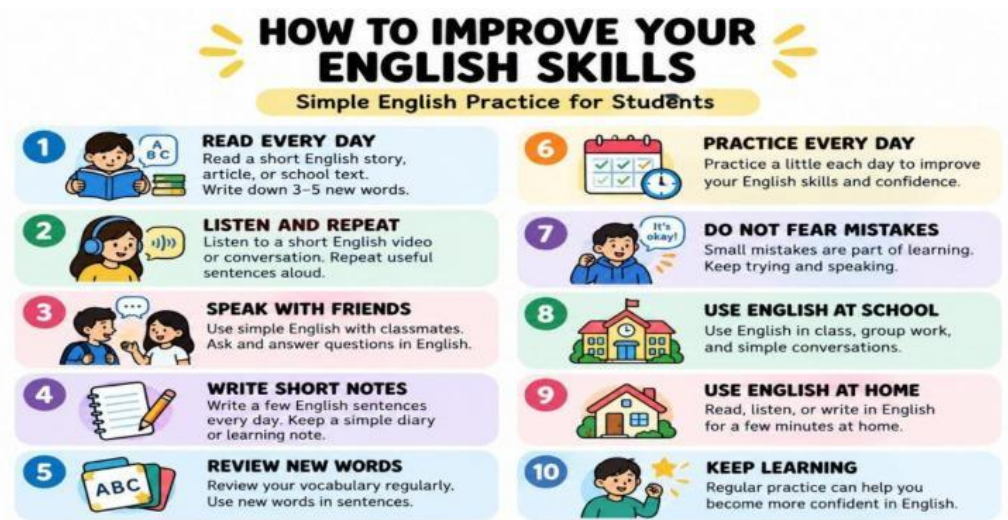


TKA BAHASA INGGRIS UMUM
KOTA PEKALONGAN
2026

Text 1



1. According to the infographic, what should students do right after reading a short English text?
 - A. Repeat useful sentences aloud to classmates.
 - B. Write down 3 to 5 new words.
 - C. Keep a simple daily learning note.
 - D. Memorize all the grammar rules in the text.
 - E. Practice speaking in front of a mirror.

2. Which of the following statements best describe the main purpose and message of the infographic? Select TWO correct statements.
 - ☐ A. To provide simple daily habits that build students' English skills and confidence.
 - ☐ B. To instruct students on how to prepare for formal high school national exams.
 - ☐ C. To encourage students to practice English regularly both at school and at home.
 - ☐ D. To explain why writing complex essays is the only way to master vocabulary.
 - ☐ E. To force students to speak perfectly without making any small mistakes.

3. Classify the following student behaviors into **Recommended** or **Not Recommended** based on the tips provided in the infographic.

Behaviour	Recommended	Not recommended
a. Avoid speaking in English because you might make small errors		
b. Practice English for a few minutes every day at home.		
c. Use new vocabulary words in sentences to review them.		
d. Only use English during formal tests and never in group work.		
e. Listen to a short English video and repeat sentences aloud.		

Text 2

Smart Spending and Consumer Awareness

In today's world, where people encounter many kinds of goods and services every day, it is important to learn how to spend money in a smart way. Smart spending means using money carefully and with a plan. This idea is part of something broader called financial literacy, which helps people make good decisions about their money.

Smart spending starts with understanding the difference between needs and wants. Needs are things people must have to live, like food, water, and shelter. Wants are things people like to have but can live without, such as new clothes, phones, or eating out. People who understand this can manage their money more effectively.

Another aspect of smart spending is planning. Before buying something, it is helpful to make a list or create a budget. A budget is a simple plan that shows how much money comes in and how much goes out. It helps people avoid overspending or buying things they do not really need. This allows them to save money for the future or for something important, like education or housing.

Being a smart consumer also means being aware of how companies try to persuade people to buy more. Many stores use strategies such as big signs, sales, and colorful advertisements to make people feel they need to buy something. Sometimes, people buy things without thinking carefully. This is called impulse buying. A smart buyer will pause and think before making a purchase. They might ask, "Do I really need this? Is this the best price?"

In the academic context, students can practice smart spending in daily life—for example, when buying food at school, getting school supplies, or saving their allowance. Students who learn this skill early will be better prepared to manage their money as they grow up.

In short, smart spending and consumer awareness help people make better decisions with their money. With good habits and thoughtful planning, anyone can learn to use money wisely and avoid financial problems in the future.

4. What is the best summary of the text?
- A. Financial literacy helps people plan their shopping and find the best prices
 - B. Needs and wants are the same and should be treated equally when spending money
 - C. A smart buyer thinks carefully before buying and considers needs over wants
 - D. Planning a budget is useful because it helps people spend more money on fun activities
 - E. Smart spending and consumer awareness help people make better decisions with their money
5. Based on the fourth paragraph, what can be inferred about a consumer who practices smart spending?
- A. They will never buy items that are on a big sale or clearance.
 - B. They are easily influenced by colorful and attractive advertisements.
 - C. They possess a high level of self-control when exposed to marketing strategies.
 - D. They always ask their friends for advice before making a purchase.
 - E. They believe that companies should stop using persuasive signs to attract buyers.
6. Read the statements below regarding the author's argument and style in the passage. State whether each statement is **True** or **False** based on your evaluation of the text!

No	Statement	True	False
1.	The author effectively uses everyday examples (like school meals and supplies) to make the academic concept of financial literacy more relatable to students.		
2.	The author maintains an objective and analytical tone throughout the text, focusing on explaining concepts rather than emotionally forcing the reader to save money.		
3.	The text fails to provide a balanced argument because it completely ignores the benefits of advertising for businesses.		

Text 3

The Imperative of Integrating Mental Health Literacy in Secondary Education

In the contemporary era of hyper-connectivity and intense academic competition, the psychological well-being of adolescents has alarmingly deteriorated. Consequently, the escalating rates of anxiety, depression, and digital fatigue necessitate the immediate integration of comprehensive mental health education into secondary school curricula. Treating mental health as a core subject is no longer a peripheral option, but a fundamental academic imperative.

Firstly, establishing a structured mental health curriculum is crucial for destigmatizing psychological struggles and facilitating early intervention. When schools openly educate students about emotional regulation and cognitive distortions, they dismantle the pervasive stigma

surrounding psychiatric vulnerability. Adolescents become equipped to identify early physiological and psychological symptoms of distress in themselves and their peers. This proactive recognition prevents transient stress from exacerbating into severe, chronic clinical conditions, thereby reducing the subsequent burden on external healthcare systems.

Secondly, emotional stability is inextricably linked to optimal cognitive performance and academic efficacy. Psychological research consistently demonstrates that students grappling with unmanaged chronic stress experience impairments in the prefrontal cortex—the brain region responsible for executive functions such as memory, focus, and problem-solving. By explicitly teaching coping mechanisms and resilience strategies within the classroom, educational institutions cultivate an environment where students can thrive intellectually. Schools that prioritize psychological well-being frequently report higher student retention, enhanced academic achievement, and significantly lower absenteeism.

In conclusion, equipping students with mental health literacy is just as critical as teaching them mathematics or sciences. By demystifying psychological well-being and proactively providing coping strategies, secondary schools can actively safeguard the holistic development of future generations, ensuring they are not only intellectually competent but also emotionally resilient.

7. According to the text, what is a direct consequence of openly educating adolescents about emotional regulation?
 - A. It completely eradicates the occurrence of transient stress in highly competitive environments.
 - B. It guarantees that all students will eventually pursue professional careers in the psychiatric healthcare system.
 - C. It shifts the primary responsibility of treating severe clinical depression from medical hospitals to educational institutions.
 - D. It empowers students to recognize preliminary signs of mental distress, preventing those issues from worsening.
 - E. It encourages students to prioritize their extracurricular hobbies over rigorous traditional academic subjects.
8. What can be logically inferred from the author's argument regarding the relationship between unmanaged chronic stress and the prefrontal cortex?
 - A. Ignoring a student's emotional well-being will inevitably hinder their capacity to grasp complex academic concepts.
 - B. Students who excel naturally in mathematics and sciences are biologically immune to psychological fatigue.
 - C. Traditional academic curricula already provide sufficient cognitive training to override any emotional instability.
 - D. The prefrontal cortex is the only part of the human neurological system unaffected by modern academic pressures.

- E. Teaching advanced problem-solving skills is impossible unless a student is genetically predisposed to emotional resilience.
9. How would you best describe the author's tone and primary objective in the passage?
- A. Cynical; to criticize traditional school systems for focusing exclusively on standardized testing rather than character building.
 - B. Persuasive; to strongly advocate for the mandatory inclusion of psychological well-being education within the school curriculum.
 - C. Objective; to present a neutral, balanced comparison between students who experience digital fatigue and those who do not.
 - D. Nostalgic; to reflect on a past era when academic competition did not cause severe anxiety among high school teenagers.
 - E. Informative; to explain the detailed biological functions of the prefrontal cortex to secondary school science educators.

Text 4

My Unforgettable Trip to France

Last summer, I had an amazing experience when I traveled to **France** with my parents. It was my first time visiting Europe, so I was very excited. We planned the trip carefully because we wanted to visit several famous places and learn more about French culture. Although the journey was long, I did not feel bored because I was very curious about what I would see in France.

When we arrived in Paris, the weather was cool and pleasant. On our first day, we visited the **Eiffel Tower**. I had often seen pictures of it on the internet, but seeing it in person was completely different. The tower was much bigger than I expected. We took many pictures and then walked along the Seine River. In the evening, we ate dinner at a small restaurant near our hotel. I tried French bread and a simple pasta dish.

The next morning, we visited the **Louvre Museum**. There were many beautiful paintings and interesting historical objects inside the museum. The museum was very large, so we could not see everything in one visit. After that, we walked around the city and visited several small shops. I bought a postcard and some small souvenirs for my friends at home.

On our last day, we visited a local market. My parents bought some food and gifts, while I looked at the different products in the market. I also tried a French cake that was new to me. At first, I was not sure if I would like it, but it tasted delicious.

Before going home, I felt both happy and sad. I was happy because I had visited many interesting places and experienced a different culture. At the same time, I was sad because our holiday was coming to an end. The trip taught me that traveling to another country can give us new experiences and help us understand different cultures. I hope I can visit another European country someday.

10. Why did the writer feel excited about the trip to France?
- A. It was his first visit to Europe.
 - B. He wanted to buy expensive souvenirs.
 - C. He wanted to stay in France for a year.
 - D. He had visited France many times before.

E. He wanted to study at the Louvre Museum.

11. Classify each activity according to the place where it happened.

Activity	Eiffel Tower	Louvre Museum	Local Market
1. Taking pictures	☐	☐	☐
2. Seeing paintings and historical objects	☐	☐	☐
3. Buying food and gifts	☐	☐	☐
4. Walking along the Seine River	☐	☐	☐

12. Which statements are TRUE based on the text?

Choose three correct answers.

- A. The writer visited France with his parents.
- B. The writer visited the Louvre Museum after visiting the Eiffel Tower.
- C. The writer was able to see everything inside the Louvre Museum.
- D. The writer bought souvenirs for his friends.
- E. The writer disliked the French cake because it was unfamiliar.

Text 5

Ullen Sentalu Museum

Ullen Sentalu Museum is a cultural museum located in Kaliurang, Sleman, Yogyakarta. It was officially inaugurated on March 1, 1997, by Sri Paduka Paku Alam VIII, the Governor of the Special Region of Yogyakarta at that time. The museum is dedicated to preserving and presenting the history, art, civilization, and cultural heritage of Java. Its name comes from the Javanese philosophy “Ulateng Blencong Sejatining Tataraning Lumaku,” which can be interpreted as “the light that guides the journey of life.”

Situated in the cool highland area of Kaliurang, at the foot of Mount Merapi, Ullen Sentalu has a peaceful and refreshing atmosphere. The museum is surrounded by tall trees, lush vegetation, and a green landscape. Its natural surroundings make the place feel different from a conventional museum. Stone elements, pathways, and greenery are combined with the museum's buildings, creating a unique atmosphere where visitors can enjoy both cultural and natural beauty.

Inside the museum, visitors can explore several exhibition spaces containing collections related to Javanese history and culture. Historical objects, paintings, photographs, and other cultural artifacts are displayed together with stories and explanations. The arrangement of the

exhibitions allows visitors to understand the cultural significance of the collections rather than simply observe them. The quiet rooms and carefully arranged displays also create an atmosphere that encourages visitors to explore the history and traditions of Java.

Ullen Sentalu Museum is more than a place where historical objects are displayed. Its natural surroundings, distinctive atmosphere, and cultural collections create an educational and memorable experience for visitors. Through its exhibitions and narratives, the museum connects the past with the present and introduces both tangible and intangible cultural heritage. For these reasons, Ullen

Sentalu provides visitors with an opportunity to appreciate the richness of Javanese culture and understand the importance of preserving it.

13. Which additional detail would best make the description of Ullen Sentalu Museum more interesting for potential visitors?
- A. Visitors can explore historical collections while enjoying the cool atmosphere of Kaliurang.
 - B. The museum was officially inaugurated on March 1, 1997.
 - C. The museum's name comes from a Javanese philosophy.
 - D. The museum is located in Sleman, Yogyakarta.
 - E. Sri Paduka Paku Alam VIII was the Governor of Yogyakarta at that time.
14. What is the main idea of the text?
- A. Ullen Sentalu Museum was inaugurated by the Governor of Yogyakarta in 1997.
 - B. Ullen Sentalu Museum displays various historical objects and photographs of Java.
 - C. Ullen Sentalu Museum combines Javanese cultural heritage with a peaceful natural setting.
 - D. Ullen Sentalu Museum is located in the cool highland area near Mount Merapi.
 - E. Ullen Sentalu Museum introduces visitors to the meaning of a Javanese philosophy.
15. Which parts of the text best support the idea that Ullen Sentalu Museum provides visitors with both cultural and natural experiences?

There is more than one correct answer. Choose every correct answer!

- ☐ The museum is surrounded by tall trees, lush vegetation, and a green landscape.
- ☐ Historical objects, paintings, photographs, and cultural artifacts are displayed together with stories and explanations.
- ☐ Stone elements, pathways, and greenery are combined with the museum's buildings.

- The museum was officially inaugurated on March 1, 1997.
- Its name comes from the Javanese philosophy “Ulating Blencong Sejatining Tataraning Lumaku.”

Text 6

Leftover rice can be repurposed into a substantial second-day meal rather than discarded simply because refrigeration has altered its texture. When it has been stored appropriately, combining it with vegetables and an egg can improve its texture and flavour while making use of food that might otherwise go to waste. Nevertheless, the procedure requires careful attention to preparation and storage conditions, since reheating cannot compensate for rice that has already been stored unsafely.

Ingredients

- 2 cups of properly refrigerated cooked rice
- 1 egg
- 1 cup of mixed vegetables, such as carrots, cabbage, or green beans
- 1 tablespoon of cooking oil
- 1 tablespoon of soy sauce
- 1 small clove of garlic, finely chopped
- A small amount of pepper

Method

1. Take the cooked rice directly from the refrigerator shortly before cooking. Using a fork, gently loosen compacted portions rather than separating them by hand. Ensure the grains are sufficiently separated for even distribution during cooking. Do not leave the rice at room temperature while preparing the other ingredients.
2. Wash the vegetables thoroughly before cutting them into relatively uniform pieces for a similar cooking rate. However, identical sizes are unnecessary. Cut harder vegetables, particularly carrots, somewhat smaller than softer ones such as cabbage to compensate for differences in cooking time and prevent uneven tenderness.
3. Heat a pan over medium heat and add the oil. Once sufficiently hot, add the chopped garlic and stir briefly until aromatic. Do not allow it to become excessively dark, as over-browning may produce bitterness affecting the dish's flavour.
4. Add the vegetables and stir for two to three minutes until they begin softening. Move them aside, leaving space for the egg. Crack the egg into the vacant area and allow it to set partially before incorporating it into the vegetables.
5. Add the loosened rice and mix thoroughly until evenly heated. Only then add the soy sauce and pepper. Stir for approximately one minute to distribute the seasoning evenly. Serve immediately while hot.

WARNING: Do not use rice that has been left refrigerated for an extended period.

Reheating does not make improperly stored rice safe to eat.

Additional source: U.S. Department of Agriculture (USDA), Food Safety and Inspection Service (FSIS), guidance on handling leftovers safely.

16. If the instructions were condensed into an outline without changing their original progression, which arrangement would most accurately represent the procedure?

- A. - Prepare and separate the rice
 - Prepare the vegetables
 - Cook the vegetables and egg
 - Combine and season the rice.
- B. - Prepare the rice and vegetables
 - Heat the pan and cook the garlic
 - Combine the vegetables with the egg
 - Add and season the rice.
- C. - Prepare the refrigerated ingredients
 - Heat the pan and begin cooking
 - Cook the vegetables and egg
 - Combine, season, and serve the mixture.
- D. - Prepare and separate the rice and chop the vegetables
 - Cook the garlic and vegetables
 - Add the egg and rice
 - Season the mixture and serve it.
- E. - Prepare the rice
 - Prepare and cook the vegetables
 - Cook the egg with the vegetables
 - Season the rice before serving.

17. The procedure occasionally explains not only what should be done, but also why one action should precede or accompany another. Considering these relationships, which conclusions about the procedure's instructions can be inferred from the text?

There is more than one correct answer.

- ☐ The instruction concerning the garlic reflects a concern that excessive browning could affect the overall flavour of the finished dish.
- ☐ The difference in size between harder and softer vegetables helps account for their different cooking times during the preparation process.
- ☐ Loosening the refrigerated rice after cooking makes it possible for the grains to receive the seasoning more consistently when the mixture is stirred at the end.

- ☐ Moving the vegetables aside before the egg is added creates a separate cooking area, allowing the egg to be incorporated only after the vegetables have reached the required tenderness.
- ☐ Giving the egg time to set before combining it with the vegetables establishes a sequence in which the egg begins cooking before it becomes part of the mixture.

18. Considering both the procedure and the additional source, classify each statement according to whether the information in the procedure is adequately supported and appropriately presented.

Statement	Adequately Supported	Not Adequately Supported
The warning shows that reheating cannot make unsafe rice safe, which supports the main safety message of the text.		
The text establishes a precise maximum time limit for which cooked rice can safely remain unrefrigerated.		
The warning implies a general prohibition against using or reheating leftover rice in second-day meal preparation.		

Text 7

The Loom of Aethelgard

In the fog-shrouded village of Aethelgard, lived an artisan named Silas, known for his extraordinary tapestries. Unlike other weavers who spun dyed sheep wool, Silas wove threads harvested from the morning mist and the golden rays of dawn. His masterpieces were not merely decorative; they possessed a quiet magic that brought warmth to any hearth and solace to troubled minds.

One autumn, Lord Roderick, a ambitious nobleman, arrived at Silas's humble workshop. Obsessed with capturing the grandest tapestry to display his wealth at the King's summit, Roderick demanded a piece that would depict his absolute power over the realm. Silas gently refused, explaining that his loom could only weave stories rooted in harmony, truth, and nature's delicate balance. Enraged by the rejection, Roderick seized Silas's delicate threads by force and commanded his own royal court weaver to complete the task overnight.

The following morning, the grand tapestry was unveiled before the villagers. At first, the audience gasped at its brilliant, shimmering imagery of roaring fires and towering fortresses. However, as Roderick stepped closer to touch the fabric, a strange chill swept through the room. The mist-woven threads, forced into a narrative of arrogance and domination, began to unravel rapidly. The depicted fires turned into ash, and the golden fortresses dissolved into gray dust, leaving behind nothing but a course, worthless rag.

Lord Roderick stood humiliated, realizing that true artistry and power could never be coerced. Silas, who had observed the scene quietly, simply gathered his remaining raw threads from the ground. "True beauty reflects what lies within the heart, my Lord," Silas said softly. "It can neither be demanded nor possessed through force."

19. What can be inferred as the main moral lesson of the story?
- A. Wealth and status are essential to produce high-quality art.
 - B. Power gained through force will ultimately lead to glorious fame.
 - C. Genuine art and virtue cannot be forced or controlled by power.
 - D. A weaver's skill depends entirely on the rare raw materials used.
 - E. Rejection should always be met with determination and strength.
20. Which of the following statements correctly describe Silas or Lord Roderick based on the text?
- ☐ Silas used unusual and natural elements to weave his tapestries.
 - ☐ Lord Roderick wanted a tapestry to demonstrate his modesty to the King.
 - ☐ Silas refused Lord Roderick's request because his loom had principles rooted in truth and harmony.
 - ☐ The royal court weaver successfully mastered the mist-woven threads without any problems.
 - ☐ The grand tapestry fell apart because it was woven with a spirit of arrogance and force.

21. Determine whether each statement below is True or False based on the chronology and information in the text!

No	Statement	True	False
1	Silas's tapestries were famous because they could bring emotional comfort and warmth to people.	☐	☐
2	Lord Roderick waited patiently for Silas to finish weaving the grand tapestry.	☐	☐
3	The tapestry turned into ash and dust as soon as Lord Roderick approached and touched it.	☐	☐

The Honest Bamboo Cutter and the Golden Stalk

Once upon a time, in a small village near Mount Fuji, lived an old bamboo cutter named Kenji. Kenji was very poor, but he was always kind, honest, and worked hard every day. He collected bamboo from the forest to make baskets for the villagers.

One sunny morning, Kenji walked deep into the forest. Suddenly, he saw a bright light glowing inside a thick bamboo stalk. He walked closer and carefully cut the bamboo. Inside, he found five shining gold coins! Kenji was very surprised, but he did not keep all the money for himself. Instead, he kept only one coin to buy food and gave the other four coins to poor families in his village.

The next day, a greedy merchant named Hiro heard about the gold. Hiro ran into the forest and angrily chopped down many bamboo trees, hoping to become rich quickly. However, he found no gold at all. Instead, a swarm of wild bees flew out of the broken bamboo and chased Hiro out of the woods.

Finally, the forest spirit appeared to Kenji in a dream and said, *"True treasure comes to those who are honest and care for others."* From that day on, Kenji always had enough food, and the villagers remembered his kindness forever.

22. What is the main topic of the story?
- A. A greedy merchant who became the richest man in a village near Mount Fuji.
 - B. An honest bamboo cutter who received a reward because of his kindness.
 - C. A dangerous forest where wild bees attack villagers every morning.
 - D. A spirit that taught villagers how to cut bamboo trees quickly.
 - E. A small village that lost all its money after a bad storm.
23. How does the writer feel toward Kenji, the bamboo cutter, throughout the story?
- A. Angry and annoyed
 - B. Admiring and respectful
 - C. Scared and nervous
 - D. Jealous and greedy
 - E. Bored and uninterested

24. What is the main moral value taught by this Japanese legend?
- A. Cutting down many trees is the best way to get rich quickly.
 - B. Sharing your secret dreams with strangers brings good luck.
 - C. Honesty and kindness to others bring true rewards in life.
 - D. Working alone in the forest is better than living in a village.
 - E. Running away from problems makes you a wise person.
25. Based on the story, which TWO statements correctly describe the characters and events?
Select TWO correct answers.
- ☐ A. Kenji shared most of the gold coins he found with poor villagers.
 - ☐ B. Hiro found ten gold coins because he chopped down many bamboo trees.
 - ☐ C. Hiro was chased by wild bees because he was greedy and destroyed the forest.
 - ☐ D. The forest spirit gave Hiro a bag of money in a dream.
 - ☐ E. Kenji kept all five gold coins to buy a big house in the village.
26. Classify each action from the story into **Honest / Kind Behavior** or **Greedy / Selfish Behavior**.

Action / Behavior	Honest / Kind Behavior	Greedy / Selfish Behavior
a. Keeping only what is needed and giving four gold coins to poor families.	☐	☐
b. Chopping down many bamboo trees just to get rich quickly.	☐	☐
c. Working hard every day to make baskets for the villagers.	☐	☐
d. Demanding money from others without helping anyone.	☐	☐

Teks 9

Digital Literacy Should Be a Priority for High School Students

The rapid development of digital technology has changed the way students learn, communicate, and obtain information. Today, students can access millions of articles, videos, online courses, and educational platforms within seconds. However, easy access to information does not automatically mean that students can use digital technology wisely. Therefore, digital literacy should become an important priority in senior high school education.

First, digital literacy helps students evaluate the reliability of information. The internet contains not only useful educational resources but also misleading information, manipulated images, and unverified claims. Students who have digital literacy skills are more likely to check the source, compare information from different websites, and distinguish facts from opinions before accepting or sharing information.

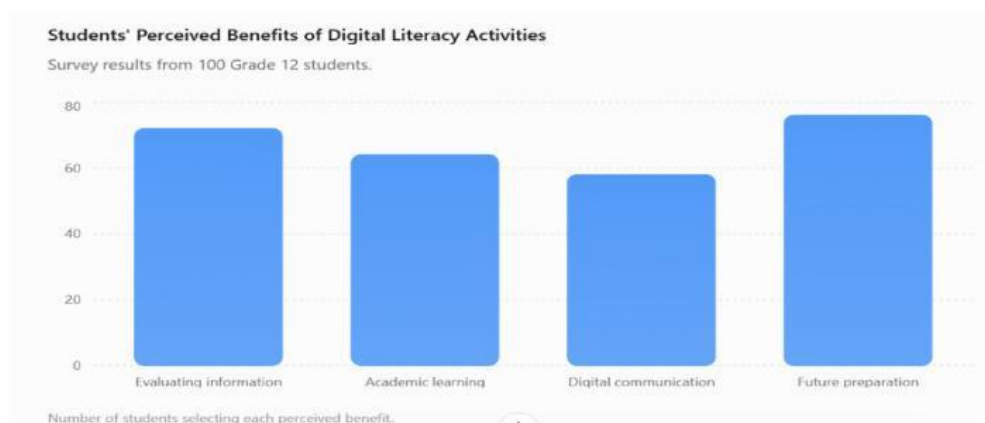
Second, digital literacy supports students' academic development. Online libraries, educational videos, digital simulations, and collaborative platforms can provide learning experiences beyond the traditional classroom. Students can also use digital tools to organize information, create presentations, conduct research, and collaborate with classmates. When used appropriately, technology can make learning more flexible and meaningful.

Finally, digital literacy prepares students for future academic and professional environments. Most universities and workplaces require people to communicate, collaborate, and solve problems using digital tools. Students who develop these skills at school will have greater opportunities to adapt to technological changes in their future lives.

In conclusion, digital literacy is not simply the ability to operate computers or smartphones. It involves the ability to evaluate information, use technology responsibly, and create meaningful digital products. For these reasons, schools should provide students with more opportunities to develop digital literacy through classroom activities and real-world projects.

27. The school conducted a survey of **100 Grade 12 students** about the main benefits they experienced after participating in digital-literacy activities.

Students' Perceived Benefits of Digital Literacy Activities



Which statement is BEST supported by both the text and the graph?

- A. Digital literacy mainly helps students communicate with their classmates.
- B. Students consider digital literacy useful for evaluating information and preparing for the future.
- C. Academic learning is the only major benefit of digital literacy activities.
- D. Most students believe that digital literacy is unnecessary for their future careers.
- E. Digital literacy activities are primarily useful for improving students' ability to create presentations.

28. **Choose TWO correct answers.** According to the text, which TWO actions demonstrate good digital literacy?

- A. Comparing information from several sources before accepting it.
- B. Sharing information immediately because it appears on the internet.
- C. Using digital tools to collaborate and create meaningful academic products.
- D. Avoiding all online resources because they may contain misinformation.
- E. Accepting information when it is presented in an attractive video.

29. Read the statements below. Categorize each statement based on its relationship to the author's argument.

No.	Statement	Supports the Argument	Does Not Support the Argument
1	Students need to check the reliability of online information.	☐	☐
2	Digital tools can support research and collaboration.	☐	☐
3	All information available on the internet is reliable.	☐	☐
4	Digital literacy can help students adapt to future workplaces.	☐	☐
5	Students should avoid using technology in the classroom.	☐	☐