbon is released into the atmosphere as carbon dioxide (CO₂), a major greenhouse gas. According to recent studies, deforestation accounts for approximately 12–15% of annual global greenhouse gas emissions, making it one of the largest human-induced sources after fossil fuel combustion.

Furthermore, trees play a vital role in the water cycle through transpiration, where they release water vapor into the air. The loss of forest cover disrupts this process, leading to reduced rainfall and drier regional climates. For example, extensive deforestation in the Amazon has been linked to decreased precipitation in surrounding agricultural areas, threatening food security.

Although reforestation and sustainable forest management offer potential solutions, current rates of deforestation continue to outpace restoration efforts. Urgent international cooperation is needed to protect remaining forests and mitigate the worsening impacts of climate change.

How to Identify Main Ideas and Supporting Details

Step-by-Step Guidance

1. **Read the title and first sentence of each paragraph** – These often contain the main idea (the central point the paragraph is making).
2. **Look for topic sentences** – Usually at the beginning of the paragraph.
3. **Main idea** = What the paragraph or whole passage is mostly about (general statement).
4. **Supporting details** = Specific facts, examples, data, explanations, or reasons that explain or prove the main idea.
5. **Ask yourself:**
 1. Main idea: “What is the author trying to tell me here?”
 2. Supporting details: “What evidence or examples does the author give to back this up?”

Breakdown of the Passage

Paragraph	Topic Sentence (Location)	Main Idea	Supporting Details
Paragraph 1 (Introduction)	First sentence: "Deforestation, the large-scale removal of forests, has become a critical environmental issue..."	Deforestation is a major environmental problem that contributes to climate change by releasing carbon and reducing CO ₂ absorption.	- Releases stored carbon - Reduces planet's capacity to absorb CO ₂
Paragraph 2	First sentence: "Tropical rainforests... store vast amounts of carbon..."	Deforestation releases large amounts of CO ₂ into the atmosphere.	- Rainforests cover only 6% of land but store vast carbon - Clearing for agriculture, logging, urban development releases CO ₂ - Accounts for 12-15% of global

			emissions - Second largest source after fossil fuels
Paragraph 3	First sentence: "Furthermore, trees play a vital role in the water cycle..."	Deforestation disrupts the water cycle and causes drier climates.	- Trees release water vapor through transpiration - Loss leads to reduced rainfall - Example: Amazon deforestation → less rain → threatens food security
Paragraph 4	First sentence: "Although reforestation... offer potential solutions..."	Solutions exist but deforestation is still happening faster than restoration.	- Reforestation and sustainable management as solutions - Current rates outpace restoration - Need for urgent international cooperation

Overall Main Idea of the Entire Passage

Deforestation significantly worsens climate change through carbon emissions and disruption of the water cycle, and immediate global action is required to address it.

Overall Supporting Details

- Carbon storage and release statistics (12–15% of emissions)
- Role in the water cycle and regional rainfall
- Real-world example (Amazon)
- Comparison to fossil fuels
- Mention of possible solutions and current challenges

Practice Exercise for Students

1. What is the main idea of Paragraph 2?
.....
2. Give two supporting details from the paragraph
.....

3. Why is the statistic “12–15% of annual global greenhouse gas emissions” a supporting detail?

.....

C. Academic Reading Text

Reading comprehension is a fundamental skill for academic success. Students who can identify main ideas and supporting details are more capable of understanding complex texts. In addition, strong reading skills allow learners to evaluate information critically and apply knowledge across academic subjects. Without adequate reading comprehension, students may struggle to meet the demands of academic assessments.

D. Exercises

Exercise 1: Main Idea (Multiple Choice)

1. What is the main idea of the text above?
- A. Reading is a difficult activity
 - B. Reading comprehension supports academic success
 - C. Academic texts are complex
 - D. Students dislike reading

Exercise 2: Supporting Details (Short Answer)

Mention **three abilities** students gain from strong reading skills.

1.;
2.;
3.

Exercise 3: Inference

What can be inferred about students with poor reading comprehension?

.....

Exercise 4: Fact or Opinion

Write "T" or "True" if the statement is correct; "F" or "False" if it is incorrect.

1. Reading comprehension is essential for academic success.
2. Academic reading is boring for most students.

Exercise 5: Strategy Practice

1. Which strategy helps you find the topic quickly?
(Answer:)
2. Which strategy is best for locating specific information?
(Answer:)

FURTHER EXERCISES

Exercise 1 Identify main ideas and supporting details in academic texts

Instructions

*Read each passage carefully. For each question, choose the best answer (A, B, C, or D). This exercise has 10 multiple-choice items and is designed to assess your ability to identify main ideas (the central point) and supporting details (facts, examples, data, or explanations that develop the main idea).
Time suggested: 20 minutes.*

Passage 1:

Urbanization and Its Challenges

Rapid urbanization has transformed societies worldwide, especially in developing countries. Cities offer better access to education, healthcare, and employment opportunities, attracting millions of rural migrants each year. However, this fast growth often strains infrastructure and resources. Overcrowded housing, traffic congestion, and air pollution are common problems in megacities. Moreover, inadequate waste management leads to environmental degradation and health risks.

1. What is the main idea of the passage?
 - A. Rural areas have better opportunities than cities.
 - B. Urbanization brings benefits but also serious challenges.
 - C. Migration should be stopped completely.
 - D. Megacities have perfect infrastructure.
2. Which of the following is a supporting detail for the challenges of urbanization?
 - A. Better access to education and healthcare.
 - B. Attraction of rural migrants.

- C. Traffic congestion and air pollution.
- D. Employment opportunities in cities.

Passage 2:

The Importance of Sleep for Teenagers

Sleep is essential for physical and mental health, particularly during adolescence. Teenagers need 8–10 hours of sleep per night to support brain development, memory consolidation, and emotional regulation. Lack of sleep can impair concentration in school, increase mood swings, and weaken the immune system. Studies show that many high school students get less than 7 hours due to early school start times and heavy use of electronic devices before bed.

1. What is the main idea of Paragraph 1 (first two sentences)?
 - A. Sleep is unimportant for adults.
 - B. Sleep is crucial for teenagers' overall development.
 - C. Teenagers never have emotional problems.
 - D. Brain development stops after adolescence.
2. Which detail supports the idea that many teenagers do not get enough sleep?
 - A. Need for 8–10 hours per night.
 - B. Memory consolidation and emotional regulation.
 - C. Early school start times and use of electronic devices.
 - D. Weakened immune system.

Passage 3:

Renewable Energy Sources

Renewable energy sources, such as solar, wind, and hydroelectric power, are gaining importance as alternatives to fossil fuels. They produce little or no greenhouse gas emissions and help combat climate change. Solar panels convert sunlight directly into electricity, while wind turbines harness kinetic energy from the wind. Although initial installation costs can be high, operating costs are generally low, and prices have fallen dramatically in recent years.

1. What is the main idea of the passage?
 - A. Fossil fuels are cheaper than renewables.
 - B. Renewable energy is becoming a vital, cleaner alternative to fossil fuels.
 - C. Solar panels do not produce electricity.
 - D. Wind turbines are the only renewable source.
2. Which of the following is NOT a supporting detail for the benefits of renewable energy?
 - A. Little or no greenhouse gas emissions.
 - B. Help combat climate change.
 - C. Low operating costs in the long term.

D. High greenhouse gas emissions.

Passage 4:

The Impact of Technology on Learning

Technology has revolutionized education by providing new tools for teaching and learning. Online platforms allow students to access vast amounts of information instantly and learn at their own pace. Interactive apps and virtual simulations make complex subjects more engaging. However, excessive screen time can lead to reduced attention spans and less face-to-face interaction among students.

1. What is the main idea of the passage?
 - A. Technology has only negative effects on education.
 - B. Technology improves education but may have some drawbacks.
 - C. Students should avoid all online platforms.
 - D. Traditional teaching is completely obsolete.
2. Which detail supports the positive impact of technology on learning?
 - A. Reduced face-to-face interaction.
 - B. Excessive screen time.
 - C. Interactive apps and virtual simulations make subjects engaging.
 - D. Reduced attention spans.

Passage 5:

Biodiversity Loss

Biodiversity loss is accelerating due to human activities such as habitat destruction, pollution, and overexploitation of resources. This decline threatens ecosystem stability because species are interconnected. For instance, the disappearance of pollinators like bees can reduce crop yields and affect food supplies worldwide. Conservation efforts, including protected areas and sustainable practices, are critical to reversing this trend.

1. What is the main idea of the passage?
 - A. Human activities do not affect biodiversity.
 - B. Biodiversity loss caused by humans endangers ecosystems and requires conservation.
 - C. Bees are the only important species.
 - D. Food supplies are completely safe.
2. Which of the following is a supporting detail explaining why biodiversity loss is dangerous?
 - A. Establishment of protected areas.
 - B. Species are interconnected in ecosystems.
 - C. Sustainable practices.

D. Over-exploitation is harmless.



What strategy will you use next time to better distinguish main ideas from supporting details?

Exercise 2

Distinguishing Factual Information from Opinions in Academic Texts

Instructions for Students

In academic reading, it is important to distinguish **facts** (objective, verifiable information that can be proven true or false) from **opinions** (subjective beliefs, judgments, or interpretations that reflect personal views).

Read each statement taken from or based on academic-style texts.

*Decide whether it is a **Fact** (F) or an **Opinion** (O).*

Choose the best answer (A, B, C, or D).

Time suggested: 15–20 minutes.

1. Climate change is primarily caused by human activities such as burning fossil fuels.
A. Fact B. Opinion C. Both D. Neither
2. Electric cars are clearly the best solution for reducing air pollution in cities.
A. Fact B. Opinion C. Both D. Neither
3. The population of Indonesia reached approximately 275 million in 2023, according to official census data.
A. Fact B. Opinion C. Both D. Neither
4. Online learning is far more effective than traditional classroom teaching for all students.
A. Fact B. Opinion C. Both D. Neither
5. Many scientists agree that regular exercise improves both physical and mental health.
A. Fact B. Opinion C. Both D. Neither
6. Homework should be completely banned in high schools because it causes unnecessary stress.
A. Fact B. Opinion C. Both D. Neither
7. Plastic waste in oceans has increased dramatically over the past 50 years, harming marine life.
A. Fact B. Opinion C. Both D. Neither
8. Reading printed books is much better than reading e-books for deep comprehension.
A. Fact B. Opinion C. Both D. Neither
9. In 1969, humans first landed on the moon during the Apollo 11 mission.
A. Fact B. Opinion C. Both D. Neither

10. Teenagers today are lazier than previous generations because of smartphones and social media.
- A. Fact B. Opinion C. Both D. Neither

SELF TEST

A. These statements are taken from or based on academic-style texts. Determine whether the statement is a **Fact** (F – objective, verifiable information supported by evidence) or an **Opinion** (O – subjective judgment, belief, or interpretation). Choose the best answer (A, B, C, or D).

Time allocation: 15 minutes.

1. Global sea levels have risen by approximately 20–25 cm since 1900, according to measurements from tide gauges and satellites.
A. Fact B. Opinion C. Both D. Neither
2. Governments are not doing enough to combat climate change and should impose stricter regulations immediately.
A. Fact B. Opinion C. Both D. Neither
3. The human brain reaches full maturity around the age of 25, particularly in areas responsible for decision-making.
A. Fact B. Opinion C. Both D. Neither
4. Social media platforms are dangerously addictive and should be heavily restricted for teenagers.
A. Fact B. Opinion C. Both D. Neither
5. In 2023, renewable energy sources accounted for over 30% of global electricity production for the first time.
A. Fact B. Opinion C. Both D. Neither
6. Traditional medicine is obviously superior to modern medicine in treating chronic illnesses.
A. Fact B. Opinion C. Both D. Neither
7. Deforestation in the Amazon rainforest decreased by 11% between 2022 and 2023, based on satellite monitoring data.
A. Fact B. Opinion C. Both D. Neither
8. Studying foreign languages at an early age is the most effective way to achieve fluency later in life.
A. Fact B. Opinion C. Both D. Neither
9. The COVID-19 pandemic caused over 7 million confirmed deaths worldwide by the end of 2024.
A. Fact B. Opinion C. Both D. Neither

10. Fast food is undeniably the primary cause of rising obesity rates among young people.
- A. Fact B. Opinion C. Both D. Neither

B. This second set provides fresh practice while maintaining the same difficulty level as the previous exercise.

Exercise:

Making Logical Inferences Based on Textual Evidence

Instructions for Students

In academic reading, an **inference** is a logical conclusion you draw from the information provided in the text, even if it is not directly stated. Good inferences must be based on **textual evidence** (clues, facts, or details in the passage) and must be reasonable — not guesses or personal opinions unrelated to the text.

*Read each short academic-style passage carefully. Then answer the multiple-choice question by selecting the **best logical inference**.*

Time allocation: 25 minutes.

Passage 1

Many cities around the world are introducing congestion charges, where drivers pay a fee to enter central areas during peak hours. Data from London and Stockholm show that after implementing these charges, traffic volume decreased by 20–30%, and public transport usage increased significantly.

What can logically be inferred from the passage?

- A. Congestion charges always eliminate traffic.
B. Congestion charges can effectively reduce traffic and encourage the use of public transport.
C. Drivers in London and Stockholm stopped driving entirely.
D. Public transport was unpopular before the charges.

Passage 2

Coral reefs are often called the "rainforests of the sea" because of their rich biodiversity. However, rising ocean temperatures have caused widespread coral bleaching events in recent years, during which corals expel the algae living in their tissues and turn white.

What can logically be inferred?

- A. Coral reefs will disappear completely within the next year.
- B. Rising ocean temperatures negatively affect coral health and biodiversity.
- C. Corals prefer to be white rather than colorful.
- D. Algae are harmful to corals under normal conditions.

Passage 3

A recent study followed two groups of students preparing for university entrance exams. One group used spaced repetition (reviewing material over increasing intervals), while the other group crammed the night before. The spaced repetition group scored 15–20% higher on average.

What is a logical inference based on the study?

- A. Cramming is never effective for any student.
- B. Spaced repetition is generally a more effective study method than cramming for long-term retention.
- C. All students in the cramming group failed their exams.
- D. The difference in scores was due only to intelligence levels.

Passage 4

Electric vehicle sales have grown rapidly in countries that offer generous government subsidies and tax incentives. In contrast, sales remain low in countries without such financial support.

What can logically be inferred?

- A. Electric vehicles are too expensive for most people worldwide.
- B. Government financial incentives significantly influence the adoption of electric vehicles.
- C. People in countries without subsidies dislike electric vehicles.
- D. Electric vehicles will never be popular without subsidies.

Passage 5

Many teenagers report feeling anxious before exams, and research shows that high levels of anxiety can interfere with memory recall and problem-solving performance during tests.

What can logically be inferred?

- A. All teenagers experience extreme anxiety before every exam.

- B. Exam anxiety may negatively affect students' test performance.
- C. Memory recall is unimportant during exams.
- D. Anxious students always perform better than calm students.

Passage 6

Forests absorb large amounts of carbon dioxide from the atmosphere through photosynthesis. Large-scale deforestation therefore releases stored carbon and reduces the planet's natural carbon sinks.

What can logically be inferred?

- A. Forests do not affect atmospheric carbon levels.
- B. Deforestation contributes to higher levels of carbon dioxide in the atmosphere.
- C. Photosynthesis only occurs in small plants, not trees.
- D. All deforested areas immediately become deserts.

Passage 7

Remote work became widespread during the COVID-19 pandemic. Surveys conducted afterwards revealed that many employees reported higher job satisfaction and better work-life balance compared to pre-pandemic levels.

What can logically be inferred from the surveys?

- A. All employees prefer remote work over office work.
- B. Remote work can improve job satisfaction and work-life balance for some employees.
- C. Office work causes unhappiness for everyone.
- D. The pandemic had no other effects on work habits.

Passage 8

Reading fiction has been linked to improved empathy and understanding of others' perspectives. Brain imaging studies show increased activity in areas associated with the theory of mind when people read stories about characters' emotions and thoughts.

What can logically be inferred?

- A. Reading non-fiction has no benefits for the brain.
- B. Reading fiction may enhance a person's ability to empathize with others.
- C. People who read fiction never misunderstand others.
- D. Empathy cannot be developed in any other way.

Passage 9

Antibiotic resistance occurs when bacteria evolve to survive exposure to drugs that once killed them. Overprescription and incomplete courses of antibiotics accelerate this process.

What can logically be inferred?

- A. Antibiotics will soon become completely useless worldwide.
- B. Misuse of antibiotics contributes to the development of resistant bacteria.
- C. Bacteria were never affected by antibiotics in the past.
- D. Doctors should never prescribe antibiotics.

Passage 10

Countries with high investment in early childhood education tend to show better performance in international student assessments later in life, such as PISA rankings.

What can logically be inferred?

- A. Early childhood education guarantees top PISA scores for every student.
- B. Investing in early education is likely associated with improved academic outcomes in later years.
- C. PISA rankings are unimportant for national development.
- D. Countries without early education programs have no successful students.

C. Instructions for Students

*Read each short academic-style passage and its accompanying figure/table/diagram description carefully. Use both the **text** and the **visual data** as evidence to make logical inferences. Choose the best answer (A, B, C, or D).*

Remember: inferences must be reasonable and directly supported by the information provided – avoid extreme or unsupported conclusions.

Time allocation: 30 minutes.

Passage 1

Many countries are increasing their use of renewable energy to reduce dependence on fossil fuels. The table below shows the percentage of electricity generated from renewable sources in selected countries in 2023.

Table: Renewable Electricity Share (2023)

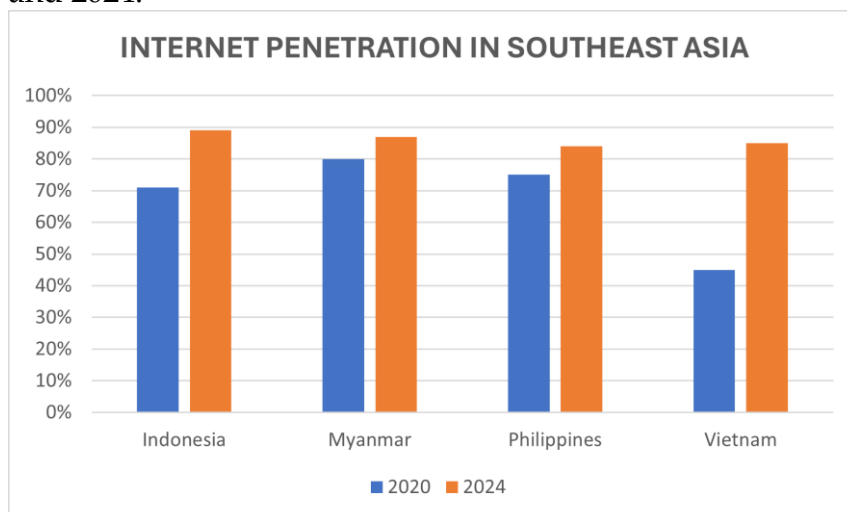
Country	Renewable Share (%)
Norway	98
Brazil	85
Canada	67
Germany	46
Indonesia	18

What can be logically inferred from the table and text?

- A. Indonesia will never increase its renewable energy use.
- B. Countries with high hydropower resources tend to have higher renewable electricity shares.
- C. Germany relies almost entirely on fossil fuels.
- D. All countries will reach 100% renewables by 2030.

Passage 2

Internet access has grown rapidly in Southeast Asia over the past decade. The bar graph below shows the percentage of the population with internet access in 2020 and 2024.



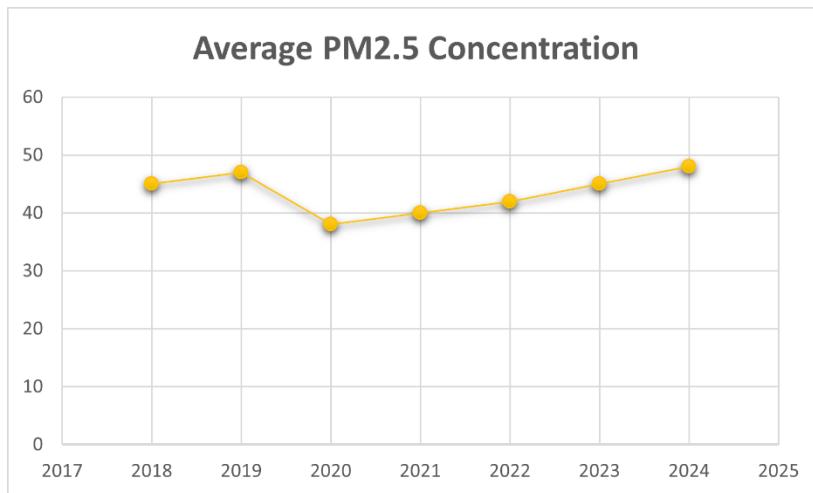
Bar Graph: Internet Penetration in Southeast Asian Countries

What can logically be inferred?

- A. Myanmar has the fastest internet speeds in the region.
- B. Internet access is increasing across the region, with Vietnam showing strong growth.
- C. By 2024, everyone in Indonesia will have internet access.
- D. Internet growth stopped after 2020 in the Philippines.

Passage 3

Air pollution levels affect public health, especially in urban areas. The line graph below tracks average PM2.5 levels (micrograms per cubic meter) in Jakarta from 2018 to 2024.



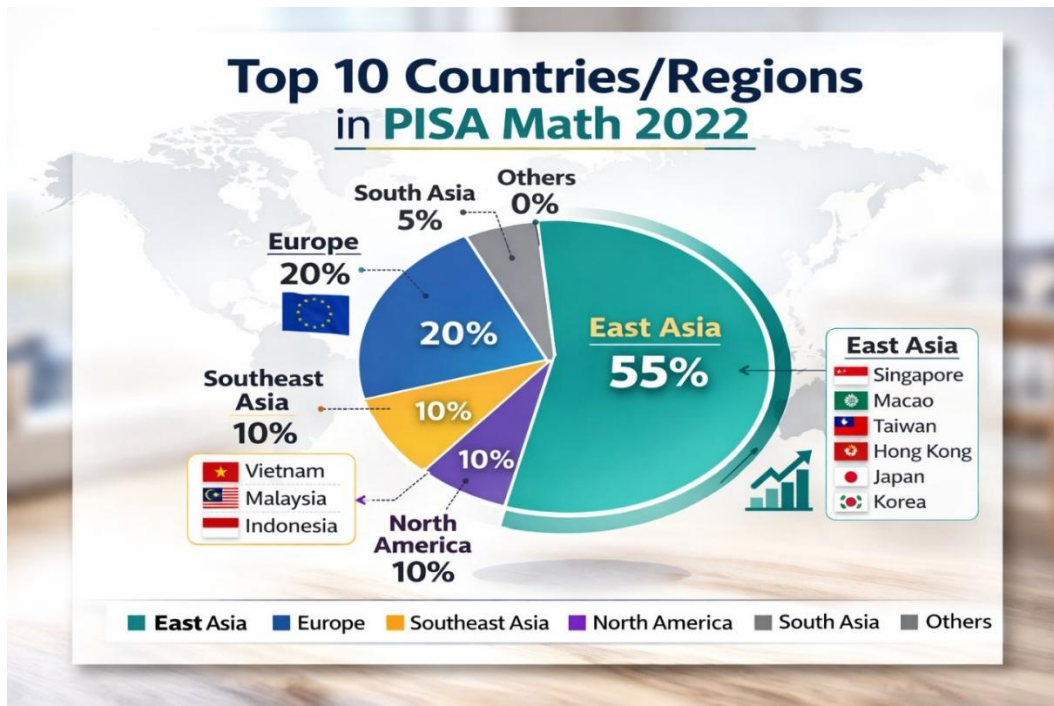
Line Graph: Annual Average PM2.5 in Jakarta

What can logically be inferred?

- A. Air quality in Jakarta has steadily worsened every year.
- B. Overall, air quality in Jakarta has improved slightly since 2018 despite some fluctuations.
- C. PM2.5 levels reached zero in 2024.
- D. Pollution only decreased because of the pandemic.

Passage 4

Student performance on international tests varies by region. The pie chart below shows the distribution of the top 10 performers in the 2022 PISA mathematics assessment.



Pie Chart: Top 10 Countries/Regions in PISA Math 2022

What can logically be inferred?

- A. No European countries performed well in math.
- B. East Asian education systems appear particularly strong in mathematics based on this assessment.
- C. PISA tests only measure luck, not real ability.
- D. All top performers are from a single country.

Passage 5

Electric vehicle (EV) adoption is influenced by the availability of infrastructure. The table below compares the number of public EV charging stations per 100,000 people in 2024.

Table: Public EV Chargers per 100,000 People (2024)

Country	Chargers per 100,000
Norway	85
Netherlands	65
China	45

USA	22
Indonesia	3

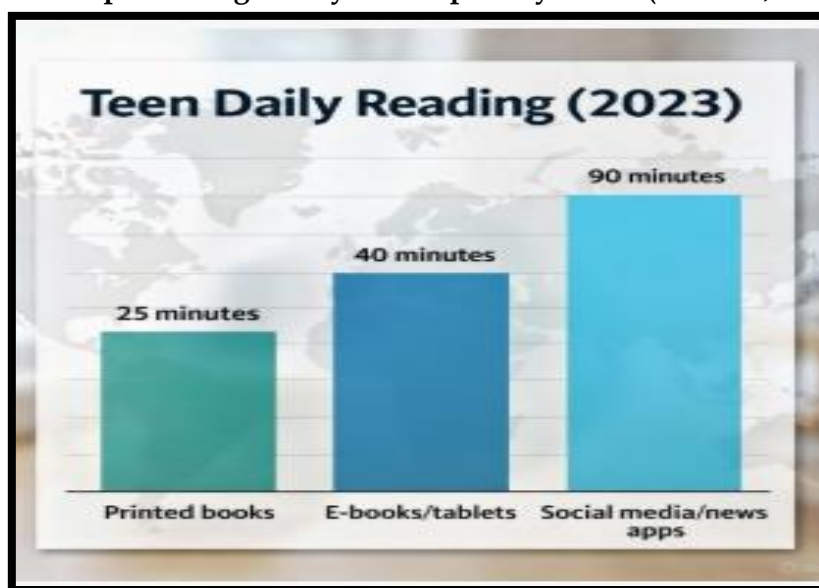
What can logically be inferred?

- A. Indonesia has more total chargers than Norway.
- B. Countries with more charging stations per capita likely support higher EV adoption rates.
- C. The USA has no interest in electric vehicles.
- D. Charging infrastructure is unrelated to EV use.

Passage 6

Reading habits among teenagers have changed with digital media. The bar graph below shows average daily reading time (in minutes) by format in 2023.

Bar Graph: Average Daily Time Spent by Teens (minutes, 2023)



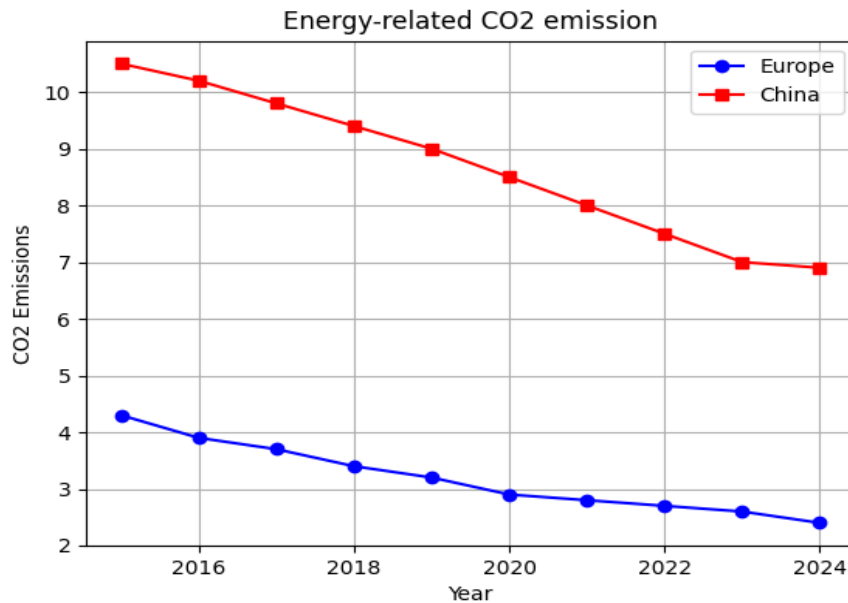
What can logically be inferred?

- A. Teenagers no longer read books at all.
- B. Teenagers spend more time reading digital content than printed books.
- C. All teenagers prefer printed books.
- D. Reading social media does not count as reading.

Passage 7

Global carbon emissions from energy use peaked in some regions. The line graph shows emissions (in billion tons CO₂) for the EU and China from 2015 to 2024.

Line graph: Energy-Related CO₂ Emissions (GtCO₂)



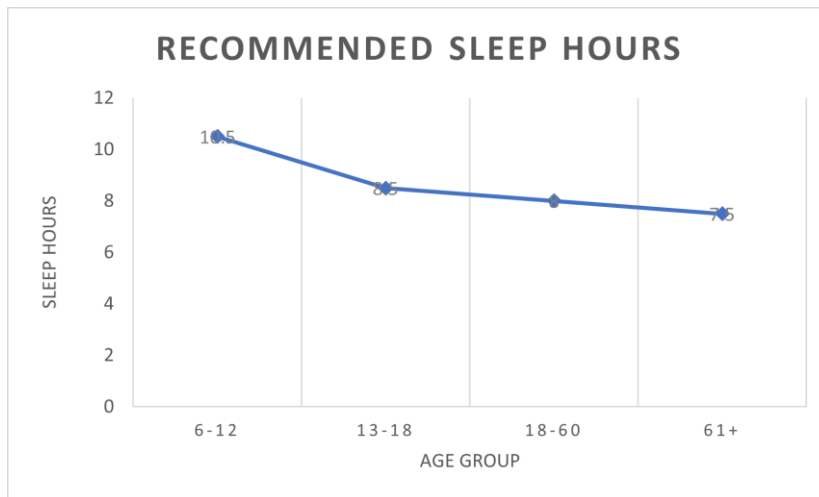
What can logically be inferred?

- A. China has reduced emissions more than the EU.
- B. The EU has successfully decoupled economic growth from emissions growth in recent years.
- C. Global emissions are declining rapidly.
- D. China's population decrease caused higher emissions.

Passage 8

Sleep duration recommendations vary by age. The diagram below shows recommended hours of sleep per night.

Diagram: Recommended Sleep Hours per Night by Age Group



What can logically be inferred?

- A. Teenagers need less sleep than young children.
- B. Sleep needs generally decrease as people age.
- C. Adults over 60 need the most sleep.
- D. All age groups need exactly 8 hours.

Passage 9

Tourism recovery after the pandemic varied by destination type.

The bar graph shows international tourist arrivals as a percentage of 2019 levels in 2023.



Bar Graph: Tourist Arrivals (2023 vs. 2019)

What can logically be inferred?

- A. City tourism has completely collapsed.
- B. Beach tourism recovered faster than urban tourism post-pandemic.
- C. Nature destinations attracted no tourists in 2023.
- D. All destinations declined equally.

Passage 10

Plastic waste management differs greatly between countries. The table shows the percentage of plastic waste recycled in 2023.

Table: Plastic Waste Recycling Rate (2023)

Country	Recycling Rate (%)
Germany	56
Japan	48
Indonesia	12
USA	9

- What can logically be inferred?
- A. Indonesia recycles more plastic in total volume than Germany.
 - B. Higher recycling rates are associated with stronger waste management policies in some countries.
 - C. The USA has banned all plastic use.
 - D. Japan recycles less than Indonesia.

UNIT 3

ACADEMIC VOCABULARY DEVELOPMENT

A. Learning Objectives

Students will be able to:

1. Recognize high-frequency academic vocabulary
2. Identify word forms (noun, verb, adjective)
3. Infer word meaning from context

B. Academic Vocabulary Focus

Academic vocabulary appears across subjects such as science, social studies, and language exams. Understanding word families helps students comprehend texts more efficiently.

Verb	Noun	Adjective
analyze	analysis	analytical
evaluate	evaluation	evaluative
interpret	interpretation	interpretative
contribute	contribution	contributive

Recognizing High-Frequency Academic Vocabulary

In academic settings, such as university courses, research papers, or scholarly articles, certain words appear frequently across various disciplines like science, humanities, and social studies. These are known as high-frequency academic vocabulary words. Unlike everyday conversational language (e.g., "talk" or "big"), academic vocabulary includes more precise and formal terms that help convey complex ideas efficiently. Examples include words like "analyze" (to examine in detail), "concept" (an abstract idea), "significant" (important or meaningful), "derive" (to obtain from a source), and "framework" (a basic structure underlying a system). Recognizing these words is crucial for several reasons:

- **Improved Comprehension:** Academic texts often assume familiarity with these terms. Spotting them quickly allows you to grasp the main ideas without getting stuck.
- **Efficient Learning:** High-frequency words make up a large portion of academic writing—studies show that mastering the top 570 academic word families (from lists like the Academic Word List by Averil Coxhead) can cover about 10-14% of words in academic texts.
- **Better Writing and Speaking:** Using these words appropriately enhance the formality and clarity of your own academic work.

- **Cross-Disciplinary Applicability:** These words aren't limited to one field; for instance, "hypothesis" is used in both science and philosophy.

To recognize them, look for patterns: they are often derived from Latin or Greek roots (e.g., "hypo-" meaning under), appear in multiple contexts, and are more abstract or technical than general vocabulary. Practice involves exposure through reading academic materials and using vocabulary lists or tools like flashcards.

Exercise 1: Matching High-Frequency Academic Words to Definitions

Match each academic word (1-5) with its correct definition (A-E). These words are commonly found in academic texts.

Word	Definition
1. Analyze	A. A proposed explanation made as a starting point for further investigation.
2. Significant	B. To obtain something from a specified source.
3. Derive	C. A basic structure underlying a system, concept, or text.
4. Framework	D. To examine methodically by separating into parts and studying their interrelations.
5. Hypothesis	E. Sufficiently great or important to be worthy of attention.

Exercise 2: Identifying Academic Vocabulary in Sentences

Read the following sentences and underline the high-frequency academic vocabulary words in each. Then, briefly explain why it qualifies as academic vocabulary (e.g., its frequency in scholarly writing or formal nature).

1. The researchers will evaluate the data to determine its validity.
2. This theory provides a comprehensive approach to understanding social dynamics.
3. Students must cite their sources to avoid plagiarism.
4. The experiment yielded unexpected results that challenge existing assumptions.
5. Policy makers often rely on empirical evidence for decision-making.

Exercise 3: Recognizing High-Frequency Academic Vocabulary in Context

Read the following 10 short excerpts adapted from typical academic texts. Each excerpt contains **one** underlined word that is a high-frequency academic vocabulary item (drawn from common academic word lists).

For each item, decide whether the underlined word is a high-frequency academic vocabulary word (YES) or a more general/common word (NO). Then, briefly explain your choice in one short phrase (e.g., "common in research reports" or "everyday conversational word").

1. The study aims to investigate the effects of climate change on coastal ecosystems.
YES / NO. Explanation: _____
2. She bought a new phone yesterday and is very happy with it.
YES / NO. Explanation: _____
3. Scientists often establish clear criteria before conducting experiments.
YES / NO. Explanation: _____
4. The team will assess the impact of the new policy on education.
YES / NO. Explanation: _____
5. We had a big party last weekend with all our friends.
YES / NO. Explanation: _____
6. The article indicates that further research is needed in this area.
YES / NO. Explanation: _____
7. Economic growth can occur rapidly in developing countries.
YES / NO. Explanation: _____
8. The professor asked students to define key terms at the beginning of the lecture.
YES / NO. Explanation: _____
9. He likes to run every morning before work.
YES / NO. Explanation: _____
10. The data reveal important trends that were previously overlooked.
YES / NO. Explanation: _____

Identifying Word Forms (Noun, Verb, Adjective)

Academic vocabulary words often belong to word families, where the same root can take different forms depending on its grammatical role: noun (naming a person, thing, idea, or process), verb (expressing an action or state), or adjective (describing a noun). Recognizing these forms helps learners understand how words change to fit sentences and expand their vocabulary efficiently. For example:

Root: **analyze**

- Verb: analyze (to examine something in detail)
- Noun: analysis (the process of examining something in detail)
- Adjective: analytical (relating to logical reasoning or detailed examination)

Many high-frequency academic words follow predictable patterns:

- Nouns often end in -tion, -ment, -ity, -ance, -ism (e.g., evaluation, development, similarity).
- Verbs are often base forms or end in -ize, -ate (e.g., hypothesize, evaluate).
- Adjectives often end in -al, -ic, -ive, -able (e.g., significant, empirical, comprehensive).

Being able to identify and switch between these forms improves reading comprehension (you recognize related words in texts), writing precision (you choose the correct form), and overall fluency in academic English.

Exercise 1: Identifying Word Forms in Sentences

Read each sentence and identify the part of speech (noun, verb, or adjective) of the underlined academic word.

1. Researchers often analyze large amounts of data.
→ _____ (noun / verb / adjective)
2. The analysis of the results took several weeks.
→ _____ (noun / verb / adjective)
3. This approach has significant implications for future studies.
→ _____ (noun / verb / adjective)
4. The theory was derived from earlier experiments.
→ _____ (noun / verb / adjective)

5. A strong theoretical framework is essential for any research project.
→ _____ (noun / verb / adjective)
6. Scientists must evaluate the evidence carefully.
→ _____ (noun / verb / adjective)
7. The study provides an empirical basis for the claims.
→ _____ (noun / verb / adjective)
8. Further investigation is required to confirm these findings.
→ _____ (noun / verb / adjective)
9. The results indicate a clear pattern.
→ _____ (noun / verb / adjective)
10. Her argument lacks validity without supporting data.
→ _____ (noun / verb / adjective)

Exercise 2:
Matching Word Forms within Families

Match each word in Column A with its correct form in Column B from the same word family. Write the letter next to the number.

Column A	Column B
1. investigate	A. derivation
2. significant	B. investigation
3. evaluate	C. significance
4. derive	D. evaluation
5. comprehensive	E. comprehensively
	F. comprehensive
	G. investigative

Exercise 3:
Completing Sentences with Correct Word Forms

Choose the correct form of the word in brackets to complete each sentence. Write the word and identify its part of speech.

1. The team conducted a detailed _____ of the problem. (analyze)
Word: _____
Part of speech: _____

2. This discovery is highly _____ in the field of medicine. (significance)
Word: _____
Part of speech: _____
3. Researchers need to _____ their hypotheses before testing them. (definition)
Word: _____
Part of speech: _____
4. The _____ approach covers all aspects of the topic. (comprehend)
Word: _____
Part of speech: _____
5. Data _____ from multiple sources supports the conclusion. (derive)
Word: _____
Part of speech: _____

Inferring Word Meaning from Context

One of the most effective strategies for expanding academic vocabulary is the ability to infer (or guess) the meaning of unfamiliar words from the surrounding context. In academic texts, writers rarely define every term, so readers must use clues such as examples, definitions embedded in the sentence, synonyms, antonyms, explanations, or the overall topic to figure out meanings. This skill is essential because it allows learners to continue reading fluently without constantly stopping to look up words in a dictionary.

Key types of context clues include:

- **Definition or restatement:** The word is directly explained (e.g., "Mitigation, the process of reducing severity, is crucial in climate policy.").
- **Synonym:** A similar word is used nearby (e.g., "The results were unequivocal, or completely clear.").
- **Antonym/contrast:** An opposite idea is presented (e.g., "Unlike qualitative data, which focuses on descriptions, quantitative data is numerical.").
- **Example:** Specific instances illustrate the word (e.g., "Renewable resources, such as solar and wind energy, are sustainable.").
- **General knowledge or logic:** The overall sentence or paragraph logic suggests the meaning.

Practising inference helps build independence in reading complex academic materials and improves comprehension speed.

Exercise 1:
Inferring Meaning from Context Clues

Read each sentence containing an underlined academic word (or a less common form). Use the context to infer its meaning, then choose the best definition from the options (A–D).

1. The study's findings have profound implications for public health policy.
Profound means:
A. minor or superficial B. deep or far-reaching
C. temporary D. unrelated
2. Researchers sought to corroborate the earlier results by repeating the experiment. Corroborate means:
A. contradict B. confirm or support
C. ignore D. complicate
3. The paradigm shifts in physics occurred when Einstein's theory replaced Newton's. Paradigm means:
A. small change B. fundamental model or framework
C. experimental error D. mathematical equation
4. Due to methodological flaws, the conclusions of the paper are tenuous.
Tenuous means:
A. strong and well-supported B. weak or shaky
C. innovative D. detailed
5. The author posits that economic inequality exacerbates social tensions.
Exacerbates means:
A. reduces B. makes worse
C. eliminates D. measures

Exercise 2: Guessing and Explaining

Read the short academic sentences. For each underlined word, (1) infer its meaning from context and write your guessed definition, then (2) explain the clue(s) that helped you.

1. Although the sample size was relatively small, the results were statistically significant, meaning they were unlikely to have occurred by chance.

Significant (guessed meaning): _____

Clue(s): _____

2. The theory has been widely disseminated through journals, conferences, and online platforms, reaching scholars around the world.

Disseminated (guessed meaning): _____

Clue(s): _____

3. Urban sprawl, the uncontrolled expansion of cities into surrounding areas, poses environmental challenges.

Sprawl (guessed meaning): _____

Clue(s): _____

4. The variables were held constant to isolate the effect of the independent variable.

Isolate (guessed meaning): _____

Clue(s): _____

5. Empirical evidence, derived from observation and experimentation rather than theory alone, underpins modern science.

Underpins (guessed meaning): _____

Clue(s): _____

**Exercise 3:
Multiple Choice with Longer Context**

Read the paragraph, then answer the questions about the underlined words.

Climate change mitigation strategies are imperative in the current global context. Efforts to curtail greenhouse gas emissions, such as transitioning to renewable energy sources, can substantially alleviate the adverse effects projected for the coming decades.

1. Mitigation most likely means:
A. worsening
B. reduction or lessening
C. measurement
D. ignorance
2. Curtail most likely means:
A. increase
B. reduce or limit
C. encourage
D. study
3. Alleviate most likely means:
A. intensify
B. relieve or make less severe
C. ignore
D. predict

EXERCISES

**Exercise 1:
Word Form Completion**

- 1). The _____ of the data requires careful attention. (analyze)
- 2). Students must provide an _____ explanation. (evaluate)

**Exercise 2:
Vocabulary in Context (Multiple Choice)**

- 1). The research aims to _____ the effectiveness of the program.
A. ignore
B. evaluate
C. delay
D. repeat
- 2). Students must _____ information before drawing conclusions.
A. memorize
B. analyze
C. forget
D. reject

Exercise 3: Matching

Match the word with its meaning.

- 1). Interpret
 - 2). Contribute
-
- a. Give meaning to information
 - b. Give or add something

Academic Vocabulary Development Assessment Test

Instructions for Students: This test assesses your achievement of the three learning objectives:

1. Recognize high-frequency academic vocabulary
2. Identify word forms (noun, verb, adjective)
3. Infer word meaning from context

There are three sections (one for each objective). Read the instructions carefully for each section. Total: 30 points (10 points per section).

Section 1: Recognizing High-Frequency Academic Vocabulary (10 points)

*Decide whether the underlined word in each sentence is a high-frequency academic vocabulary word (common in scholarly texts across disciplines) or a more general/everyday word. Circle **YES** if it is high-frequency academic vocabulary, or **NO** if it is not. Then, write a very brief reason (1–5 words).*

1. The researchers **analyzed** the data using advanced software.
YES / NO. Reason: _____
2. She went to the **store** to buy some milk.
YES / NO. Reason: _____
3. The study **establishes** a new theoretical model.
YES / NO. Reason: _____
4. Economic policies often **impact** social equality.
YES / NO. Reason: _____
5. We watched a funny **movie** last night.
YES / NO. Reason: _____
6. The results **indicate** a strong correlation.
YES / NO. Reason: _____

7. The experiment **yielded** surprising outcomes.

YES / NO. Reason: _____

8. Students must **cite** all sources properly.

YES / NO. Reason: _____

9. He likes to **play** soccer on weekends.

YES / NO. Reason: _____

10. Further **investigation** is recommended.

YES / NO. Reason: _____

Section 2: Identifying Word Forms (Noun, Verb, Adjective) (10 points)

For each item, write the missing word form from the same word family and identify its part of speech (noun, verb, or adjective).

Example: Verb: evaluate → Noun: evaluation

1. Verb: analyze → Noun: _____

2. Adjective: significant → Noun: _____

3. Noun: investigation → Verb: _____

4. Verb: derive → Noun: _____

5. Adjective: empirical → Noun: _____ (the academic concept, not the related word "empire")

6. Verb: define → Adjective: _____

7. Noun: evaluation → Verb: _____

8. Adjective: comprehensive → Adverb form often used in academic texts:
_____ (bonus recognition)

9. Verb: indicate → Noun: _____

10. Noun: validity → Adjective: _____

Section 3: Inferring Word Meaning from Context (10 points)

Read each short academic context. For the underlined word, (A) choose the best meaning from the options, and (B) write one short phrase explaining the context clue that helped you infer it.

1. The new policy aims to mitigate the effects of climate change by reducing emissions. Meaning:

A. worsen

B. reduce or lessen

C. ignore

D. measure

Clue phrase: _____

2. Previous studies were replicated to ensure the findings were reliable and not due to error. Meaning:

A. ignored
B. repeated exactly
C. changed
D. criticized

Clue phrase: _____

3. The data corroborated the hypothesis, providing additional support from independent sources. Meaning:

A. contradicted
B. confirmed
C. complicated
D. collected

Clue phrase: _____

4. Due to limited resources, the project's scope was constrained. Meaning:

A. expanded
B. limited or restricted
C. funded
D. published

Clue phrase: _____

5. The paradigm in psychology shifted dramatically with the introduction of cognitive approaches. Meaning:

A. small detail
B. dominant model or framework
C. experimental tool
D. error

Clue phrase: _____

Scoring: 1 point for correct meaning + 1 point for acceptable clue phrase per item (total 10 points).

End of Test Total score: /30.

UNIT 4

PASSIVE VOICE IN ACADEMIC TEXTS

A. Learning Objectives

Students will be able to:

1. Identify passive voice in academic texts
2. Use passive constructions appropriately

Academic texts frequently use **passive voice** to emphasize processes, results, or findings rather than the actor.

Example: *The experiment was conducted carefully.*

Identifying Passive Voice in Academic Texts

In academic writing, the passive voice is used far more frequently than in general or conversational English. It allows writers to emphasize the action, process, or result rather than the person or agent performing it. This creates a more objective, formal, and impersonal tone, which is highly valued in scholarly contexts.

Structure of the passive voice

- Form: **be** (in appropriate tense) + **past participle** (e.g., is done, was conducted, has been analyzed, will be examined).
- The object of an active sentence becomes the subject of the passive sentence.
 - Active: Researchers **conducted** the experiment.
 - Passive: The experiment **was conducted** (by researchers).

The "by-phrase" (by researchers) is often omitted in academic texts when the agent is unknown, unimportant, or obvious from the context.

Why passive voice is common in academic writing

- Focus on the process or findings: "The data **were analyzed** using statistical software." (focus on data and method, not who analyzed it)
- Objectivity: Reduces personal reference and sounds more scientific.
- Common in methods, results, and discussion sections of research papers.

How to identify passive voice

Look for:

1. A form of **be** (is, are, was, were, been, being, be) + past participle.
2. The subject receives the action rather than performs it.
3. Optional "by" phrase indicating the agent.

Exercise 1:
Identifying Passive vs. Active Voice

Read each sentence and decide whether it is in the passive or **active voice**.
Write **P** for passive or **A** for active.

1. The questionnaire was distributed to 500 participants. ____
2. Scientists discovered a new planet last year. ____
3. The results were presented at the international conference. ____
4. The professor explained the theory clearly. ____
5. Data have been collected over five years. ____
6. The team analyzed the samples in the laboratory. ____
7. Several hypotheses were tested during the study. ____
8. The author argues that climate change is accelerating. ____
9. The samples were contaminated accidentally. ____
10. Students must submit their assignments by Friday. ____

Exercise 2:
Spotting the Passive Construction

Underline the passive verb phrase in each sentence (the **be** + past participle form).
If the sentence is active, write "Active – no passive."

1. The theory was developed in the early 20th century.
2. Researchers often use statistical tools to interpret results. The samples were examined under a microscope.
3. A new methodology has been proposed by the committee.
4. The government implemented strict regulations last year.
5. Errors can be reduced through careful calibration. The data will be published in a peer-reviewed journal.
6. She conducted three experiments simultaneously.

Exercise 3:

Recognizing Passive in Authentic Academic Contexts

Read the short paragraph from an academic text. Underline all passive verb phrases.

The experiment was designed to test the effects of temperature on reaction rates. Solutions were prepared in advance and stored at controlled conditions. Measurements were taken every ten minutes, and the data were recorded automatically. After the procedure was completed, the results were analyzed using specialized software. It was concluded that higher temperatures significantly accelerate the process.

This exercise shows how passive voice dominates in descriptions of methods and results, contributing to the formal academic style.

Passive Voice Tenses in Academic Contexts

The passive voice can be formed in all tenses used in English, allowing academic writers to describe processes, results, and events with flexibility while maintaining an objective focus. The basic structure is:

**Subject + form of "be" (conjugated for tense) +
past participle (optional "by" + agent)**

In academic writing, tenses like present simple, past simple, present perfect, and future simple passive are most common. Modal passives (e.g., can/must/should be done) are also frequent.

Below is an explanation of the main passive voice tenses with examples typical of academic texts.

1. Present Simple Passive

Form: am/is/are + past participle

Use: For general facts, habitual processes, or timeless procedures.

Academic examples:

- The data **are analyzed** using statistical software.
- Experiments **are conducted** under controlled conditions.
- Renewable energy sources **are considered** sustainable.

2. Past Simple Passive

Form: was/were + past participle

Use: For completed actions or events in the past, especially in methods or historical descriptions.

Academic examples:

- The study **was conducted** in 2023.
- The samples **were collected** from three different sites.
- A new theory **was proposed** by Einstein.

3. Present Perfect Passive

Form: have/has been + past participle

Use: To describe actions that started in the past and are relevant now, or recent developments. Common in introductions and literature reviews.

Academic examples:

- Several studies **have been published** on this topic.
- The hypothesis **has been tested** in multiple experiments.
- Climate data **have been collected** over the last decade.

4. Past Perfect Passive

Form: had been + past participle

Use: For actions completed before another past action. Less common but useful in complex discussions of prior research.

Academic examples:

- Before the new method was introduced, the samples **had been analyzed** manually.
- The theory **had been widely accepted** until contradictory evidence emerged.

5. Future Simple Passive

Form: will be + past participle

Use: For planned or predicted future actions, often in conclusions or recommendations.

Academic examples:

- The results **will be presented** at the conference next year.
- Further research **will be conducted** to verify these findings.

6. Future Perfect Passive (rare in academic writing)

Form: will have been + past participle

Use: For actions that will be completed before a specific future time.

Academic example: By 2030, many fossil fuels **will have been replaced** by renewable sources.

7. Modal Passive

Form: modal verb (can, could, should, must, may, might) + be + past participle

Use: Very common in academic writing for possibility, obligation, recommendations, or ability.

Academic examples:

- The data **should be interpreted** cautiously.
- Errors **can be reduced** through calibration.
- This approach **must be evaluated** before implementation.
- The findings **may be generalized** to other populations.

Exercise 4: Identifying Passive Tenses

Identify the tense of each passive verb phrase and write its name (e.g., Present Simple Passive, Modal Passive).

1. The questionnaire **is distributed** online every year.
→ _____
2. The results **were discussed** in the final chapter.
→ _____
3. Over 50 studies **have been reviewed** for this meta-analysis.
→ _____
4. The experiment **will be repeated** next semester.
→ _____
5. The samples **had been prepared** before the delay occurred.
→ _____
6. Bias **should be avoided** in research design.
→ _____
7. The theory **can be applied** to real-world problems.
→ _____

Mastering these tenses helps you recognize how academic writers shift focus to actions and results rather than agents, contributing to the formal and objective style expected in scholarly work.

Using Passive Constructions Appropriately in Academic Contexts

Having learned to identify the passive voice, the next step is to use it effectively and appropriately in your own academic writing. The passive voice is not "bad" or "wrong"—it is a valuable tool in scholarly contexts when used purposefully. Overuse can make writing vague or wordy, but appropriate use enhances objectivity, formality, and focus on key elements (e.g., processes, results, or objects rather than the performer).

When to use passive voice in academic writing

1. **To emphasize the action or recipient** (not the agent):
Focus on what was done or what happened. Example: "The samples **were analyzed** using spectroscopy." (focus on samples and method)
2. **When the agent is unknown, unimportant, or obvious:**
"The data **were collected** over five years." (who collected them is not crucial)
3. **To maintain objectivity and impersonality:**
 - 1) Avoids excessive use of "I" or "we" in formal reports.
 - 2) Common in scientific methods, results, and discussions.
4. **For logical flow or cohesion:**
Keeps the topic/subject consistent across sentences. Example: "The experiment was designed... The variables were controlled... The results were recorded..."

When to avoid passive voice

- When the agent is important and should be highlighted (use active).
- In literature reviews or arguments where crediting authors matters: "Smith (2020) **argued** that..." (active).
- To prevent vagueness or excessive length.

Guidelines for appropriate use

- Mix active and passive for variety and clarity.
- Include the "by" phrase only if the agent adds useful information.
- Choose tense based on context (e.g., past simple passive for methods, present simple for general truths).

Exercise 5: Converting Active to Passive

Rewrite each active sentence in the passive voice. Omit the "by" phrase unless it is essential. Keep the same tense.

1. Researchers conducted the survey in 2024.

→ _____

2. Scientists have discovered a new species.

→ _____

3. The committee will evaluate the proposals next month.

→ _____

4. Someone contaminated the samples accidentally.

→ _____ (agent unimportant)

5. The team is analyzing the data currently.

→ _____

Exercise 6: Choosing Active or Passive

Decide whether the passive or active form is more appropriate for the academic context. Rewrite the sentence using the better choice and briefly explain why.

1. We / Researchers performed three experiments to test the hypothesis.

→ Better: _____

Reason: _____

2. The results showed / were shown a significant difference between groups.

→ Better: _____

Reason: _____

3. Smith et al. (2022) found / It was found that urban areas are warming faster.

→ Better: _____

Reason: _____

4. Someone recorded / The observations were recorded every hour.

→ Better: _____

Reason: _____

5. The university offers / is offered several scholarships annually.

→ Better: _____

Reason: _____

Exercise 7:
Completing Academic Paragraphs with Passive Forms

Fill in the blanks with the correct passive form of the verb in brackets. Use the appropriate tense.

A standard experimental procedure (1. follow) _____ in this study. First, participants (2. recruit) _____ through online advertisements. Informed consent (3. obtain) _____ from all individuals before the experiment began. The stimuli (4. present) _____ on a computer screen, and responses (5. record) _____ automatically. Finally, the data (6. analyze) _____ using SPSS software, and the findings (7. report) _____ in the results section.

Practising these exercises will help you use passive constructions confidently and appropriately, improving the formality and precision of your academic writing.

GRAMMAR IN ACADEMIC CONTEXTS ASSESSMENT TEST

Instructions for Students: This test assesses your achievement of the two learning objectives:

1. Identify passive voice in academic texts (including tenses and structures)
2. Use passive constructions appropriately

There are two sections (one for each objective). Read the instructions carefully for each section. Total: 40 points (20 points per section, 1 point per item unless specified).

Section 1: Identifying Passive Voice in Academic Texts (20 points)

For items 1–10, decide if the sentence is in *passive voice* (P) or *active voice* (A).

1. The methodology was outlined in the introduction.

2. The professor teaches advanced statistics every semester.

3. Data were gathered from multiple sources.

4. Participants completed the survey online.

5. The findings have been published in a leading journal.

6. The research team will conduct interviews next week.

7. Errors must be corrected before submission.

8. The hypothesis was rejected based on the evidence.

9. Scientists are developing new vaccines rapidly.

10. The samples had been stored in a freezer before testing.

For items 11–20, identify the tense of the passive verb phrase (e.g., Present Simple Passive, Past Simple Passive, Present Perfect Passive, Past Perfect Passive, Future Simple Passive, Modal Passive). If the sentence is active, write "Active – no passive."

11. The experiment is repeated annually to confirm results.

→ _____

12. Several variables were controlled during the procedure.

→ _____

13. The theory has been debated for decades.

→ _____

14. The report will be submitted by the end of the month.

→ _____

15. Bias can be minimized through randomization.

→ _____

16. The data had been processed before the analysis began.

→ _____

17. Ethical guidelines are followed in all studies.

→ _____

18. The author discusses key implications in the conclusion.

→ _____

19. Further tests should be performed to validate the model.

→ _____

20. The questionnaire was designed by experts.

→ _____

Section 2: Using Passive Constructions Appropriately (20 points)

For items 1–10, rewrite the active sentence in passive voice (omit "by" phrase if agent is unimportant; keep the same tense).

1. Researchers examined the fossils carefully.

→ _____

2. The committee has approved the funding request.

→ _____

3. Students will present their projects tomorrow.

→ _____

4. Someone calibrated the instruments yesterday.

→ _____

5. The lab technician is preparing the solutions now.
→ _____
6. Economists have studied market trends extensively.
→ _____
7. The software will generate reports automatically.
→ _____
8. Historians documented the events in detail.
→ _____
9. Volunteers must collect samples from the field.
→ _____
10. The team had finalized the design before the deadline.
→ _____

For items 11–20, choose whether active (A) or passive (P) is more appropriate for the academic context, rewrite the sentence accordingly, and briefly explain why (1–5 words).

11. We / The group interpreted the results differently. (Context: Focus on results in a discussion section)
→ Better: _____
Reason: _____
12. Johnson (2019) suggested / It was suggested that global warming accelerates. (Context: Literature review crediting author)
→ Better: _____
Reason: _____
13. The system detected / was detected anomalies in the data. (Context: Emphasize anomalies in results)
→ Better: _____
Reason: _____
14. Participants reported / were reported side effects during the trial. (Context: Methods section, agent unimportant)
→ Better: _____
Reason: _____
15. The model predicts / is predicted future outcomes accurately. (Context: General fact in introduction)
→ Better: _____
Reason: _____

16. Experts recommend / are recommended regular updates. (Context: Recommendations, focus on updates)
→ Better: _____
Reason: _____
17. The virus infected / was infected millions worldwide. (Context: Historical overview, focus on virus impact)
→ Better: _____
Reason: _____
18. Darwin proposed / It was proposed the theory of evolution. (Context: Crediting historical figure)
→ Better: _____
Reason: _____
19. Algorithms can process / be processed large datasets efficiently. (Context: Capability statement)
→ Better: _____
Reason: _____
20. The survey revealed / was revealed unexpected patterns. (Context: Results section, focus on patterns)
→ Better: _____
Reason: _____

UNIT 5

ACADEMIC WRITING SKILLS

A. Learning Objectives

Students will be able to:

1. Write a coherent academic paragraph
2. Respond to reading texts in writing

B. Academic Paragraph Structure

An academic paragraph consists of:

1. Topic sentence
2. Supporting sentences
3. Concluding sentence

Writing a Coherent Academic Paragraph

A coherent academic paragraph is a unified block of text that develops **one main idea** in a logical, clear, and organized way. Unlike general writing, academic paragraphs must maintain formality, objectivity, and precision while ensuring smooth flow for the reader.

Key Features of a Coherent Academic Paragraph

1. **Unity:** Every sentence relates directly to the main idea. No irrelevant information.
2. **Topic Sentence:** Usually the first (or second) sentence; it states the main idea clearly and sets the focus.
3. **Supporting Sentences:** Provide evidence, explanations, examples, data, or references to develop the topic sentence.
4. **Coherence and Cohesion:** Ideas connect logically through:
 1. Transition signals (e.g., furthermore, however, in addition, therefore)
 2. Repetition of key terms or synonyms
 3. Pronoun reference (e.g., this, these, it)
 4. Parallel structures
5. **Concluding/Linking Sentence** (optional): Summarizes the point or links to the next paragraph.
6. **Length and Focus:** Typically, 5–10 sentences (100–200 words); one controlling idea only.

Structure Example (Common in Academic Writing)

- Topic sentence (main claim)
- Explanation/elaboration
- Evidence or example (with citation if needed)
- Further development or implication
- Transition or concluding remark

Example of a Coherent Academic Paragraph

Climate change poses significant risks to global food security. Rising temperatures and unpredictable weather patterns have already reduced crop yields in many regions, particularly in sub-Saharan Africa and South Asia. For instance, a study by the Intergovernmental Panel on Climate Change (IPCC, 2022) found that maize production in Africa could decline by up to 20% by 2050 if current trends continue. Furthermore, extreme events such as droughts and floods disrupt supply chains and increase food prices, disproportionately affecting low-income populations. Therefore, immediate adaptation strategies, including the development of drought-resistant crops, are essential to mitigate these impacts.

Exercise 1: Identifying the Topic Sentence

Read each paragraph and underline or write the topic sentence (the sentence that states the main idea).

1. There are several reasons why renewable energy is gaining popularity worldwide. First, fossil fuels are finite and will eventually run out. Second, burning coal and oil contributes to air pollution and global warming. In contrast, solar and wind power produce no greenhouse gas emissions during operation. Governments are also offering incentives to encourage the switch to clean energy.

Topic sentence: _____

2. Online learning offers flexibility that traditional classrooms cannot match. Students can access lectures at any time and study at their own pace. This is especially beneficial for working adults or those with family responsibilities. However, it requires strong self-discipline to stay motivated without regular face-to-face interaction.

Topic sentence: _____

Exercise 2: Evaluating Coherence

Read the paragraph and answer the questions.

Urbanization has both positive and negative effects on society. Cities offer better job opportunities. Many people move to cities for education. Pollution levels are higher in urban areas. Public transportation systems can reduce traffic congestion. Healthcare facilities are usually more advanced in cities.

1. Is this paragraph coherent? Yes / No
2. Why or why not? (Brief explanation)
3. List two ways to improve its coherence:
 - a. _____
 - b. _____

Exercise 3: Building Coherence with Transitions

Fill in the blanks with appropriate transition signals from the box (use each only once if possible).

furthermore	however	for example	therefore	in addition
-------------	---------	-------------	-----------	-------------

Remote work has become increasingly common since the COVID-19 pandemic. (1) _____, many employees report higher job satisfaction due to eliminated commuting time. (2) _____, flexible hours allow better work-life balance. (3) _____, some workers feel isolated without daily office interaction. (4) _____, companies are adopting hybrid models to combine the benefits of both systems. (5) _____, productivity tools such as Zoom and Slack have made remote collaboration more effective.

Practising these elements will help you write paragraphs that are focused, logically connected, and suitable for essays, reports, and research papers.

The next step will be applying these skills to write your own coherent paragraphs.

C. Writing Exercises

Read the paragraph carefully. Then answer the questions that follow!

Academic reading is an essential skill for students preparing for academic assessments. Through regular exposure to academic texts, students can improve their ability to understand complex ideas and unfamiliar vocabulary. In addition, academic reading helps learners develop critical thinking skills and evaluate information more effectively. Therefore, strengthening academic reading skills is crucial for students who aim to succeed in examinations such as the TKA.

Questions

1. Which sentence is the **topic sentence** of the paragraph? Write the sentence number or rewrite the sentence.
2. Which sentences function as the **supporting sentences**? Write the sentence numbers.
3. Which sentence is the **concluding sentence**? Write the sentence number or rewrite the sentence.

Exercise 4: Identifying Paragraph Structure in an Expository Text

Read the expository paragraph below carefully. Then answer the questions.

Expository texts are commonly used in academic contexts to explain ideas, processes, or concepts clearly. These texts present information logically by using facts, definitions, and examples. As a result, readers can understand complex topics more easily when reading expository texts. For this reason, students are encouraged to develop the ability to comprehend expository texts effectively.

Questions

1. Which sentence is the **topic sentence** of the paragraph? Write the sentence number or rewrite the sentence.
2. Which sentence(s) serve as the **supporting sentences**? Write the sentence numbers.
3. Which sentence is the **concluding sentence**? Write the sentence number or rewrite the sentence.

Responding to Reading Texts in Writing

Responding to reading texts in writing is a core academic skill that involves engaging critically with sources rather than merely summarizing them. In university essays, reports, literature reviews, or discussion posts, students are expected to read scholarly articles, book chapters, or reports and then produce written responses that demonstrate comprehension, analysis, and original thinking.

Types of Written Responses to Texts

1. **Summary:** A concise restatement of the main ideas and key points (objective, shorter than the original).
2. **Paraphrase:** Rewording specific ideas or sections in your own words while keeping the original meaning.
3. **Critical Response:** Evaluates strengths, weaknesses, implications, or connections to other ideas (e.g., agree/disagree, relevance, evidence quality).
4. **Synthesis:** Combines ideas from multiple texts or links the text to broader issues or your own argument.

Key Principles for Effective Responses

- **Accuracy:** Represent the author's ideas fairly; avoid distortion.
- **Objectivity and Formality:** Use academic language; avoid personal anecdotes unless required.
- **Evidence-Based:** Support your response with references to the text (direct quotes or paraphrases) and citations.
- **Structure:** Use coherent paragraphs with topic sentences, development, and transitions.
- **Balance:** In critical responses, acknowledge both strengths and limitations.

Common formats include response paragraphs, journal entries, annotated bibliography notes, or discussion board posts.

Example Response Paragraph (Critical)

In their article on renewable energy adoption, Smith and Jones (2023) argue that government subsidies are the primary driver of solar panel installation growth. While their statistical analysis of European data from 2015–2022 provides compelling evidence for this claim, the authors overlook cultural and technological factors in non-Western contexts. For instance, in developing countries, community-led initiatives have often succeeded without substantial subsidies. Therefore, a more comprehensive model should incorporate socio-cultural variables to explain global variations in renewable energy uptake.

Exercise 5: Distinguishing Types of Responses

Read each short response to a text about climate change and identify the main type: *Summary (S)*, *Paraphrase (P)*, or *Critical Response (CR)*.

1. The author states that global temperatures have risen by 1.1°C since pre-industrial levels and warns that exceeding 1.5°C will have severe consequences.
Type: _____
2. According to Brown (2024), rising sea levels threaten coastal cities, a point also supported by earlier IPCC reports. However, Brown's projections seem overly pessimistic given recent advancements in flood defense technology.
Type: _____
3. Brown (2024) emphasizes that immediate action is needed to limit warming to 1.5°C, highlighting the risks of biodiversity loss and extreme weather events.
Type: _____

Exercise 6: Writing a Short Summary

Read the short text below and write a 3–5 sentence summary paragraph.

Original Text

Social media platforms have transformed political communication in the 21st century. Politicians now interact directly with citizens, bypassing traditional media gatekeepers. This democratization allows rapid dissemination of messages but also facilitates the spread of misinformation. Studies show that false news spreads six times faster than accurate information online (Vosoughi et al., 2018).

Your Summary Paragraph:

Model Answer (for reference):

Social media has revolutionized political communication by enabling politicians to reach citizens directly without traditional media filters. This change promotes greater democratization of information but also accelerates the spread of misinformation. Research indicates that false news travels significantly faster than truthful content on these platforms (Vosoughi et al., 2018).

Exercise 7: Writing a Critical Response Paragraph

Read the same text as in Exercise 2. Now write a 5–8 sentence critical response paragraph. Agree or disagree with part of the text, evaluate evidence, or discuss implications. Use formal language and include at least one reference to the text.

Your Critical Response Paragraph:

These exercises help build the foundation for responding thoughtfully and academically to reading materials. Practice combining summary, paraphrase, and critical evaluation in longer responses for assignments.

To further develop your skills in responding to reading texts, here are additional diverse exercises. These vary in format, length, and focus (summary, paraphrase, critical response, and synthesis) to provide broader practice. They include multiple-choice, gap-fill, error correction, and guided writing tasks using different short academic texts.

Exercise 8: Paraphrasing Key Sentences

Read the original sentences from an academic text on technology. Rewrite each one in your own words (paraphrase) while keeping the meaning and formal tone. Do not change the facts.

Original Text Excerpt (for context):

Artificial intelligence (AI) is rapidly transforming healthcare.

1. AI systems can diagnose diseases more accurately than human doctors in certain cases.

Paraphrase: _____

2. However, ethical concerns arise regarding patient privacy and algorithmic bias.

Paraphrase: _____

3. Machine learning algorithms require vast amounts of data to function effectively.

Paraphrase: _____

Exercise 9: Multiple-Choice - Identifying Effective Responses

Read the original text excerpt and choose the best written response (A–D).

The best one accurately represents the text, uses formal language, and fits the response type indicated.

Original Text Excerpt:

Globalization has led to increased economic interdependence among nations. While this has boosted trade and investment, it has also made countries more vulnerable to financial crises in other parts of the world.

1. Best **summary**:
 - A. Globalization is bad because it causes financial crises everywhere.
 - B. Globalization increases trade but also spreads economic risks across countries.
 - C. Countries now trade more thanks to globalization, which is always positive.
 - D. Financial crises are the main result of globalization.
2. Best **critical response** (partial agreement):
 - A. The author is completely wrong; globalization only has benefits.
 - B. Although globalization enhances economic ties and growth, its role in amplifying global financial vulnerabilities warrants greater regulatory oversight.
 - C. I like globalization because it helps trade.
 - D. The text talks about money and crises.

Exercise 10:
Error Correction in Responses

The following student responses contain errors (e.g., inaccuracy, informal language, poor structure, or plagiarism).

Identify the main problem(s) and rewrite an improved version.

Original Text Excerpt:

Renewable energy sources, such as wind and solar, are intermittent and depend on weather conditions. This variability poses challenges for grid stability.

1. Student Response:

The writer says wind and solar power are bad because they only work sometimes. This is a big problem lol.

Main problem(s): _____

Improved version: _____

2. Student Response:

Renewable energy sources, such as wind and solar, are intermittent and depend on weather conditions. This variability poses challenges for grid stability.

Main problem(s): _____

Improved version: _____

(if needed, or "No improvement needed – but explain why")

Exercise 11:
Synthesis Response (Combining Two Texts)

Read the two short excerpts. Then write a 5–7 sentence synthesis paragraph that connects ideas from both texts.

Text A:

Urban green spaces improve mental health by reducing stress and encouraging physical activity (WHO, 2023).

Text B:

Rapid urbanization has reduced green areas in many cities, leading to higher rates of anxiety and depression among residents (Lee, 2024).

Your Synthesis Paragraph:

**Exercise 12:
Guided Critical Response (Template-Based)**

Use the template to write a critical response to this text excerpt:

Text Excerpt:

Online education expands access to learning but cannot fully replace the social interaction of traditional classrooms (Garcia, 2025).

Template (fill in the blanks):

The author argues that _____.

This point is valid because _____.

However, one limitation is that _____.

A stronger approach might consider _____.

Overall, _____.

Your Completed Response:

These diverse exercises provide practice across different response types and skills, from controlled paraphrasing to open-ended synthesis and critical

evaluation. Regular completion will strengthen your ability to engage academically with reading materials.

ACADEMIC WRITING SKILLS ASSESSMENT TEST

Instructions for Students:

This test assesses your achievement of the two learning objectives in Unit 5:

1. Write a coherent academic paragraph
2. Respond to reading texts in writing

There are two sections (one for each objective). Follow the instructions for each item carefully. Total: 15 items

Section 1: Writing a Coherent Academic Paragraph

Items 1-5: Multiple Choice – Identifying Elements of Coherence (1 point each)

Choose the best answer.

1. The main function of a topic sentence in an academic paragraph is to:
A. Provide an example
B. State the main idea clearly
C. Conclude the paragraph
D. List references
2. Which transition signal best shows contrast?
A. Furthermore
B. Therefore
C. However
D. For example,
3. Coherence is mainly achieved through:
A. Long sentences only
B. Logical connections and unity
C. Many quotations
D. Informal language
4. In a coherent paragraph, supporting sentences should:
A. Introduce new unrelated ideas
B. Develop the topic sentence with evidence/explanation
C. Repeat the topic sentence word-for-word
D. End the paragraph abruptly
5. Which sentence would best serve as a concluding/linking sentence?
A. First, let's define the term.
B. Thus, further research is needed.
C. I like this topic.
D. Yesterday, I read an article.

Items 6-10: Evaluating and Improving Coherence (2 points each)

Read the short paragraph. Then answer the questions.

Technology has many benefits. Smartphones are popular. People use apps for communication. Education has improved with online resources. Laptops are expensive. Social media connects friends.

6. Does this paragraph have unity and coherence? Yes / No (1 point)
7. Explain one main problem (1 point): _____

Items 8–10. Suggest three specific improvements (1 point each):

8. _____
9. _____
10. _____

Section 2: Responding to Reading Texts in Writing (Items 13–25, 25 points total)

Read the following short academic text excerpt for items 13–25:

Remote work has increased dramatically since 2020, offering employees greater flexibility and reducing commuting time. Studies show that many workers report higher productivity when working from home (Brown, 2024). However, remote work can lead to feelings of isolation and blurred boundaries between work and personal life. Companies must therefore implement strategies to support employee well-being in virtual environments.

Items 11–15: Identifying Response Types and Features (1 point each)

11. A concise restatement of the main ideas in the text would be:
A. Critical response
B. Summary
C. Paraphrase of one sentence
D. Synthesis
12. Which sentence from the text is best paraphrased as: “Employees often feel more productive at home.”
A. Remote work has increased dramatically since 2020.
B. Many workers report higher productivity when working from home.
C. Remote work can lead to feelings of isolation.
D. Companies must implement strategies.
13. Critical response should primarily:
A. Copy the text exactly
B. Evaluate strengths/weaknesses or implications
C. Only agree with everything

D. Be informal

14. Which would be an appropriate transition in a critical response?

A. However

B. And

C. But

D. Whatever

15. Citing “(Brown, 2024)” in your response shows:

A. Plagiarism

B. Proper acknowledgement of source

C. Informal style

D. Irrelevance

End of Test

Total: 15 items / 30 points

This test balances recognition, analysis, and production tasks across both objectives, allowing a comprehensive assessment of students' academic writing skills.

UNIT 6

HIGHER-ORDER THINKING SKILLS (HOTS)

A. Learning Objectives

Students will be able to:

- 1) Analyze and evaluate information
- 2) Draw conclusions based on evidence

B. Higher-Order Thinking Skills (HOTS): Analyzing and Evaluating Information

Higher-order thinking skills go beyond remembering or understanding basic facts—they involve breaking down complex information, examining its parts, assessing its quality, and making reasoned judgments. In academic contexts, **analyzing** and **evaluating** are essential for critical reading, research, essay writing, and discussions.

Analyzing Information

Analysis means separating a whole into its parts and examining how they relate to each other and to the overall meaning or purpose. Key questions for analysis:

- What are the main components or arguments?
- How are ideas organized or connected?
- What patterns, causes, effects, or relationships exist?
- What assumptions underlie the information?

Common analytical tasks: identifying causes/effects, comparing/contrasting, identifying strengths/weaknesses in structure.

Evaluating Information

Evaluation involves judging the value, credibility, relevance, or effectiveness of information based on clear criteria. Key questions for evaluation:

- Is the evidence reliable, sufficient, and relevant?
- Are there biases, logical fallacies, or gaps?

- How strong or convincing is the argument?
- Does it achieve its purpose effectively?

Criteria often used: accuracy, credibility (source/authority), relevance, logic, fairness, depth. Combining both: Strong academic work often analyzes first (breaks down) and then evaluates (judges' quality).

Example

Text Excerpt:

Social media should be regulated to prevent the spread of fake news because false information influenced recent elections and caused public unrest.

Analysis:

- Main claim: Social media needs regulation.
- Reason: Fake news spreads easily.
- Evidence provided: Influence on elections and public unrest.
- Assumption: Regulation will effectively reduce fake news without limiting free speech.

Evaluation:

- Strengths: Addresses a real problem; links cause (fake news) to effects (election interference, unrest).
- Weaknesses: Evidence is general (no specific studies cited); overlooks potential drawbacks of regulation (censorship risks); possible bias toward government control.

Exercise 1: Practicing Analysis

Read the short argument and answer the questions.

University students should attend all lectures in person because face-to-face interaction improves learning outcomes and builds discipline.

1. What is the main claim?
2. What reason(s) are given to support it?
3. What assumption(s) does the argument rely on?
4. Break the argument into parts (claim/reason/evidence/assumption).

Exercise 2: Practicing Evaluation

Using the same argument above, evaluate it by answering:

1. One strength of the argument:
2. One weakness or limitation:
3. Is the evidence sufficient? Why or why not?
4. Overall judgment (strong/moderate/weak) and brief reason:

Exercise 3: Combined Analysis and Evaluation

Read the paragraph and complete the table.

Renewable energy is the only realistic solution to climate change. Fossil fuels have powered economic growth for centuries, but they release harmful greenhouse gases. Solar and wind power produce no emissions and are now cheaper than coal in many regions. Governments should therefore phase out fossil fuels immediately.

Aspect	Your Response
Main claim	
Key supporting points	
Evidence provided	
Assumption(s)	
Strength	
Weakness	
Overall evaluation	

These exercises build the foundation for analyzing (breaking down) and evaluating (judging) information critically – skills essential for academic success across disciplines.

Exercise 4: Analyzing Cause-Effect Relationships (HOTS)

Read the text below and answer the questions.

Students who actively apply reading strategies such as skimming, scanning, and inference tend to perform better on academic assessments. These strategies help learners process information efficiently, identify key ideas, and draw logical conclusions. Consequently, strategic reading plays a significant role in improving students' academic performance.

1. What is the relationship between reading strategies and academic performance described in the text?
2. How do reading strategies help students draw logical conclusions?
3. Based on the text, propose one additional benefit of using reading strategies in academic learning.

Exercise 5: Interpreting Cause-Effect Relationships (HOTS)

Read the text below and answer the questions.

Students who regularly practice academic reading tend to perform better in examinations that emphasize analysis and interpretation. This improvement occurs because frequent exposure to academic texts helps students recognize text structures, identify key ideas, and evaluate evidence more effectively. Consequently, academic reading practice contributes significantly to students' academic achievement.

1. What is the **cause** of improved academic performance mentioned in the text?
2. How does academic reading practice lead to better examination results?
3. Based on the text, suggest **one strategy** students can use to improve their academic achievement.

Higher-Order Thinking Skills (HOTS): Connection to Bloom's Taxonomy

Higher-order thinking skills are central to academic success and are clearly outlined in **Bloom's Taxonomy** (revised in 2001 by Anderson and Krathwohl). This framework organizes cognitive skills into six levels, from lower-order to higher-order thinking:

1. **Remembering:** Recalling facts and basic concepts.
2. **Understanding:** Explaining ideas or concepts.

3. **Applying:** Using information in new situations.
4. **Analyzing:** Breaking information into parts to explore relationships and structure (the focus of our current objective).
5. **Evaluating:** Making judgments about the value of ideas or materials based on criteria (also part of our current objective).
6. **Creating:** Producing new or original work (e.g., designing, synthesizing).

The top three levels – **Analyzing**, **Evaluating**, and **Creating** – are classified as **higher-order thinking skills (HOTS)**. They require critical, independent, and complex thinking rather than simple recall or comprehension.

Mastering HOTS enables students to engage deeply with academic texts, construct strong arguments, and contribute original insights in essays, discussions, and research.

Exercise 6: Mapping Tasks to Bloom's Taxonomy

Read each academic task and identify which level of Bloom's Taxonomy (revised) it primarily requires. Write the level and briefly explain why.

1. Define the term "sustainable development."

Level: _____

Reason: _____

2. Compare the economic policies of two countries.

Level: _____

Reason: _____

3. Summarize the main arguments in an article.

Level: _____

Reason: _____

4. Critique the methodology used in a research study.

Level: _____

Reason: _____

5. Design a new experiment to test a hypothesis.

Level: _____

Reason: _____

Exercise 7:
Bloom's Levels in Analysis and Evaluation Tasks

*For each task below, identify whether it primarily involves **Analyzing**, **Evaluating**, or both (according to Bloom's). Then complete the task briefly.*

1. Identify the causes and effects described in the argument: "Social media increases anxiety because constant comparison leads to low self-esteem."
Bloom's level(s): _____

Brief response:

Causes – _____

Effects – _____

2. Assess whether the evidence in this claim is strong: "All teenagers are addicted to their phones – my cousin never puts his down."

Bloom's level(s): _____

Brief evaluation: _____

These exercises reinforce how analyzing and evaluating align with Bloom's higher levels, helping you move beyond basic recall toward critical academic thinking. Continue practicing to strengthen these essential HOTS.

C. Higher-Order Thinking Skills (HOTS): Drawing Conclusions Based on Evidence

Drawing conclusions is a key higher-order thinking skill in **Bloom's Taxonomy** (primarily at the **Evaluating** level, with links to **Creating** when synthesizing new ideas). It involves interpreting analyzed and evaluated information to reach logical, evidence-based outcomes rather than opinions or guesses. Strong conclusions are:

- **Supported by evidence:** Directly linked to data, facts, or reasoning from the text/source.
- **Logical and objective:** Avoid leaps, biases, or overgeneralization.
- **Qualified when needed:** Use hedges (e.g., "suggests," "indicates," "likely") if evidence is incomplete.
- **Relevant:** Address the main issue or question without introducing unrelated ideas.

Steps for Drawing Evidence-Based Conclusions

1. Summarize key findings/evidence (from analysis).
2. Weigh strengths and limitations (from evaluation).
3. State what the evidence reasonably supports or implies.
4. Avoid absolute claims unless evidence is overwhelming.

Common Pitfalls

- Jumping to conclusions without sufficient evidence.
- Confusing correlation with causation.
- Ignoring counter-evidence.

Example

Evidence from a Study:

A survey of 500 university students found that those who exercised regularly (3+ times/week) reported 20% lower stress levels and higher GPAs than non-exercisers. However, the study was self-reported and conducted at only one university.

Valid Conclusion:

The evidence suggests that regular exercise is associated with reduced stress and better academic performance among university students, though further research across diverse institutions is needed to establish causality.

Invalid Conclusion:

Exercise definitely causes higher grades (overgeneralizes; ignores limitations).

Exercise 8: Identifying Valid Conclusions

Read the evidence and choose the best (most evidence-based) conclusion.

Evidence:

Coffee consumption has risen globally, and studies link moderate intake (2–3 cups/day) to lower risks of certain diseases (e.g., Type 2 diabetes). However, excessive intake can cause anxiety and sleep issues. One study was funded by a coffee company.

Best conclusion:

- A. Everyone should drink coffee daily to prevent diseases.
- B. Coffee is completely harmless and beneficial.
- C. Moderate coffee consumption may offer health benefits, but excessive intake carries risks, and some evidence may be biased.
- D. Coffee causes anxiety in all people.

**Exercise 9:
Drawing Your Own Conclusion**

Based on this evidence, write a 2–3 sentence evidence-based conclusion.

Evidence:

Remote learning increased during the pandemic. Some studies show no significant difference in learning outcomes compared to in-person classes for motivated students. However, disadvantaged students (limited internet/access) performed worse online. Attendance and engagement were harder to monitor remotely.

Your conclusion:

**Exercise 10:
Evaluating and Concluding (Bloom's Integration)**

Read the short text. Then complete the tasks.

Online shopping has grown rapidly due to convenience and variety. A recent report claims it reduces carbon emissions because fewer car trips are needed for shopping. However, increased packaging waste and fast delivery options (e.g., same-day shipping) contribute to higher emissions from trucks and planes.

1. Bloom's level primarily required for drawing a conclusion here:
(Evaluating / Creating / Analyzing)
-

2. One key piece of supporting evidence: _____

3. One limitation/counter-evidence: _____

4. Write a balanced conclusion (2–3 sentences):

**Exercise 11:
Multiple Conclusions from Evidence**

For the evidence below, write:

- One **strong/supported** conclusion
- One **weak/unsupported** conclusion (and explain why it's weak)

Evidence:

A 2024 study of 1,000 adults found that those using social media >3 hours/day reported higher loneliness. Correlation was moderate ($r=0.45$). Participants were mostly young adults.

Strong conclusion: _____

Weak conclusion & why: _____

These exercises help you practice drawing conclusions that are firmly grounded in evidence while acknowledging limitations—crucial for academic essays, research reports, and critical discussions. Mastering this completes the core HOTS cycle: analyze → evaluate → conclude.

HIGHER-ORDER THINKING SKILLS (HOTS) ASSESSMENT TEST!

Instructions for Students:

This test assesses your achievement on the two learning objectives in Unit 6, aligned with Bloom's Taxonomy (higher levels: Analyzing, Evaluating, and elements of Creating):

1. Analyze and evaluate information
2. Draw conclusions based on evidence

There are two sections (one for each objective).

Read the instructions carefully for each item.

Items include multiple-choice, short answer, table completion, and extended response. Total: 20 items (some worth multiple points; total 40 points for balanced grading).

Section 1: Analyzing and Evaluating Information (Items 1-13, 25 points total)

Use the following short text excerpt for items 1-8:

Text Excerpt:

Electric vehicles (EVs) are the future of transportation because they reduce emissions and are cheaper to operate long-term. A study by Green Energy Institute (2024) shows EVs cut CO₂ emissions by 50% compared to gas cars. However, battery production requires rare minerals, which can harm the environment through mining.

Items 1-4: Multiple Choice - Analysis (1 point each)

Choose the best answer.

1. Which Bloom's level is primarily involved in breaking down the text's arguments?
 - A. Remembering
 - B. Understanding
 - C. Analyzing
 - D. Applying

2. The main claim in the text is:
 - A. EVs are harmful to the environment
 - B. EVs are the future of transportation
 - C. Battery mining is the only issue
 - D. Gas cars are better
3. The text's supporting evidence includes:
 - A. A 50% CO₂ reduction from a study
 - B. Cost of batteries
 - C. Global mineral supply
 - D. Driving range comparisons
4. An assumption underlying the text is:
 - A. All drivers can afford EVs
 - B. Long-term operation savings outweigh initial costs
 - C. Mining harms are negligible
 - D. Emissions are the only environmental factor

Items 5-8: Short Answer – Evaluation (2 points each)

Provide brief responses (1–2 sentences).

5. One strength of the text's argument: _____
6. One weakness or limitation: _____
7. Evaluate the evidence's credibility (e.g., sufficient/reliable? Why?): _____
8. Overall judgment (strong/moderate/weak) and reason: _____

Items 9-13: Table Completion – Combined Analysis and Evaluation (3 points total)

Complete the table based on the text excerpt.

NO	Aspect	Your Response
9	Main components (claim/ reasons)	
10	Relationships (e.g., cause-effect)	
11	Bias or gaps	
12	Strength based on criteria (e.g., relevance)	

13	Overall evaluation (using Bloom's: Analyzing/Evaluating)	
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Section 2: Drawing Conclusions Based on Evidence (Items 14–25, 25 points total)

Use the following evidence set for items 14–20:

Evidence Set:

A 2025 survey of 1,200 remote workers found that 70% reported higher productivity, but 40% experienced burnout. Productivity gains were linked to flexible schedules, while burnout correlated with poor work-life boundaries. The survey was conducted online and self-reported.

Items 14–17: Multiple Choice – Conclusion Skills (1 point each)

14. Which Bloom's level is most involved in drawing conclusions?
 - A. Understanding
 - B. Analyzing
 - C. Evaluating
 - D. Creating
15. A valid conclusion must be:
 - A. Based solely on opinion
 - B. Supported by evidence and logic
 - C. Absolute and unqualified
 - D. Ignored limitations
16. From the evidence, a strong conclusion could be:
 - A. Remote work always causes burnout
 - B. Remote work boosts productivity for most but risks burnout
 - C. All workers hate remote setups
 - D. Surveys are unreliable
17. A common pitfall in concluding is:
 - A. Using hedges like "suggests"
 - B. Confusing correlation with causation
 - C. Acknowledging limitations
 - D. Linking to evidence

Items 18–20: Short Answer – Drawing Conclusions (2 points each)

18. Write one evidence-based conclusion: _____
19. Write one invalid/weak conclusion and explain why:

20. Qualified conclusion considering limitations:

End of Test

Total: 25 items / 50 points.



UNIT 7

INTENSIVE TKA PRACTICE

A. Learning Objectives

Students will be able to:

1. Apply reading strategies under time constraints
2. Answer TKA-style questions accurately

B. Intensive TKA Practice: Applying Reading Strategies Under Time Constraints

The Academic Competence Test (TKA-Tes Kemampuan Akademik) reading section is a high-pressure component that requires test-takers to read relatively long academic texts quickly and efficiently while maintaining high comprehension. Success depends not only on general reading skills but on the strategic use of time-saving techniques under strict time limits (usually 60–90 seconds per passage in practice, scaling up to full sections).

Key Reading Strategies for Time-Constrained Tests

1. **Skimming for Main Idea:** Read the first sentence of each paragraph (topic sentences) and the concluding sentence to grasp the overall purpose and structure in 20–30 seconds.
2. **Scanning for Specific Information:** Jump to keywords, numbers, dates, or capitalized terms when a question asks for details—do not read sequentially.
3. **Predicting Question Types:** Anticipate common TKA questions (main idea, detail, inference, vocabulary in context, author’s attitude) while skimming.
4. **Active Reading Markers:** Mentally or lightly note signal words (however, therefore, in addition, for example) to follow logical flow without full reading.
5. **Time Allocation Rule:** Spend no more than 60–90 seconds on first-pass reading; return for details only when needed for specific questions.
6. **Elimination Technique:** Rule out obviously wrong answers quickly to narrow choices under time pressure.

Why Time Management Matters in TKA

- Passages are dense and academic (science, social studies, humanities).
- Questions mix literal, inferential, and critical thinking.
- Poor time use on one passage can prevent finishing the section.

Timed Practice Guidelines

- Use a timer strictly.
- Aim for 80–90% accuracy even when speeding up.
- After each passage, note how much time you used and where you could save seconds.

Exercise 1: Timed Skimming for Main Ideas

Instructions: Set a timer for 45 seconds. Read only the first and last sentence of each paragraph + the title. Then answer the questions without looking back.

Passage Title: The Impact of Urban Green Spaces on Mental Health

Paragraph 1:

Urban green spaces, such as parks and gardens, have gained attention for their potential benefits to city dwellers. ... Recent reviews conclude that access to nature improves psychological well-being.

Paragraph 2:

Several mechanisms explain this effect. Exposure to greenery reduces stress hormones, while opportunities for physical activity increase endorphin levels. ... These physiological changes contribute to lower rates of anxiety and depression.

Paragraph 3:

However, not all cities provide equal access to green areas. Low-income neighbourhoods often lack parks, leading to health disparities. ... Policymakers must prioritize equitable distribution to maximize public health gains.

1. What is the main topic of the passage?
 - A. City planning history
 - B. Mental health benefits of urban green spaces
 - C. Economic costs of parks
 - D. Climate effects on greenery
2. What is the author's overall attitude toward urban green spaces?
 - A. Completely negative
 - B. Generally positive but notes inequalities
 - C. Neutral and uninterested
 - D. Strongly opposed

Debrief: If you answered correctly in under 45 seconds, your skimming is effective. If not, practice focusing on topic sentences.

Exercise 2: Timed Scanning Practice

Instructions: Set timer for 30 seconds. Scan the passage below only for the information needed to answer the questions. Do not read everything.

Passage:

The honeybee population has declined by approximately 40% in the last decade according to a 2023 report by the International Bee Research Association. Major causes include pesticide use, particularly neonicotinoids, habitat loss, and the Varroa mite parasite. In Europe, some countries banned neonicotinoids in 2018, resulting in a 15% recovery in certain regions. Beekeepers in North America, however, report continued losses exceeding 30% annually.

1. What percentage decline in the honeybee population is mentioned?
2. Which pesticide is specifically named?
3. What happened in Europe in 2018?

Debrief: Successful scanning means finding all answers in ≤30 seconds by searching for numbers, capitalized terms, and cue words.

Exercise 3: Full Timed Passage with Questions

Instructions: Set timer for 90 seconds total (reading + questions). Read strategically, then answer.

Passage

Artificial intelligence (AI) is transforming medical diagnosis. Machine learning algorithms can now detect certain cancers from imaging scans with accuracy rates exceeding 90%, sometimes outperforming human radiologists. A 2024 study published in Nature Medicine demonstrated that an AI system identified breast cancer in mammograms with fewer false positives than experienced doctors. However, AI tools are not infallible; they depend heavily on the quality and diversity of training data. If datasets lack representation from ethnic minorities, diagnostic errors increase for those groups. Moreover, ethical concerns arise regarding patient privacy and accountability when AI makes mistakes. Despite these challenges, experts predict that AI will become a standard supportive tool in healthcare within the next decade.

1. The primary purpose of the passage is to:
 - A. Argue against AI in medicine
 - B. Describe the benefits and limitations of AI in diagnosis
 - C. Explain how AI algorithms work technically
 - D. Focus only on ethical issues

2. According to the passage, AI diagnosis accuracy for some cancers is:
 - A. Below 80%
 - B. Over 90%
 - C. Exactly 85%
 - D. Not mentioned
3. One limitation mentioned is:
 - A. High cost of training doctors
 - B. Bias from non-diverse training data
 - C. Lack of patient interest
 - D. Slow processing speed

Debrief: Record your time. Target: correct answers in ≤ 90 seconds. If over time, practice skimming topic sentences first.

Regular timed practice with these strategies will build speed without sacrificing accuracy – essential for performing well in the actual TKA reading section. The next objective will focus on mastering TKA-style question types.

C. Intensive TKA Practice: Applying Strategies Under Time Constraints (Incorporating Listening Tips)

While the TKA primarily emphasizes reading, writing, and critical thinking, many similar academic proficiency tests (including some versions or related exams like TPA or UTBK) include a **listening comprehension section**. Effective strategies for listening under time constraints mirror reading techniques: focus on efficiency, prediction, and note-taking to maximize comprehension in a single play (no replays in real tests).

Key Listening Strategies for Time-Constrained Academic Tests

1. **Pre-Listening Prediction:** Read the questions (or options) **before** the audio starts. Predict topic, vocabulary, and possible answers. This primes your brain for key information.
2. **Focused Listening with Keywords:** Listen for signal words (first, however, in contrast, the most important, according to the speaker) and content markers (numbers, dates, names, cause-effect phrases).
3. **Concise Note-Taking:** Jot down abbreviations, symbols, or keywords only (e.g., "↑ stress" for increase, "gov → ban" for government bans something). Avoid full sentences – save time.
4. **Structure Awareness:** Academic listening passages often follow patterns: introduction → main points → examples → conclusion. Track the flow mentally.

5. **Elimination Under Pressure:** For multiple-choice, cross out obviously wrong options as you hear contradictions.
6. **Time Management:** Questions are usually in audio order. Answer sequentially; don't dwell – if unsure, guess and move on.

Common Listening Question Types in Academic Tests

- Main idea/purpose
- Detail/fact recall
- Inference (what is implied)
- Speaker attitude/function of statement
- Organization of ideas

Exercise 4: Pre-Listening Prediction Practice

Instructions: Before "listening" (reading the script below as a simulation), read the questions first. Predict possible answers in 20 seconds.

Questions (read these first):

1. What is the main topic of the talk?
A. History of coffee
B. Health effects of caffeine
C. Economic impact of coffee production
D. Coffee farming techniques
2. According to the speaker, moderate caffeine intake may:
A. Cause heart disease
B. Improve cognitive performance
C. Reduce sleep quality only
D. Have no effect

Simulated Audio Script (now read quickly once only, as if listening):

"Good morning. Today I'll discuss recent research on caffeine, the active compound in coffee and tea. While excessive consumption can lead to anxiety and insomnia, studies show that moderate intake – about 200–400 mg daily, or 2–4 cups of coffee – can enhance alertness, concentration, and even short-term memory. Researchers at Johns Hopkins University found improved cognitive performance in controlled trials. However, individual tolerance varies due to genetics."

1. Main topic: _____
2. Moderate intake: _____

Debrief: If prediction helped you spot "caffeine... health/research" keywords faster, the strategy worked.

Exercise 5: Note-Taking While "Listening"

Instructions: Read the script below once only (simulate one-play audio in 60 seconds). Take brief notes. Then answer questions from notes only.

Simulated Audio Script:

"Deforestation in the Amazon has accelerated since 2015, reaching a peak in 2022 with over 11,000 square kilometers lost annually. Primary drivers include cattle ranching (70% of cleared land) and soybean farming. This loss threatens biodiversity – home to 10% of global species – and contributes 15% to worldwide carbon emissions. Indigenous communities are most affected, losing traditional lands. Recent policy changes in Brazil aim to reverse the trend through stricter enforcement."

Your Notes (example format):

- Amazon defor ↑ since 2015, peak 2022: 11k km²/yr
- Causes: cattle 70%, soy
- Effects: bio-div (10% spp), CO₂ 15%, indig comm

Questions:

1. Peak annual deforestation area in 2022: _____
2. Main cause (%): _____
3. Two effects mentioned: _____ and _____

Debrief: Effective notes = abbreviations + numbers + key terms. Full sentences waste time.

Exercise 6: Full Timed Listening-Style Practice

Instructions:

Set timer for 90 seconds total.

Step 1 (20 sec): Read questions and predict.

Step 2 (70 sec): Read script once only, take notes, answer.

Questions (predict first):

1. Speaker's main purpose:
 - A. Criticize renewable energy
 - B. Explain advantages and challenges of solar power
 - C. Promote fossil fuels

D. Describe history of electricity

2. One advantage of solar:
 - A. High initial cost
 - B. No emissions during operation
 - C. Depends on oil
 - D. Limited scalability
3. Challenge mentioned:
 - A. Intermittency (sun not always shining)
 - B. Too cheap to store
 - C. No need for storage
 - D. Overproduction

Simulated Audio Script:

"Solar power is one of the fastest-growing renewable sources due to falling panel costs and zero emissions during electricity generation. In 2024, solar provided 5% of global electricity, expected to reach 25% by 2040. However, a key challenge is intermittency—the sun doesn't shine at night or during cloudy weather. This requires efficient battery storage or backup systems to ensure a reliable supply."

Answers:

1. _____
2. _____
3. _____

Debrief: Record time and accuracy. Target: 3/3 correct in ≤90 seconds using prediction + selective notes.

Incorporating these listening strategies alongside reading practice prepares you comprehensively for any timed academic proficiency test section. Consistent timed drills will build confidence and speed for both modalities.

The next objective will focus on mastering TKA-style question accuracy across reading and listening formats.

D. Intensive TKA Practice: Answering TKA-Style Questions Accurately

The next key to success in TKA is **answering questions accurately** while maintaining speed. TKA questions test deep comprehension—not just surface understanding. They include a mix of literal (detail), inferential (implied meaning), vocabulary-in-context, and critical (purpose/attitude) items.

Common TKA-Style Question Types (Reading & Listening)

1. **Main Idea/Purpose:** What is the passage/talk mainly about? What is the speaker's primary purpose?
2. **Detail/Fact:** According to the text/speaker, ...? (Directly stated information)
3. **Vocabulary in Context:** What does the word/phrase "X" most likely mean?
4. **Inference:** It can be inferred that ... / The author/speaker implies ...
5. **Reference/Pronoun:** What does "it/this/these" refer to?
6. **Attitude/Tone:** The author's/speaker's attitude toward X is ...
7. **Organization/Function:** Why does the author/speaker mention X? / The example serves to ...
8. **Exception/Negative Fact:** Which is NOT mentioned?

Accuracy Strategies

- **Read/Listen for Keywords:** Match question stems to text/audio exactly.
- **Eliminate Wrong Answers:**
 - Too extreme (always/never) unless text supports.
 - Out of scope (introduces new info).
 - Contradicts text.
 - Opposite of stated idea.
- **Paraphrase Recognition:** Correct answers often reword the text – train to recognize synonyms.
- **Avoid Overthinking:** Choose the best evidence-based answer, not the "most interesting."
- **Double-Check Time:** Spend max 30–45 seconds per question.

Exercise 7: Identifying Question Types

Classify each question as one of the types above.

1. What is the main purpose of the passage?
→ _____
2. According to the author, which of the following is a cause of deforestation?
→ _____

3. The word “mitigate” in paragraph 2 most nearly means:

→ _____

4. It can be inferred from the talk that the speaker believes ...

→ _____

5. The speaker mentions the 2023 study to...

→ _____

Exercise 8: Elimination Practice (Reading)

Passage Excerpt:

Renewable energy sources are becoming more cost-competitive. Solar panel prices have fallen 89% since 2010, making solar electricity cheaper than coal in many regions. However, intermittency remains a challenge because solar power is only generated when the sun shines.

Question:

Which of the following is NOT mentioned as a reason solar is competitive?

- A. Reduced prices since 2010
- B. Cheaper than coal in some places
- C. Government subsidies
- D. Technological improvements

Exercise 9: Full Reading Practice with Questions

Timed Instructions: 2 minutes total for reading + questions.

Passage:

The gig economy offers workers flexibility but often lacks job security. Platforms like Uber and Gojek allow individuals to choose their hours and be their own boss. Studies show higher satisfaction among those who value autonomy.

However, gig workers typically receive no health insurance or paid leave, and income can fluctuate dramatically. Some countries are introducing regulations to provide minimum protection.

1. The primary purpose of the passage is to:
 - A. Promote gig work as the best option
 - B. Present both advantages and disadvantages of the gig economy
 - C. Argue that all gig platforms are exploitative
 - D. Explain how to start a gig business
2. According to the passage, gig workers usually do NOT receive:
 - A. Flexible hours
 - B. Health insurance
 - C. Autonomy
 - D. Income
3. The word “fluctuate” most nearly means:
 - A. Increase steadily
 - B. Vary unpredictably
 - C. Remain constant
 - D. Disappear
4. It can be inferred that:
 - A. All gig workers are dissatisfied
 - B. Some governments are addressing worker protections
 - C. Gig economy will disappear soon
 - D. Traditional jobs offer no flexibility

Exercise 10: Listening-Style Question Practice (Audio Simulation)

Audio Script (read once only in 60 seconds):

"Plastic pollution is a growing crisis. Every year, eight million tons of plastic enter the oceans, harming marine life. Sea turtles mistake plastic bags for jellyfish and often die from ingestion. Microplastics have now entered the human food chain through fish consumption. However, solutions exist: banning single-use plastics in over 60 countries has reduced waste significantly. Individual actions like using reusable bags also help."

1. Main idea of the talk:
 - A. Benefits of plastic products
 - B. Plastic pollution problem and possible solutions
 - C. History of plastic invention
 - D. Economic impact of bans
2. According to the speaker, how many tons of plastic enter oceans annually?
 - A. 8 million
 - B. 8 billion
 - C. 60 million
 - D. Not stated

3. Why does the speaker mention sea turtles?
 - A. To give an example of harm to marine life
 - B. To explain jellyfish behavior
 - C. To promote plastic bags
 - D. To discuss food chains only
4. The speaker's attitude toward individual actions is:

A. Negative	B. Neutral
C. Positive	D. Strongly opposed

Exercise 11: Mixed Error Analysis

For each wrong answer choice, explain why it is incorrect.

Question: The author believes renewable energy will completely replace fossil fuels by 2030. (From a passage that says “renewables are growing rapidly but fossil fuels will remain significant for decades.”)

Wrong choices:

- A. Too extreme (“completely”)
- B. Out of scope (specific year 2030 not mentioned)
- C. Contradicts passage (passage says they will remain)

E. PRACTICE TEST

This practice version emphasizes English-language skills (as seen in some TKA variants like those for international programs or TOEFL-aligned tests). It includes:

- **Reading Comprehension** (verbal section, similar to Bahasa Indonesia but in English for global practice).
- **Listening Simulation** (using text-based audio scripts, as audio is common in related tests like EPrT/TOEFL ITP).

Test Instructions for Students:

- Total time: 35 minutes (allocate 15 min per section).
- 25 questions total (multiple-choice unless noted).
- Use strategies: Skim/scan for reading; predict and note for listening.
- After completing, check answers at the end (for self-study).

Practice multiple times to build speed and accuracy.

Section 1: Reading Comprehension (15 questions, 20 minutes)

Read the passages and answer the questions. Focus on main ideas, details, inferences, and vocabulary.

Passage 1 (Environmental Science):

Climate change is accelerating due to human activities like deforestation and fossil fuel burning. Global temperatures have risen by 1.2°C since pre-industrial times, leading to more frequent extreme weather events such as hurricanes and droughts. According to a 2025 IPCC report, sea levels could rise by up to 1 meter by 2100 if emissions are not curbed, displacing millions in coastal areas. Renewable energy sources, like solar and wind, offer mitigation strategies, but their adoption is slow in developing countries due to high initial costs. Governments must implement policies such as carbon taxes to incentivize greener practices. However, international cooperation is essential, as no single nation can solve this alone.

1. What is the main idea of the passage?
 - A. Climate change is not a serious issue.
 - B. Human activities are causing rapid climate change, requiring global action.
 - C. Renewable energy is too expensive for all countries.
 - D. Sea levels will not rise significantly.
2. According to the passage, global temperatures have risen by:
 - A. 0.5°C
 - B. 1.2°C
 - C. 2.0°C
 - D. Not mentioned
3. The word "mitigation" in the passage most nearly means:
 - A. Worsening
 - B. Reduction
 - C. Measurement
 - D. Ignorance
4. It can be inferred that:
 - A. Developing countries lead in renewable energy adoption.
 - B. Carbon taxes could help reduce emissions.
 - C. Extreme weather will decrease by 2100.
 - D. The IPCC report is outdated.
5. Why does the author mention the IPCC report?
 - A. To provide evidence of sea level rise risks.
 - B. To criticize governments.

- C. To promote fossil fuels.
 - D. To discuss weather patterns only.
6. Which of the following is mentioned as a consequence of rising sea levels?
 - A. Increased fossil fuel production
 - B. Displacement of coastal populations
 - C. Higher agricultural productivity
 - D. Reduced global temperatures
 7. Why is renewable energy adoption slow in developing countries?
 - A. Lack of sunlight and wind
 - B. Government bans
 - C. High initial costs
 - D. Lack of public interest
 8. The author's tone toward climate change can best be described as:
 - A. Indifferent
 - B. Humorous
 - C. Concerned and urgent
 - D. Skeptical

Passage 2 (Technology):

Artificial intelligence (AI) is revolutionizing education by personalizing learning experiences. AI tools like adaptive platforms adjust difficulty based on student performance, helping struggling learners catch up. A 2025 study by UNESCO found that AI-assisted tutoring improved math scores by 30% in pilot programs. However, concerns include data privacy and the digital divide, where low-income students lack access to technology. Educators must balance AI integration with traditional teaching to ensure equitable outcomes.

1. The primary purpose of the passage is to:
 - A. Warn against using AI in schools.
 - B. Discuss the benefits and challenges of AI in education.
 - C. Explain how AI works technically.
 - D. Promote UNESCO studies.
2. According to the UNESCO study, AI tutoring improved math scores by:
 - A. 10%
 - B. 30%
 - C. 50%
 - D. Not specified
3. The phrase "digital divide" refers to:
 - A. Inequality in technology access.
 - B. Speed of AI processing.
 - C. Teacher training gaps.
 - D. Student motivation levels.
4. It can be inferred that without addressing concerns, AI in education could:

- A. Benefit everyone equally.
 - B. Widen inequalities.
 - C. Replace all teachers.
 - D. Lower overall scores.
5. What is one benefit of AI tools mentioned in the passage?
 - A. They eliminate homework.
 - B. They personalize learning experiences.
 - C. They reduce teacher salaries.
 - D. They remove the need for exams.
 6. The word "equitable" in the last sentence most nearly means:
 - A. Equal and fair
 - B. Expensive
 - C. Technological
 - D. Traditional
 7. Which of the following best describes the author's recommendation?
 - A. Replace traditional teaching entirely.
 - B. Avoid AI in low-income areas.
 - C. Combine AI with traditional teaching methods.
 - D. Focus only on data privacy issues.

Section 2: Listening Comprehension Simulation (10 questions, 15 minutes)

Use audio simulation: Read each script **once only** at normal speed. Take notes, then answer.

Script 1 (Lecture on Health):

"Good afternoon. Today, we discuss the benefits of regular exercise. Physical activity strengthens the heart, reduces the risk of diabetes by 40%, and improves mental health by releasing endorphins. A 2025 WHO report recommends 150 minutes of moderate exercise per week. However, sedentary lifestyles in urban areas are increasing obesity rates. Simple changes, like walking instead of driving, can make a difference."

1. Main topic:
 - A. Diabetes treatment
 - B. Benefits and recommendations for exercise
 - C. Urban planning
 - D. Mental health only
2. Risk reduction for diabetes:
 - A. 20%
 - B. 40%
 - C. 60%
 - D. Not mentioned
3. Speaker's purpose in mentioning the WHO report:

- A. To provide guidelines
 - B. To criticize urban life
 - C. To promote driving
 - D. To discuss obesity causes
4. According to the speaker, how much exercise is recommended per week?
- A. 100 minutes
 - B. 120 minutes
 - C. 150 minutes
 - D. 200 minutes
5. What problem is increasing in urban areas?
- A. Heart disease
 - B. Mental illness
 - C. Obesity
 - D. Diabetes
6. What can be inferred from the lecture?
- A. Exercise is only important for mental health.
 - B. Small lifestyle changes can improve health.
 - C. Urban residents exercise more than rural residents.
 - D. Driving is healthier than walking.

Script 2 (Conversation on Economy):

Student : Why is inflation rising in Indonesia?

Professor: It's due to supply chain disruptions and high energy prices post-2025 global events. Inflation hit 5% last quarter.

Student : What can the government do?

Professor: Implement monetary policies like raising interest rates, though that might slow growth. Subsidies on essentials could help low-income families.

1. The main cause of inflation is mentioned:
 - A. Low energy prices
 - B. Supply chain disruptions
 - C. Government subsidies
 - D. Economic growth
2. Inflation rate last quarter:
 - A. 3%
 - B. 5%
 - C. 7%
 - D. 10%
3. What solution does the professor suggest to control inflation?
 - A. Lowering interest rates
 - B. Increasing government spending
 - C. Raising interest rates
 - D. Reducing energy supply
4. What might be a negative effect of raising interest rates?
 - A. Higher inflation

- B. Slower economic growth
- C. More subsidies
- D. Increased supply chains

Intensive TKA Practice: Answering TKA-Style Questions Accurately

To make practice more effective and realistic for the TKA, the question types have been diversified further. The following exercises now include a wider range of formats commonly seen in actual tests:

- Main idea/purpose
- Detail/fact (positive and negative)
- Vocabulary in context
- Inference/implication
- Reference/pronoun
- Attitude/tone
- Function of statement/example
- Organization/structure
- Exception ("NOT mentioned")
- Paraphrase recognition

Exercise 1: Mixed Question Types (Reading Passage)

Timed Instructions: 2.5 minutes total.

Passage:

Biodiversity loss is accelerating worldwide. Deforestation in tropical regions destroys habitats for millions of species, while pollution contaminates water sources. A 2025 report estimates that one million species face extinction. Climate change exacerbates this crisis by altering ecosystems faster than species can adapt. Conservation efforts, such as protected areas and reforestation, show promise, but funding remains inadequate. International agreements like the Paris Accord indirectly support biodiversity by limiting warming.

1. The main purpose of the passage is to:
 - A. Praise international agreements
 - B. Highlight causes, effects, and partial solutions to biodiversity loss
 - C. Argue that extinction is unavoidable
 - D. Focus only on pollution
2. According to the passage, how many species face extinction?

A. One hundred thousand	C. Ten million
B. One million	D. Not specified

3. The word “exacerbates” most nearly means:
 A. Reduces B. Worsens C. Measures D. Ignores
4. Which of the following is NOT mentioned as a cause of biodiversity loss?
 A. Deforestation B. Pollution
 C. Overfishing D. Climate change
5. It can be inferred that:
 A. Conservation efforts are fully funded
 B. Protected areas have no effect
 C. More resources are needed for conservation
 D. The Paris Accord directly targets species extinction
6. “This crisis” in paragraph 1 refers to:
 A. Pollution only B. Biodiversity loss
 C. Climate change D. Reforestation
7. The author’s attitude toward conservation efforts is:
 A. Completely pessimistic B. Cautiously optimistic
 C. Indifferent D. Strongly critical
8. The mention of the Paris Accord serves to:
 A. Provide an example of indirect support for biodiversity
 B. Criticize international agreements
 C. End the discussion
 D. Introduce pollution

Exercise 2: Varied Listening-Style Questions (Audio Simulation)

Audio Script (read once only in 75 seconds):

"Urbanization brings economic opportunities but also challenges. Cities attract migrants seeking jobs, boosting innovation and growth. However, rapid population increase strains infrastructure—traffic congestion and housing shortages are common. Air pollution from vehicles affects public health, contributing to respiratory diseases. Sustainable urban planning, including public transport and green spaces, can mitigate these issues. Singapore’s model of efficient transit and high-density housing offers valuable lessons."

1. The speaker’s primary purpose is to:
 A. Criticize all cities
 B. Present a balanced view of urbanization benefits and challenges
 C. Promote migration only
 D. Describe Singapore’s history
2. Which is mentioned as a benefit of urbanization?
 A. Reduced traffic B. Boosting innovation
 C. Lower pollution D. Cheaper housing
3. The word “strains” most nearly means:

- A. Strengthens
 - B. C. Improves
 - C. Overburdens
 - D. Ignores
4. Which problem is NOT directly mentioned?
- A. Traffic congestion
 - B. Housing shortages
 - C. Water scarcity
 - D. Air pollution
5. It can be inferred that Singapore's approach is:
- A. Ineffective
 - B. A positive example
 - C. Too expensive
 - D. Widely criticized
6. The speaker's tone toward sustainable planning is:
- A. Sceptical
 - B. Hopeful
 - C. Angry
 - D. Neutral
7. The example of Singapore functions to:
- A. Conclude the talk negatively
 - B. Illustrate a successful solution
 - C. Introduce pollution
 - D. Discuss migration

Exercise 3: Advanced Mixed Practice (Error Traps)

Passage Excerpt:

Remote work increased after 2020. Productivity rose for many, but collaboration suffered without face-to-face interaction.

Question: All of the following are mentioned EXCEPT:

- A. Increased remote work post-2020
- B. Higher productivity for some
- C. Improved collaboration
- D. Lack of in-person interaction

UNIT 8

EVALUATION AND REFLECTION

A. Learning Objectives

Students will be able to:

1. Evaluate their own performance on academic tasks and tests (e.g., TKA practice).
2. Reflect critically on strengths, weaknesses, and progress to set realistic improvement goals.

Evaluation and reflection are essential higher-order thinking skills (aligned with the **Evaluating** and **Creating** levels of Bloom's Taxonomy). They help the learner move from passive practice to active improvement, turning mistakes into learning opportunities and building long-term academic success.

B. Why Evaluation and Reflection Matter

- **Self-awareness:** Identify what you do well and where you struggle.
- **Targeted improvement:** Focus study time on weak areas instead of repeating strengths.
- **Motivation:** Track progress over time to stay confident for exams like TKA 2026.
- **Metacognition:** "Thinking about your thinking" – a proven predictor of academic achievement.

Key Steps in Evaluation and Reflection

1. **Collect Data:** Review scores, timed practice results, wrong answers, and notes.
2. **Analyze Performance:** Categorize errors (e.g., careless reading, time pressure, knowledge gap).
3. **Evaluate Strengths/Weaknesses:** Use objective criteria (accuracy %, speed, question types).
4. **Reflect Critically:** Ask "Why did this happen?" and "What does this tell me about my habits?"
5. **Set SMART Goals:** Specific, Measurable, Achievable, Relevant, Time-bound.
6. **Plan Action:** Decide concrete steps (e.g., daily vocabulary drill, timed mocks).

Exercise 1: Basic Performance Evaluation

After completing a TKA practice section, fill in this table.

Section	Score (/possible)	Time Used	Accuracy %	Notes on Speed/Pressure
Reading Comprehension				
Listening Simulation				
Quantitative Reasoning				
Logical Reasoning				

Overall strengths noticed: _____

Overall challenges noticed: _____

Exercise 2: Error Analysis (Categorizing Mistakes)

Review wrong answers from recent practice. Categorize each error.

Common Error Types:

- Careless (misread question/text)
- Time pressure (ran out of time/guessed)
- Knowledge gap (didn't know vocabulary/concept)
- Misunderstanding (wrong inference/overthinking)
- Calculation/technical mistake

Question #	Error Type	Why it Happened (Brief)	How to Prevent Next Time

Reflection Question:

Which error type appeared most? What does this suggest about your current preparation?

Exercise 3: Reflective Journaling Prompts

Choose 2–3 prompts and write 4–6 sentences for each.

1. What progress have I made since starting TKA practice (e.g., faster reading, higher accuracy)?
2. Which skill (reading strategies, time management, question types) still feels most difficult, and why?
3. How do I feel when I make mistakes during practice? How can I change my mind set to see them as helpful?
4. One thing I did well in the last practice session was...
5. If I continue my current habits, where will I be in 3 months for TKA 2026? What small change could improve that outcome?

Exercise 4: Setting SMART Goals

Based on your evaluation, write 3 SMART goals for the next 2–4 weeks.

Example:

- Specific: Improve vocabulary-in-context accuracy.
- Measurable: Score 90%+ on vocab questions in 3 consecutive mocks.
- Achievable: Learn 20 new academic words daily using flashcards.
- Relevant: Vocab errors were my most common mistake.
- Time-bound: Achieve by the end of January 2026.

Your Goals:

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 5: Weekly Reflection Template

Use this template every week (e.g., Sunday evening).

Week of [Date]:

- Best performance this week: _____
- Biggest challenge this week: _____
- One insight about my learning style/habits: _____
- Action plan for next week (2–3 steps):
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
- Motivation notes to future self: _____

Regular evaluation and reflection will transform your TKA preparation from random practice into strategic, measurable growth. By December 2026, you'll not only be ready for the test – you'll understand exactly how you got there. Keep a dedicated reflection notebook or digital file to track your journey!

B. To make reflection more targeted for your TKA preparation, here are additional TKA-specific templates. These focus on the core TKA sections commonly tested in Indonesian academic assessments:

- **Penalaran Umum** (General Reasoning – reading comprehension, logical thinking)
- **Pengetahuan Kuantitatif** (Quantitative Knowledge – math, data interpretation)
- **Pengetahuan dan Pemahaman Umum** (General Knowledge & Comprehension – literacy, science, social studies)
- **Pemahaman Bacaan dan Menulis** (Reading & Writing Comprehension – often includes English for higher levels)

Use these templates after every full or sectional practice test to build metacognitive habits specific to TKA demands.

Template 1: TKA Section-by-Section Reflection (Post-Practice Table)

TKA Section	Score (/max)	Accuracy %	Time Used vs Target	Most Missed Question Types	Key Insight (e.g., "I rush inferences")
Penalaran Umum (Reading/Logic)					
Pengetahuan Kuantitatif (Math)					
Pengetahuan & Pemahaman Umum					
Pemahaman Bacaan & Menulis					

Overall TKA Reflection Questions (answer below table):

1. Which section improved the most since last practice? Why do I think that happened?
2. Which section is still my weakest? What specific TKA skill (e.g., word problems, inference questions) needs more focus?
3. How close am I to the target passing score for 2026 TKA? (Research your program's cutoff if known.)

Template 2: TKA Error Log for Common Question Types

Track recurring mistakes across multiple practices.

Date	Section	Question	Type of Error (circle one)	Why I Missed It	Prevention Strategy for Next Time
			Careless reading / Time pressure / Knowledge gap / Wrong inference / Calculation error / Vocabulary / Overthinking		
			Careless reading / Time pressure / Knowledge gap / Wrong inference / Calculation		

			error / Vocabulary / Overthinking		
			Careless reading / Time pressure / Knowledge gap / Wrong inference / Calculation error / Vocabulary / Overthinking		

Summary After 5–10 Entries:

Most frequent error type: _____

Action plan to reduce it: _____

Template 3: TKA Time Management Reflection

TKA is heavily time-constrained – reflection on pacing is crucial.

Practice Session Date: _____

Total time allowed: _____ minutes Actual time used: _____ minutes

Section	Questions Attempted	Questions Skipped/Guessed	Time per Question (avg)	Felt Rushed? (Yes/No + why)
Penalaran Umum				
Pengetahuan Kuantitatif				
Pengetahuan & Pemahaman Umum				
Pemahaman Bacaan				

Reflection:

1. Where did I lose the most time? (e.g., re-reading passages, double-checking math)
2. One strategy I will try next time to save 2–3 minutes (e.g., stricter 1-minute-per-question rule for easy items):

Template 4: TKA Progress Tracker (Monthly Overview)

Fill this in at the end of each month leading to 2026.

Month: _____

Metric	Start of Month	End of Month	Change (+/-)	Notes/Reason for Change
Overall Mock Score (%)				
Reading Accuracy (%)				
Math Speed (questions/min)				
Vocabulary Learned (words)				
Number of Full Mocks Taken				

Monthly Wins (2–3 things you're proud of):

- 1.
- 2.
- 3.
- 4.

Monthly Goal for Next Month (SMART):

Template 5: Pre-TKA 2026 Final Reflection (Use 1–2 Weeks Before Exam)

Date: _____

1. My strongest TKA section now and why:

2. My most improved area since starting preparation:

3. One remaining weak spot and my final plan to address it:

4. On a scale of 1-10, my confidence level for TKA 2026: _____

Reason: _____
5. Three things I learned about myself as a test-taker:
 - a. _____
 - b. _____
 - c. _____
6. Gratitude/Motivation note: What will passing TKA mean for my future?

Print or copy these templates into a dedicated TKA journal. Consistent use (weekly or after every mock) will give you clear evidence of growth and keep you strategically focused through 2026.

Reflection isn't extra work – it's the shortcut to higher scores!

UNIT 9

TEXT-BASED EXERCISES

Below are realistic sample questions for **TKA English**, added to complement the previous Indonesian-subject samples. These emphasize academic texts and higher-order thinking.

Sample of English Language Academic Competence Test

Passage 1 (Reading Comprehension – Science Topic)

Renewable energy sources, such as solar and wind power, are increasingly vital in combating climate change. Unlike fossil fuels, which release carbon dioxide when burned, renewables produce little to no greenhouse gases during operation. However, their intermittency—depending on weather conditions—poses challenges for a consistent energy supply. Battery storage technology is improving to address this issue.

1. The primary purpose of the passage is to:
 - A. Criticize fossil fuels only
 - B. Explain the benefits and a challenge of renewable energy
 - C. Promote battery technology exclusively
 - D. Describe weather patterns
2. The word “intermittency” most nearly means:
 - A. Reliability
 - B. Unpredictability in availability
 - C. High cost
 - D. Pollution
3. It can be inferred that:
 - A. Fossil fuels produce no greenhouse gases
 - B. Battery improvements could make renewables more reliable
 - C. Renewables are currently perfect for all energy needs
 - D. Climate change is not affected by energy sources
4. Which is NOT mentioned as an advantage of renewables?
 - A. Low greenhouse gas emissions
 - B. Independence from weather
 - C. Comparison to fossil fuels
 - D. Vital role in climate action

Passage 2 (Academic Text – Social Studies)

Globalization has connected economies worldwide, allowing faster trade and cultural exchange. However, it has also led to job losses in some industries due to outsourcing. Developing countries often benefit from foreign investment, yet critics argue that it increases inequality.

5. According to the passage, one negative effect of globalization is:
 - A. Slower trade
 - B. Job losses from outsourcing
 - C. Reduced cultural exchange
 - D. Decreased foreign investment
6. The author's attitude toward globalization is:
 - A. Completely positive
 - B. Completely negative
 - C. Balanced (acknowledges both pros and cons)
 - D. Indifferent
7. "Outsourcing" in the passage refers to:
 - A. Hiring workers locally
 - B. Moving jobs to other countries
 - C. Increasing local employment
 - D. Reducing investment

Grammar/Vocabulary in Context

8. Choose the correct word to complete the sentence: The research findings were _____ published in a reputable journal.
 - A. wide
 - B. widen
 - C. widely
 - D. width
9. Synonym question: In academic writing, "mitigate" most nearly means:
 - A. Worsen
 - B. Lessen
 - C. Ignore
 - D. Measure

Inference/Function

10. From a passage about AI in education: "AI tools personalize learning, but raise privacy concerns." Why does the author mention privacy concerns?
 - A. To support AI fully
 - B. To provide a balanced view by noting a drawback
 - C. To end the discussion
 - D. To promote traditional teaching only

TEXT-BASED TKA

These English questions test academic reading skills under time pressure – common in TKA extensions or related tests like UTBK English electives.

Here are sample questions for **TKA Bahasa Inggris** (both compulsory and advanced levels), based on the official guideline from *Pusmendik Kemendikbud*. These focus on reading comprehension of various text types (descriptive, recount, narrative, procedure, analytical exposition, discussion), vocabulary in context, inference, and evaluation – at CEFR B1 level (intermediate).

Questions include multiple-choice, complex choice, and short response for variety.

Passage 1: Descriptive Text (Nature/Environment)

Bali, a beautiful island in Indonesia, is known for its stunning landscapes and rich culture. While many tourists visit for the beaches and temples, the island also offers natural attractions that amaze nature lovers. Mount Batur, an active volcano, provides breathtaking views at sunrise. Rice terraces in Ubud showcase traditional farming methods passed down through generations.

1. The main purpose of the text is to:
 - A. Describe Bali's cultural history
 - B. Highlight Bali's natural and scenic attractions
 - C. Promote tourism packages
 - D. Explain volcanic activity
2. The word “breathtaking” most nearly means:

A. Dangerous	C. Ordinary
B. Amazing/impressive	D. Cold
3. It can be inferred that rice terraces in Ubud are:
 - A. Modern inventions
 - B. Part of traditional practices
 - C. Only for tourists
 - D. Abandoned

Passage 2: Recount Text (Personal Experience)

Last summer, I joined a volunteer program in a rural village. We helped build a small library for the children. At first, the work was challenging due to the hot weather, but the villagers' warmth made it rewarding. By the end, the library was complete, and the kids' happy faces were unforgettable.

4. The text is a recount because it:
 - A. Explains how to build something
 - B. Retells a personal experience
 - C. Argues for volunteering
 - D. Describes a place
5. The author's attitude toward the experience is:
 - A. Negative
 - B. Neutral
 - C. Positive overall
 - D. Regretful

Passage 3: Procedure Text (How-to)

How to Make a Simple Compost Bin First, choose a spot in your garden with partial shade. Next, gather materials: a large plastic bin, drill, and kitchen scraps. Drill holes in the bin for air flow. Then, layer brown materials (leaves) and green materials (vegetable peels). Finally, turn the mixture weekly and add water to keep it moist.

6. The text is primarily a:
 - A. Narrative story
 - B. Procedure (instructions)
 - C. Analytical exposition
 - D. Discussion
7. What should you do after drilling holes?
 - A. Turn the mixture
 - B. Layer materials
 - C. Choose a spot
 - D. Add water only

Passage 4: Analytical Exposition (Argumentative)

Social media has revolutionized communication, allowing instant connection across the world. It helps spread information quickly and supports businesses. However, excessive use can lead to addiction and mental health issues like anxiety.

8. The author's main thesis is that social media:
 - A. Is completely harmful
 - B. Has both positive and negative impacts
 - C. Should be banned
 - D. Only benefits businesses

9. Which is mentioned as a drawback?
- | | |
|--------------------------|--------------------------|
| A. Instant connection | C. Mental health issues |
| B. Spreading information | D. Supporting businesses |
| C. Mental health issues | |

Passage 5: Discussion Text (Pros & Cons)

Online learning offers flexibility for students with busy schedules, and resources are accessible anytime. On the other hand, it lacks face-to-face interaction, which can reduce motivation. In conclusion, a blended approach may be ideal.

10. The text presents:
- | |
|--|
| A. Only advantages of online learning |
| B. A balanced discussion with conclusion |
| C. Strong argument against online learning |
| D. Procedure for online classes |
11. The phrase "on the other hand" signals:
- | | |
|-------------|---------------|
| A. Addition | B. Contrast |
| C. Example | D. Conclusion |

Additional Vocabulary/Grammar Questions

12. Complete the sentence: If I _____ (study) harder last year, I would have passed the exam.
- | | | | |
|------------|----------------|----------|------------|
| A. Studied | B. Had studied | C. Study | D. Studies |
|------------|----------------|----------|------------|
13. The passive form of "Scientists discovered the vaccine" is:
- | |
|---|
| A. The vaccine is discovered by scientists |
| B. The vaccine was discovered by scientists |
| C. Scientists are discovering the vaccine |
| D. The vaccine discovers scientists |

TKA Bahasa Inggris 2026 Preparation (Narrative Texts)

Narrative texts are a common text type in TKA Bahasa Inggris (especially Pemahaman Bacaan). They tell a story with elements like **orientation** (setting/characters), **complication** (problem), **resolution** (solution), and sometimes **reorientation** (moral/ending reflection). Questions test comprehension, inference, vocabulary, sequence, character motives, and moral/theme. Below are narrative passages with varied question types.

Narrative Passage 1: Folk Tale Style

Once upon a time, in a small village, lived a clever mouse deer named Sang Kancil. One day, he was very thirsty and went to the river. A hungry crocodile

saw him and wanted to eat him. "Come closer, little deer," said the crocodile slyly. Kancil thought quickly and replied, "Mr. Crocodile, the king has ordered all animals to be counted today. If you help me cross the river on your back, I will count you and your family." The greedy crocodile agreed. When they reached the middle, Kancil jumped to the other side and laughed, "Thank you for the ride!"

14. The main purpose of the narrative is to:
 - A. Describe a village
 - B. Entertain with a story about cleverness overcoming danger
 - C. Explain how to cross a river
 - D. Teach about crocodiles
15. The complication in the story occurs when:
 - A. Kancil feels thirsty
 - B. The crocodile wants to eat Kancil
 - C. Kancil jumps to safety
 - D. The king orders a count
16. The word "slyly" most nearly means:
 - A. Honestly
 - B. Cunningly/deceptively
 - C. Loudly
 - D. Kindly
17. It can be inferred that Kancil is:
 - A. Greedy and foolish
 - B. Clever and quick-thinking
 - C. Strong but slow
 - D. Afraid of water
18. The resolution of the story is when:
 - A. The crocodile agrees to help
 - B. Kancil tricks the crocodile and escapes
 - C. They reach the riverbank
 - D. The king gives an order

Narrative Passage 2: Personal Adventure Story

Last year, my family and I went on a hiking trip to Mount Rinjani. We started early in the morning, full of excitement. The path was steep, and after a few hours, heavy rain began to fall. We were soaked and tired, but we encouraged each other to continue. Finally, we reached the crater lake at sunset. The view was spectacular—the blue water and surrounding peaks made all the effort worthwhile. That trip taught me the value of perseverance.

19. This text is a narrative because it:
 - A. Gives instructions for hiking
 - B. Retells a personal experience with events in sequence
 - C. Argues for environmental protection
 - D. Describes Mount Rinjani only

20. The orientation (introduction) of the story includes:
- A. The heavy rain
 - B. Starting the hike full of excitement
 - C. Reaching the crater lake
 - D. Learning about perseverance
21. The complication is introduced by:
- A. The spectacular view
 - B. The steep path and heavy rain
 - C. Encouraging each other
 - D. The sunset
22. The moral or reorientation at the end is:
- A. Hiking is dangerous
 - B. Perseverance is valuable
 - C. Always check the weather
 - D. Family trips are tiring
23. The author's tone in describing the view is:
- A. Disappointed
 - B. Amazed/admiring
 - C. Angry
 - D. Bored

Narrative Passage 3: Short Fable

A tortoise and a hare decided to race. The hare, confident in his speed, mocked the tortoise and dashed ahead. Soon, he grew tired and took a nap under a tree. Meanwhile, the tortoise walked slowly but steadily. When the hare woke up, he saw the tortoise crossing the finish line. The hare learned that overconfidence can lead to failure.

24. The theme or moral of the story is best stated as:
- A. Speed always wins
 - B. Slow and steady wins the race / Avoid overconfidence
 - C. Napping is bad
 - D. Animals cannot race
25. The character trait that causes the hare's failure is:
- A. Laziness
 - B. Overconfidence/arrogance
 - C. Kindness
 - D. Fear
26. The sequence of events is correctly ordered as:
- A. Race → Nap → Tortoise wins → Hare wakes
 - B. Race → Hare dashes → Nap → Tortoise wins → Hare wakes
 - C. Nap → Race → Tortoise wins
 - D. Tortoise wins → Race starts

These narrative-focused questions test the full range of TKA Bahasa Inggris skills: identifying story structure, inferring character/moral, vocabulary, and sequence. Practice identifying the five narrative elements (orientation, complication, events, resolution, reorientation) quickly.

TKA Bahasa Inggris 2026 Preparation (Recount Texts)

Recount texts retell past events or experiences in chronological order. They typically include:

- **Orientation:** Introduction (who, what, when, where).
- **Events:** Sequence of what happened.
- **Reorientation:** Closing reflection or personal comment (optional).

Questions often test sequence, detail recall, inference about feelings/events, vocabulary, and purpose.

Recount Passage 1: Personal Holiday Experience

Last December, my family and I visited Yogyakarta for the holidays. We arrived by train early in the morning and checked into a small hotel near Malioboro Street. The first day, we explored the bustling market and bought batik souvenirs. The next day, we went to Borobudur Temple at sunrise – it was magical seeing the ancient structure in the golden light. In the afternoon, we tried traditional food like *gudeg*. Although the traffic was heavy, the trip was unforgettable and strengthened our family bond.

27. The main purpose of the recount is to:
- A. Explain how to make batik
 - B. Retell a personal family holiday experience
 - C. Describe Yogyakarta's history
 - D. Argue for better traffic management
28. The orientation of the text includes:
- A. Trying *gudeg*
 - B. Arriving in Yogyakarta and checking into the hotel
 - C. Seeing Borobudur at sunrise
 - D. Strengthening family bond
29. The sequence of events is correctly ordered as:
- A. Borobudur → Market → Hotel
 - B. Train arrival → Hotel → Market → Borobudur → Food
 - C. Food → Temple → Market
 - D. Traffic → Sunrise

30. The word “bustling” most nearly means:
- | | |
|----------|-----------------|
| A. Quiet | B. Busy/crowded |
| C. Empty | D. Dangerous |
31. The reorientation (closing comment) suggests the trip was:
- | |
|--------------------------------------|
| A. Disappointing due to traffic |
| B. Memorable and positive for family |
| C. Too short |
| D. Expensive |

Recount Passage 2: Historical Event (School Trip)

In 2023, our class went on an educational trip to the National Museum in Jakarta. We departed from school at 7 a.m. by bus. Upon arrival, a guide showed us ancient artefacts from Borobudur and Prambanan. We were amazed by the detailed stone carvings. After lunch, we watched a documentary about Indonesia's independence struggle. The day ended with a group photo in front of the museum. I learned a lot about our cultural heritage that day.

32. This text is a recount because it:
- | |
|--|
| A. Gives steps to visit a museum |
| B. Retells events from a past school trip in order |
| C. Describes artefacts only |
| D. Discusses plans |
33. The events happened in this order:
- | |
|--|
| A. Documentary → Artifacts → Lunch |
| B. Bus departure → Arrival → Artifacts → Lunch → Documentary → Photo |
| C. Photo → Lunch → Guide |
| D. Independence struggle → Borobudur |
34. The author's feeling about the artefacts was:
- | | |
|-------------|-----------|
| A. Bored | B. Amazed |
| C. Confused | D. Angry |
35. The reorientation reflects that the author:
- | |
|------------------------------------|
| A. Disliked the trip |
| B. Gained knowledge about heritage |
| C. Preferred staying at school |
| D. Wanted more food |

Recount Passage 3: Biography-Style (Famous Person Event)

On August 17, 1945, Soekarno and Mohammad Hatta proclaimed Indonesia's independence in Jakarta. Early that morning, a small group gathered at Soekarno's house on Pegangsaan Timur Street. After careful preparation, Soekarno read the Proclamation text at 10 a.m. The news spread quickly by radio,

and people celebrated across the nation. This historic moment marked the beginning of a new era for Indonesia.

36. The text recounts:
- A. A personal holiday
 - B. A significant historical event
 - C. A school trip
 - D. Daily routine
37. The complication (if any) in this recount is minimal because the event was:
- A. Chaotic and violent
 - B. Carefully prepared and smooth
 - C. Cancelled
 - D. Forgotten
38. The word “proclaimed” most nearly means:
- A. Hid
 - B. Announced officially
 - C. Delayed
 - D. Regretted
39. It can be inferred that the proclamation was important because it:
- A. Ended the day early
 - B. Started Indonesia's independence
 - C. Involved only two people
 - D. Happened at night

These recount questions emphasize chronological understanding, personal reflection, and factual recall – key for TKA English. Practice identifying the three main parts (orientation, events, reorientation) quickly during reading.

TKA Bahasa Inggris 2026 Preparation (Procedure Texts)

Procedure texts explain **how to do or make something** in clear, sequential steps. They typically include:

- **Goal/Aim:** What the procedure achieves (often in the title).
- **Materials/Ingredients:** List of needed items (optional).
- **Steps:** Numbered or ordered actions, usually with imperatives (e.g., mix, add, heat) and sequence words (first, next, then, finally).

Questions test understanding of sequence, purpose of steps, vocabulary (imperatives/adverbs), inference (what happens if a step is missed), and goal identification.

Procedure Passage 1: How to Make a Simple Omelette

Goal: How to Make a Simple Omelette

Ingredients:

- 2 eggs
- Salt and pepper
- 1 tablespoon milk
- Butter

Steps:

1. First, crack the eggs into a bowl.
2. Add milk, salt, and pepper.
3. Next, beat the mixture well with a fork until it is smooth.
4. Then, heat butter in a frying pan over medium heat.
5. Pour the egg mixture into the pan.
6. Cook for 2–3 minutes until the bottom is set.
7. Finally, fold the omelette in half and serve hot.

40. The goal of the text is to explain:

- A. How to buy ingredients
- B. How to prepare and cook a simple omelette
- C. The history of omelettes
- D. Different types of eggs

41. What should you do first?

- A. Heat the butter
- B. Crack the eggs into a bowl
- C. Fold the omelette
- D. Serve it

42. The word “beat” in step 3 most nearly means:

- A. Heat
- B. Mix vigorously/stir quickly
- C. Pour
- D. Fold

43. According to the text, when do you add salt and pepper?

- A. After pouring into the pan
- B. With the milk, before beating
- C. At the end, before serving
- D. Not mentioned

44. If you skip step 4 (heating butter), what might happen? (Inference)

- A. The omelette will cook faster

- B. The egg mixture may stick to the pan
- C. The omelette will be colder
- D. The taste will improve

Procedure Passage 2: How to Plant a Tree Seedling

Goal: How to Plant a Tree Seedling

Materials:

- Tree seedling
- Shovel
- Watering can
- Compost

Steps:

First, choose a sunny spot in your garden and dig a hole twice as wide as the root ball. Next, mix compost into the soil you removed. Then, place the seedling in the hole so the top of the root ball is level with the ground. After that, fill the hole with the soil-compost mixture and press gently. Finally, water the seedling thoroughly and add mulch around the base.

45. The text is a procedure because it:
 - A. Tells a story
 - B. Gives step-by-step instructions for an action
 - C. Describes a place
 - D. Argues for planting trees
46. The correct sequence is:
 - A. Water → Dig a hole → Place a seedling
 - B. Dig hole → Mix compost → Place seedling → Fill soil → Water
 - C. Mulch → Water → Dig
 - D. Choose spot → Water → Fill hole
47. The imperative verbs used include all EXCEPT:

A. Choose	B. Dig
C. Run	D. Place
48. What is the purpose of adding mulch in the final step? (Inference from common knowledge/context)
 - A. To make the hole deeper
 - B. To retain moisture and protect roots (implied by position)
 - C. To mix with compost
 - D. To dig the hole

Procedure Passage 3: How to Recycle Plastic Bottles at Home

Goal: How to Recycle Plastic Bottles at Home

Steps:

1. Collect empty plastic bottles and remove labels.
2. Rinse them thoroughly with water to remove residue.
3. Next, crush the bottles to save space.
4. Then, sort them by plastic type if required by your local program.
5. Finally, take them to a recycling centre or put them in the recycling bin.

49. The main goal of the procedure is to:
- A. Teach how to buy plastic bottles
 - B. Provide steps for preparing bottles for recycling
 - C. Explain plastic manufacturing
 - D. Describe environmental problems

50. The sequence word “Next” introduces the step of:
- A. Removing labels
 - B. Crushing bottles
 - C. Sorting by type
 - D. Taking to recycling center

51. Why should you rinse the bottles? (Inference)
- A. To make them heavier
 - B. To remove leftover contents/residue
 - C. To add labels
 - D. To increase space

52. The procedure assumes you have:
- A. A recycling machine at home
 - B. Access to a recycling program or center
 - C. New plastic bottles
 - D. Labels to keep

These procedure questions focus on the following instructions, sequence markers (first, next, then, finally), imperatives, and practical inference – core skills for English language Academic Competence Test



Tip: In the test, quickly identify the **goal** (usually the title) and scan for numbered steps to answer sequence questions fast.

TKA Bahasa Inggris Preparation (Report Texts)

Report texts provide factual information about a general class of things (e.g., animals, places, phenomena, objects). They focus on **description** rather than personal experience or steps. Typical structure:

- **General classification/Definition:** Introduces the topic.
- **Description:** Facts, characteristics, behaviors, parts, uses (in paragraphs).
- No personal opinion or sequence of events.

Questions test identification of facts, vocabulary, inference about characteristics, purpose, and structure.

Report Passage 1: Animal Report (Elephants)

Elephants are the largest land mammals on Earth. There are two main species: African elephants and Asian elephants. African elephants are bigger, with larger ears that help them cool down in hot climates. Elephants live in herds led by a matriarch (female leader). They are herbivores, eating up to 300 kg of plants daily. Elephants have excellent memory and strong family bonds. Unfortunately, they are endangered due to poaching and habitat loss.

53. The text is a report because it:
- A. Tells a personal story about elephants
 - B. Gives general facts and descriptions about elephants as a species
 - C. Explains how to protect elephants step-by-step
 - D. Argues against poaching only
54. The general classification/introduction is:
- A. Elephants are endangered
 - B. Elephants are the largest land mammals
 - C. They eat plants
 - D. African vs. Asian differences
55. According to the text, African elephants have larger ears to:
- A. Hear better
 - B. Cool down in heat
 - C. Attract mates
 - D. Store food
56. The word “herbivores” most nearly means:
- A. Meat-eaters
 - B. Plant-eaters
 - C. Omnivores
 - D. Insect-eaters
57. It can be inferred that elephants are social animals because they:
- A. Live alone
 - B. Have strong family bonds and live in herds
 - C. Eat 300 kg alone

- D. Are endangered

Report Passage 2: Natural Phenomenon (Volcanoes)

A volcano is a mountain that opens downward to a pool of molten rock (magma) below the Earth's surface. When pressure builds up, eruptions occur, releasing lava, ash, and gases. There are three main types: shield volcanoes (gentle slopes), stratovolcanoes (steep, explosive), and cinder cones (small, steep). Volcanoes can be active, dormant, or extinct. They shape landscapes and create fertile soil, but eruptions can be dangerous to nearby populations.

58. The main purpose of the report is to:
- A. Describe a specific eruption
 - B. Provide general information about volcanoes
 - C. Warn people to avoid volcanoes
 - D. Explain how to climb volcanoes
59. The description includes all of the following EXCEPT:
- A. Types of volcanoes
 - B. What happens during an eruption
 - C. A famous eruption story
 - D. Effects on landscape
60. The word "molten" most nearly means:
- A. Solid
 - B. Melted/liquid (from heat)
 - C. Cold
 - D. Gaseous
61. Volcanoes are beneficial because they:
- A. Create dangerous gases only
 - B. Produce fertile soil
 - C. Are always extinct
 - D. Have gentle slopes only

Report Passage 3: Object/Technology (Smartphones)

Smartphones are handheld devices that combine mobile phone functions with computing capabilities. Modern smartphones have touchscreens, high-resolution cameras, internet access, and thousands of apps. They use operating systems like Android or iOS. Smartphones make communication easier through calls, messages, and social media. They also serve as tools for navigation, entertainment, and productivity. However, overuse can affect health and privacy.

62. The general classification is that smartphones are:
- A. Simple phones
 - B. Handheld devices combining phone and computer functions
 - C. Only cameras
 - D. Desktop computers

63. Which is NOT mentioned as a feature of smartphones?
- A. Touchscreens
 - B. Internet access
 - C. Built-in keyboard (physical)
 - D. Apps
64. The report mentions both positive and negative aspects, showing it is:
- A. Completely promotional
 - B. Balanced/factual
 - C. Only critical
 - D. A personal review
65. It can be inferred that smartphones are versatile because they:
- A. Are used only for calls
 - B. Serve multiple purposes (communication, navigation, etc.)
 - C. Have low-resolution cameras
 - D. Affect privacy positively

GOOD LUCK FOR YOUR TKA !!!

Student' Book Intensive English Course (IEC) Academic English for TKA Preparation

LEVEL SENIOR HIGH SCHOOL (SMA/MA)

This Book is designed to help students of Senior High School to develop their academic English skills required for success in taking the Academic Competence Test (Tes Kompetensi Akademik / TKA), specifically in English. The materials focus on reading literacy, academic vocabulary, grammar in context, writing skills, and higher-order thinking skills (HOTS). Each unit provides explanations, examples, guided practice, and TKA-style exercises to support intensive and independent learning. This book consists of nine units sequentially from unit 1 until unit 9 discussing Orientation and Diagnostic Reading, Understanding Main Ideas and Supporting Details, Academic Vocabulary Development, Academic Grammar in Context, Academic Writing and Speaking for Daily Conversation, High Order Thinking Skills (HOTS) in TKA, intensive TKA Practice, TKA Simulation, and Evaluation and Reflection. In addition, Unit 9 focuses on Text-based Exercises. All units are organized similarly, starting with stating the learning objective, explaining the conceptual ideas of each unit topic and ending with some related exercises.



Jl. Mayor Sujadi No.46, Tulungagung
🌐 <https://obs.uinsatu.ac.id/>
@ satupress@uinsatu.ac.id
☎ 0821 4179 1849

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