



KELAS 10

BAHASA INGGRIS

Shaping Worlds, Building Bridges, Inspiring Change:

Buku Pegangan Bahasa Inggris untuk Siswa Kelas 10

Kata Pengantar

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Akhir kata, kami mengucapkan terima kasih kepada semua pihak yang telah mendukung tersedianya e-book ini. Semoga kehadiran e-book Bahasa Inggris ini dapat memberikan manfaat nyata dalam proses belajar peserta didik dan turut berkontribusi dalam meningkatkan literasi bangsa.

Jakarta, Juni 2025

Tim Fitri

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LESSON 1:

DISCOVER WORLDS THROUGH LANGUAGE

Character of Pancasila Students

▷ **Collaboration in conversations and writing**

Actively working together in discussions and writing tasks to achieve common goals.

▷ **Social awareness through story analysis**

Understanding social values and others' perspectives by analyzing stories.

▷ **Expressive and respectful sharing of ideas**

Clearly expressing opinions while showing respect for different viewpoints.



Introduction

Communication plays a vital role in our everyday lives. It helps us share ideas, express emotions, and build meaningful relationships. Through stories, conversations, and the use of descriptive language, we not only communicate more effectively but also spark imagination and creativity. In this chapter, you will explore how to start and maintain conversations, understand narrative texts, and create your own fantasy stories using vivid language and structure.

Keywords: Conversation, Narrative, Fantasy, Curiosity, Vivid Language

The goals of this chapter are: Developing Effective Communication, Analyzing Narrative Texts, and Using Prepositional Phrases in Writing.

1. Master the skills of initiating and sustaining conversations

- ▷ Identify and interpret the context of spoken conversations.
- ▷ Respond accurately to questions based on the conversation's flow.
- ▷ Learn effective strategies for starting a conversation with open-ended questions.
- ▷ Practice keeping a conversation going with follow-up questions and appropriate responses.

2. Express surprise and interest in conversations

- ▷ Use expressions of surprise and interest to enhance conversations.
- ▷ Recognize and apply different ways to express curiosity or surprise.

3. Analyze and appreciate the structure of narrative stories

- ▷ Identify key elements of narrative stories, including themes, characters, and plot structure.
- ▷ Understand and analyze the language features used in myths and legends.

4. Comprehend and analyze common and proper nouns and adjectives in short stories

- ▷ Identify common and proper nouns in narrative texts.
- ▷ Understand the role of nouns in the structure and meaning of a story.
- ▷ Recognize adjectives of color, size, shape, and quality in short stories.
- ▷ Analyze how these adjectives help build vivid imagery in narratives.

5. Create a fantasy story using guided writing activities

- ▷ Apply knowledge of narrative structure to write a creative fantasy story.
- ▷ Use idioms and descriptive language to enhance the story's quality.



F I T R I



1. Myths and Their Language of Truth

This unit takes you on a journey through the world of myths and legends, where language reveals hidden truths, shapes characters, and brings timeless stories to life.

Mission 1. Share Your Thought

Let's begin! Think about any myth or story you've heard before. Then, answer the questions to share your thoughts and experiences.

1. Have you ever heard about any myths or legends from other countries? What were they about?
2. Can you think of a myth or legend from your culture? Briefly explain it.
3. Why do you think people create myths and legends? What purpose do they serve in society?
4. How do myths and legends help shape culture and traditions? Have you seen any examples of this in your community or family?
5. Have you ever heard a myth or legend that was told differently by different people? Why do you think that happens?

Mission 2. Read and Reflect: A Tale from Japan

Read the following myth from Japan. Afterwards, answer the questions and share your thoughts!

The Tale of the Bamboo Cutter

Once upon a time, an old bamboo cutter found a small, glowing bamboo stalk. When he cut it open, he discovered a tiny, radiant girl inside, no bigger than his thumb. The bamboo cutter and his wife raised the girl as their own, naming her Kaguya-hime. As Kaguya grew, she became extraordinarily beautiful, and many suitors came to seek her hand in marriage. However, Kaguya set them impossible tasks, none of which they could complete. Eventually, it was revealed that Kaguya was not human but a princess from the Moon, and she had to return to her celestial home, leaving behind her earthly family. The moon descended, and Kaguya was taken back to the heavens, leaving behind a trail of sadness.

This myth is also known as **The Tale of Princess Kaguya**. It is one of Japan's oldest and most famous folktales.



Princess Kaguya returns to the Moon, by Yoshitoshi. - Wikipedia

Follow-up questions:

1. Where did the story of Princess Kaguya originate? Can you find any similarities with myths or legends from your own culture?
2. What is the significance of Kaguya's mysterious origin? Why do you think the myth involves her being from the moon?
3. In the story, Kaguya gives her suitors impossible tasks. Why do you think she does this? What might this tell us about the cultural values of the time?
4. How does the story of Princess Kaguya end? What do you think this ending symbolizes, and how might it reflect the values of Japanese culture?

5. This myth comes from Japan. How does knowing about stories from other cultures help you better understand different perspectives? What did you learn from this myth?
6. Have you ever heard a similar myth in your culture, where a character has to face impossible tasks or goes on a journey? How are these stories similar or different?

Mission 3. Myths and Legends from Different Cultures

Read the two myths: The Legend of Sangkuriang from Indonesia and The Tale of the Phoenix from Greece. As you read, think about what happens in each story, the main message or theme, and the characters and their roles. After reading, answer the questions to compare and understand both myths better.

The Legend of Sangkuriang

This legend comes from West Java and tells the story of Sangkuriang, a young man who fell in love with his mother, Dayang Sumbi, without realizing that she was his mother. Dayang Sumbi, knowing the truth, sets him an impossible task to build a dam and boat in a single night. Sangkuriang almost succeeds but is tricked by Dayang Sumbi, who creates the illusion that the task has failed. In his anger, Sangkuriang kicks the boat, which becomes the large mountain Tangkuban Perahu, and the broken pieces of the boat turn into the surrounding hills.



Kawah Tangkuban Parahu. - Wikipedia

The Tale of the Phoenix



Picture Book for Children, 1790–1830, Mythical Creatures. - Wikipedia

The Phoenix is a mythical bird known for its ability to regenerate itself. According to Greek mythology, when the Phoenix feels its life nearing its end, it builds a nest of aromatic wood and sets it on fire. The bird then dies in the flames, but from the ashes, a new Phoenix arises. This symbol of rebirth and immortality has been an important part of many cultures, representing the cycle of life, death, and resurrection.

Questions:

1. What is the central theme of both stories? How do they reflect the cultures from which they originate?
2. Both myths involve transformations. In The Legend of Sangkuriang, a boat becomes a mountain, while in The Tale of the Phoenix, the bird regenerates from its ashes. What do these transformations symbolize in each culture?
3. Compare the characters in both myths. How does Sangkuriang's relationship with his mother contrast with the Phoenix's self-renewal process? What do these characters represent in their respective cultures?
4. What are the endings of both stories? How do the endings in The Legend of Sangkuriang and The Tale of the Phoenix differ in their messages about life and death?
5. How does knowing the origins of each myth (Indonesia vs. Greece) help you understand the cultural values and beliefs represented in the stories? What similarities or differences do you notice in these values?

Mission 4. Sharing Myths and Legends from Around the World

In this activity, you will write or share a myth or legend that you know, either from Indonesia or any other country. This will help you connect with different cultures and understand how stories shape our beliefs and values. Follow this instruction below:

1) Think of a Myth or Legend:

Choose a myth or legend that you know. It could be from your own culture, a different culture, or even a fictional one you've heard about. It can be a story passed down through generations or one you've read in books, movies, or heard from someone.

2) Complete the Worksheet:

Use the table below to write or share key details about the myth/legend you have chosen. If you don't know all the information, don't worry! Just do your best.



Myths/Legend Worksheet

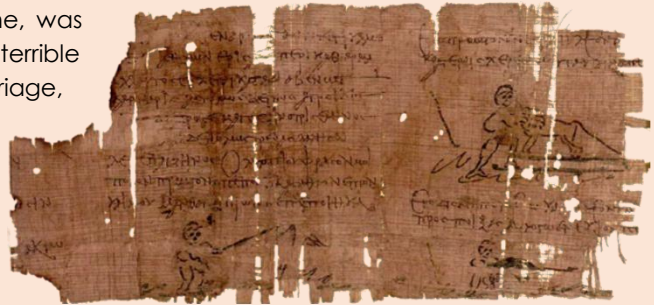
Elements	Details
Title of the Myth/Legend (What is the name of the story?)	
Origin/Country (Where did this myth/legend come from?)	
Main Characters (Who are the key characters in the story?)	
Setting (Where and when does the story take place?)	
Summary of the Story (What happens in the story? Briefly summarize it.)	
Lesson or Moral (What does the story teach or what is its moral?)	
Cultural Significance (Why is this story important in its culture? What values does it reflect?)	
Comparison to Other Stories (How does this myth/legend compare to others you know or have learned in this unit?)	

Mission 5. Reading Activity

In this activity, you will read two myths/legends from different cultures. These stories contain multiple characters and events, giving you a chance to understand the plot, setting, and cultural context.

The Story of Hercules and the Twelve Labors

Hercules, the son of Zeus and the mortal Alcmene, was destined for greatness, but his life was marred by a terrible tragedy. Driven mad by Hera, the goddess of marriage, Hercules killed his own wife and children. Devastated by his actions, Hercules sought redemption. The Oracle of Delphi told him that in order to atone for his crimes, he must serve King Eurystheus of Tiryns and perform twelve impossible labors.



The first of these was to slay the Nemean Lion, a beast so powerful that no weapon could harm it. Hercules, known for his incredible strength, strangled the lion with his bare hands. The second task was to capture the nine-headed Hydra, a creature whose heads would grow back as soon as they were cut off. With the help of his nephew Iolaus, who cauterized the stumps, Hercules managed to defeat the beast.

The third task was to capture the Golden Hind of Artemis, a deer sacred to the goddess Artemis. Hercules chased the deer for a year before finally catching it. Over the course of the twelve labors, Hercules faced many other challenges, including cleaning the Augean stables, capturing the Ceryneian Hind, and retrieving the apples of the Hesperides, all of which tested his strength, cunning, and courage.

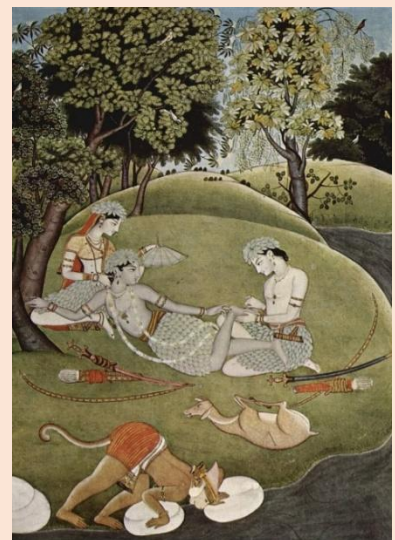
Though Hercules completed all twelve labors, he faced treachery and betrayal from King Eurystheus, who tried to make his tasks even more difficult. Ultimately, after enduring hardships, Hercules was redeemed and became one of the gods on Mount Olympus, immortalized for his strength and heroism.

The Legend of Rama and Sita (Ramayana)

The epic *Ramayana* tells the story of Rama, the prince of Ayodhya, who was exiled to the forest for fourteen years. His stepmother, Kaikeyi, demanded that her son Bharata be crowned king, and Rama was forced to leave his kingdom. Rama, accompanied by his wife Sita and his loyal brother Lakshmana, went into exile without protest.

During their exile, the demon king Ravana, who ruled the island of Lanka, became infatuated with Sita's beauty. Ravana kidnapped her and took her back to Lanka, hoping to make her his wife. Rama, devastated by the loss of Sita, set out to rescue her with the help of his brother Lakshmana and an army of monkeys led by Hanuman, the monkey god.

Rama and his allies built a bridge to cross the ocean to Lanka, where they waged a great battle against Ravana and his demon army. Hanuman played a crucial role, flying across the ocean to deliver Rama's message to Sita and later setting fire to Ravana's kingdom. After a fierce battle, Rama defeated Ravana and rescued Sita.



However, upon their return to Ayodhya, doubts arose about Sita's chastity during her captivity. To prove her purity, Sita underwent a trial by fire, emerging unharmed. The epic ends with Rama returning to his kingdom as king, with Sita by his side, but the challenges they faced and the values of honor and devotion are central to the story.

Mission 6. Character Analysis in Myths and Legends

Refer back to the two myths: The Twelve Labors of Hercules and The Ramayana. For each character listed in the table below, provide details or clues from the text that show the character's personality, actions, or significance. Think about what the character says, does, or how they are described by others.

The Twelve Labors of Hercules

Character's Name	Characters Traits	Details from the Text
Hercules	Protagonist (strong, brave, determined)	"Hercules strangled the Nemean Lion with his bare hands."
.....		
.....		
.....		
.....		

The Ramayana

Character's Name	Characters Traits	Details from the Text
Rama	Protagonist (noble, loyal, virtuous)	"Rama accepted his exile without complaint, showing his obedience to duty."
.....		
.....		
.....		
.....		

Mission 7. Through Their Eyes: Understanding Character Motivations

In this mission, you will step into the shoes of a character from the myth you've read and rewrite a pivotal scene from their perspective. This will help you understand the character's inner thoughts, emotions, and motivations.

- 1) Choose Your Character:** Select one character from either of the myths we've read: The Twelve Labors of Hercules or The Ramayana. It can be a hero, villain, or any other character who plays a significant role in the story.
- 2) Pick a Pivotal Moment:** Choose an important scene from the myth involving your selected character. For example:
 - ▷ Hercules: The moment when he defeats the Nemean Lion or when he completes the twelve labors.
 - ▷ Rama: The moment when he agrees to go into exile or when he prepares to fight Ravana.
- 3) Rewrite the Scene from Their Perspective:** Imagine that you are this character. Write the scene as if you are experiencing it firsthand. Think about how the character might feel, what they are thinking, and why they are acting the way they are. Focus on the following:
 - ▷ What is motivating the character to take action?
 - ▷ What emotions are they feeling? (e.g., fear, determination, anger)

- ▷ What internal struggles or doubts are they dealing with?
- ▷ What are the consequences of their actions? How do they feel about the outcome?

4) Answer These Reflection Questions in Your Writing, after rewriting the scene, reflect on the character's journey:

- ▷ What does this scene reveal about the character's core values and beliefs?
- ▷ How does the character view the challenges they are facing? Is it about proving strength, fulfilling duty, or something else?
- ▷ What does this activity tell you about the character's complexity? How does their internal struggle affect their actions in the larger story?

Example:

▷ **Character:** Hercules

▷ **Scene:** Hercules fighting the Nemean Lion

▷ **Rewrite from Hercules' Perspective:**

As I approached the Nemean Lion, I could feel the weight of the task ahead. The beast stood before me, its golden fur shimmering, yet I knew it was no match for my strength. But was it just strength that would see me through this? I had to prove to the gods and to myself that I was capable of redemption. My hands tightened around my weapons, but then I thought—no weapon would defeat this creature. It had to be me. I had to rely on my own raw power. Strangling the beast wasn't easy, but I couldn't afford failure. For the sins I had committed, this was the only way.

Mission 8. Guess the Characters!

Match each character from The Twelve Labors of Hercules and The Ramayana with the correct description. Each description explains the character's traits, actions, and role in the story. Write the name of the matching description next to each character.

Descriptions	Character
This character is known for their superhuman strength and is tasked with completing twelve impossible labors. They are the hero of the Greek myth and seek redemption for a terrible mistake.	<u>Hercules</u>
This character is a multi-headed creature whose heads regenerate when they are cut off. The hero must find a way to stop this from happening in order to defeat the creature.	
This character's jealousy leads to them ordering the hero to complete seemingly impossible tasks. They take pleasure in making the hero's journey even harder.	
This strong and powerful creature, whose impenetrable skin makes it nearly impossible to defeat, must be overcome by the hero's strength and creativity.	
Descriptions	Character
This villain is a demon king who kidnaps the hero's wife and becomes the primary antagonist in the story. He is eventually defeated after a long and difficult battle.	

Descriptions	Character
This devoted monkey god is known for his bravery and loyalty. He plays a crucial role in helping the hero rescue his wife.	
This female character is the beloved wife of the hero. She is kidnapped by the villain, leading the hero on a long journey to rescue her. Her virtue and purity are tested during the story.	
This heroic prince, known for his noble heart and devotion to duty, accepts his exile without complaint. He is the central figure in the Indian epic Ramayana.	
This loyal brother accompanies his sibling into exile and stays by their side through all challenges. He shows unwavering loyalty and bravery.	

Knowledge Corner

- a. Myths and legends are types of narratives, which are stories told to convey cultural values, explain natural phenomena, or entertain.
 - ▷ Myths: Myths typically explain natural phenomena, the creation of the world, the origins of gods, and the relationship between humans and the divine. They often involve deities or supernatural beings and aim to answer big existential questions. Examples include the Greek myth of Hercules or the Hindu myth of Rama.
 - ▷ Legends: Legends are rooted in historical events, but they are often embellished over time to include supernatural elements. They generally feature human protagonists and focus on heroic deeds, battles, and adventures. While legends may have a historical basis, their details are often exaggerated. Examples include the Legend of Robin Hood or the Legend of Sangkuriang.

Myths and legends help explain a culture's worldview, their values, and the lessons they want to impart through storytelling. They are part of the larger tradition of oral literature that has been passed down through generations
- b. Both myths and legends have been passed down through generations and often serve to shape and reinforce the beliefs and traditions of a particular culture.
- c. The structure of myths and legends typically follows a basic narrative pattern
 - ▷ Introduction/Exposition: This part of the narrative introduces the main characters (e.g., heroes, gods, or villains), the setting, and the problem or conflict that the story will address. In myths, this might involve the creation of the world, gods descending to earth, or the introduction of a divine challenge.
 - ▷ Complication/climax: The climax is the most intense part of the story, where the hero faces the most difficult challenge or conflict. The outcome of this moment will determine whether the hero succeeds or fails.
 - ▷ Resolution: The resolution ties up the loose ends of the narrative, showing the hero's return home or final reward. The lessons or moral of the story are often revealed in this section.
- d. In myths and legends, idioms often arise to convey deeper meanings or emphasize the gravity of a situation. These idioms are part of the storytelling tradition and often carry lessons or warnings.

Example: "A Herculean task": Refers to a task that is incredibly difficult or seemingly impossible, drawing from the myth of Hercules and his twelve labors.

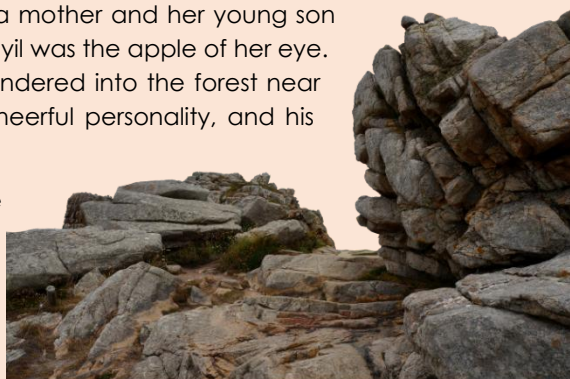
Mission 9. Reading Between the Myths

Rea Read the myth about Batu Menangis. Pay close attention to the characters, the plot, and the meaning behind the story. Then, look at each statement and decide if it is True or False based on what you read.

The Legend of Batu Menangis

Once upon a time in the village of Sumatra, there lived a mother and her young son named Si Unyil. The mother loved her son dearly, and Si Unyil was the apple of her eye. He was a very playful and energetic child who often wandered into the forest near their home. The villagers loved Si Unyil because of his cheerful personality, and his mother always felt that he was her greatest blessing.

One day, while Si Unyil was playing by the riverbank, he heard a sound coming from the woods. Curious as ever, Si Unyil ran into the forest, not realizing that a sudden storm was approaching. As the storm grew stronger, Si Unyil tried to return home, but he was swept away by the powerful river currents. The villagers searched for him, but Si Unyil was lost to the raging water.



When Si Unyil's mother heard the tragic news, her heart was broken, and she cried uncontrollably. She wept for days and nights, calling for her son, but he never returned. Her sorrow and grief were so intense that it is said that her cries turned into stone. The stone was later found by the riverbank, and it is said to resemble a mother's shape, eternally crying for her lost child.

The villagers, moved by her grief, named the stone Batu Menangis, meaning "the crying stone." To this day, it is believed that the stone still cries when a child is lost or in danger. The stone serves as a reminder of the deep love a mother has for her child and the pain of loss.

Statement check

Statement	True/False
Si Unyil was a playful child who often ventured into the forest near his village.	
Si Unyil drowned while playing by the river during a storm.	
The villagers found Si Unyil's body after he was swept away by the river.	
Si Unyil's mother wept for her son, and her cries turned into a stone that resembled her.	
The stone is named Batu Menangis, meaning "the laughing stone," in remembrance of the mother's love.	
Batu Menangis is believed to cry when a child is lost or in danger.	
The villagers saw Si Unyil's mother's sorrow as a sign of the gods' anger.	
The legend of Batu Menangis serves as a reminder of the importance of parental love and protection.	



Do You Know?

Many Indonesian myths and legends are deeply connected to the natural environment, often explaining the origins of natural landmarks, geological features, and local customs. For example, the legend of Tangkuban Perahu, which tells the story of Sangkuriang, explains the creation of the Tangkuban Perahu mountain in West Java, believed to be the remains of a boat turned upside down as a result of Sangkuriang's anger and failed task. These myths not only serve as cultural stories but also as natural explanations, giving a spiritual and historical context to the landscape that shapes the everyday lives of people in Indonesia.



Mission 10. Figurative Tales and Their Truths

In this activity, you will read two different mythological texts and answer comprehension questions. These questions will test your understanding of the story's plot, characters, and themes.

The Myth of Theseus and the Minotaur

Theseus, the son of King Aegeus, was determined to rid Athens of the terror of the Minotaur, a fearsome half-man, half-bull creature living in the labyrinth of Crete. Every year, Athens had to send seven young men and seven young women as a tribute to King Minos of Crete, who would throw them into the labyrinth to be devoured by the Minotaur. Theseus volunteered to go as one of the tributes in order to face the Minotaur and end the cycle of fear and death.



Upon arriving in Crete, Theseus met Ariadne, the daughter of King Minos, who gave him a ball of thread to help him navigate the labyrinth. Theseus tied one end of the thread to the entrance and unwound it as he ventured deeper into the maze. After an intense battle, Theseus defeated the Minotaur and found his way back to the entrance using the thread. He had completed his mission, but on his way home, he tragically forgot to change the sails of his ship to white, signaling his victory to his father. King Aegeus, seeing the black sails from afar, assumed his son was dead and threw himself into the sea.

The Legend of the Monkey King



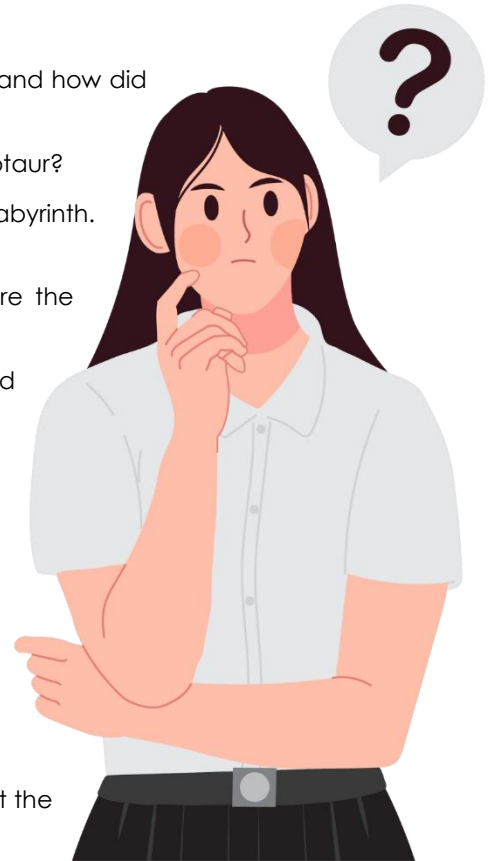
The Monkey King, Sun Wukong, was born from a stone and became the most powerful of all monkeys. He possessed extraordinary strength and magical abilities, including the power to change shape and the ability to travel on a cloud. Sun Wukong's arrogance led him to challenge the gods themselves. He sought immortality by stealing the peaches of immortality from the Queen Mother of the West, and after eating them, he gained eternal life.

The gods, angered by his actions, tried to punish him, but Sun Wukong was too clever and powerful. He trapped the gods in their own palace and declared himself the "Great Sage Equal to Heaven." Eventually, the Buddha intervened and trapped Sun Wukong under a mountain for 500 years, where he remained until the

monk Xuanzang (Tripitaka) freed him. Sun Wukong then vowed to protect Xuanzang on his journey to the West to retrieve sacred scriptures. Over time, the Monkey King learned humility and became a loyal servant to his master, helping him overcome many challenges along the way.

Questions:

1. What was the purpose of the tributes sent to King Minos each year, and how did Theseus become involved?
2. How did Princess Ariadne help Theseus in his quest to defeat the Minotaur?
3. Describe the role of the ball of thread in Theseus' journey through the labyrinth. Why was it important?
4. What mistake did Theseus make on his way home, and what were the consequences of that mistake?
5. What does Theseus' victory over the Minotaur symbolize for Athens and the people of Greece?
6. What powers did Sun Wukong possess, and how did he use them to challenge the gods?
7. Why did Sun Wukong seek immortality, and what were the consequences of his actions?
8. How did Sun Wukong's actions lead to his punishment, and what was the punishment?
9. What role did the Buddha play in Sun Wukong's story? How did this event change Sun Wukong?
10. How did Sun Wukong's relationship with Xuanzang evolve throughout the journey? What lessons did he learn along the way?



Mission 11. Figurative Tales and Their Truths

Read the two texts below, which feature idioms commonly used in myths and legends. Pay close attention to the idiomatic expressions in the story. After reading, match each idiom with its correct meaning from the list, considering both its literal and figurative meanings in the context of the stories.

Idiom		Meaning
"A labyrinth of twists and turns"	☐	☐ To take on a task that is too difficult or overwhelming.
"A Trojan horse"	☐	☐ A victory that comes at such a great cost that it is almost as damaging as defeat.
"On cloud nine"	☐	☐ A situation or journey that is full of complications and challenges, hard to navigate.
"Bite off more than you can chew"	☐	☐ Feeling very happy or ecstatic.
"A pyrrhic victory"	☐	☐ A deceptive trick or device used to infiltrate or deceive, often involving something hidden or disguised.

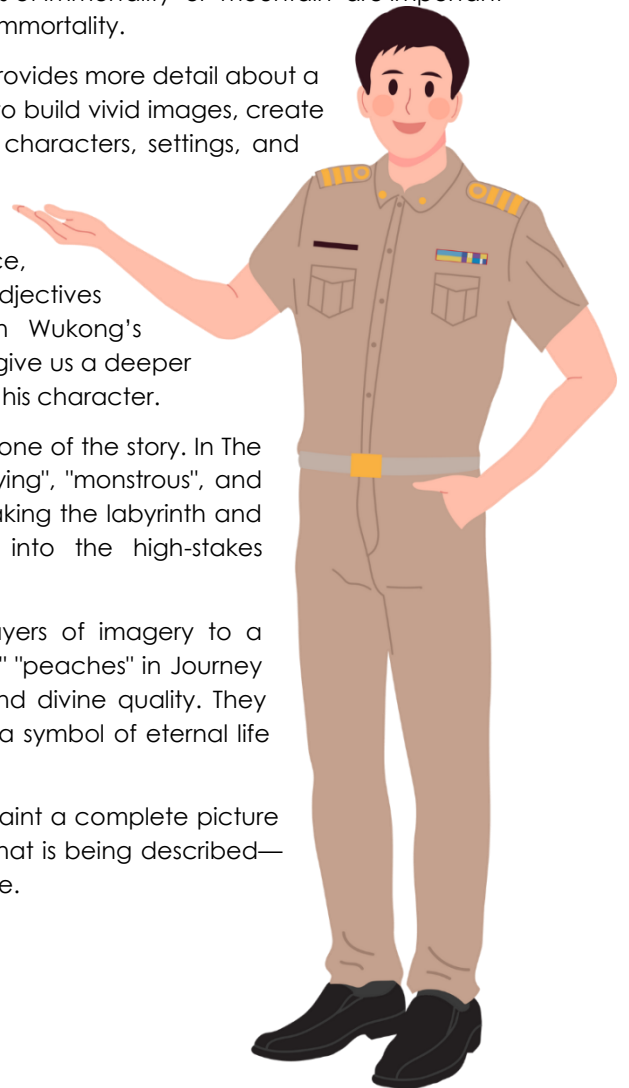
Mission 12. Describing Characters and Settings in Myths

Read the two mythological stories: The Myth of Theseus and the Minotaur and The Legend of Sun Wukong carefully, paying attention to the adjectives used to describe key characters and important objects. Underline or highlight the adjectives as you read, focusing on characters (e.g., Theseus, Sun Wukong, the Minotaur) and objects (e.g., Peaches of Immortality, Labyrinth). Then, in the table, check the adjectives that describe each character and object. Some adjectives may describe more than one, so feel free to check multiple boxes for each.

Description	Theseus	Labyrinth	Minotaur	Sun Wukong	Peaches of Immortality
Brave	✓				
Terrifying					
Monstrous					
Golden					
Confusing					
Mighty					
Arrogant					
Strong					
Dangerous					
Proud					
Magical					
Immortal					

Knowledge Corner

- a. A noun is a word that represents a person, place, thing, or idea. In narrative texts, nouns are essential because they help to establish the who, what, where, and why of the story. They introduce the characters, locations, and objects that drive the plot forward and provide context to the events of the narrative.
- ▷ Character Identification: Nouns help identify and name the characters in a story. For example, in The Myth of Theseus and the Minotaur, "Theseus" and "Minotaur" are nouns that identify the main characters.
 - ▷ Setting the Scene: Nouns describe the places or environments where the events unfold. For instance, words like "labyrinth" or "Athens" in the story immediately give the reader a sense of the physical world within the narrative.
 - ▷ Object Representation: Nouns are also used to describe objects that have symbolic meaning or are central to the plot. In The Legend of Sun Wukong, "Peaches of Immortality" or "mountain" are important nouns that symbolize Sun Wukong's quest for power and immortality.
- b. An adjective is a word that describes or modifies a noun. It provides more detail about a person, place, thing, or idea. In a narrative, adjectives help to build vivid images, create emotions, and deepen the reader's understanding of the characters, settings, and themes.
- ▷ Character Development: Adjectives help to give the reader insight into a character's personality, appearance, and traits. For example, in The Legend of Sun Wukong, adjectives like "arrogant", "mighty", and "grinning" describe Sun Wukong's attitude, appearance, and demeanor. These adjectives give us a deeper understanding of who Sun Wukong is and set the tone for his character.
 - ▷ Setting the Mood and Tone: Adjectives set the mood or tone of the story. In The Myth of Theseus and the Minotaur, adjectives like "terrifying", "monstrous", and "confusing" create a sense of danger and challenge, making the labyrinth and Minotaur seem intimidating. They draw the reader into the high-stakes environment of the myth.
 - ▷ Enhancing Imagery and Symbolism: Adjectives add layers of imagery to a narrative. For instance, describing the "golden" "immortal" "peaches" in Journey to the West emphasizes their importance, symbolism, and divine quality. They make the peaches more than just a fruit; they become a symbol of eternal life and divine power.
- c. In narratives, nouns and adjectives often work together to paint a complete picture for the reader. Nouns give the basic information—who or what is being described—while adjectives provide the details that bring the nouns to life.



Mission 13. Jumbled Tales: The Legend of Sangkuriang

Read the jumbled version of The Legend of Malin Kundang, where the sentences are scrambled and out of order. Your task is to rearrange the sentences into the correct chronological order by numbering them from 1 to 10, following the proper sequence of events in the story.

Jumbled Story	Correct Order
Malin Kundang sailed away from the village, leaving his mother behind, and became a successful merchant.	...
His mother begged him to recognize her as his mother, but Malin Kundang refused and continued to treat her harshly.	...
His mother, overjoyed to see her son, rushed towards him, but Malin Kundang was ashamed of her and ordered his crew not to let her near him.	...
Malin Kundang, after achieving great success and becoming a rich merchant, returned to his village, where his mother was waiting eagerly to see him.	...
The people of the village later found the stone statue of Malin Kundang, which still stands as a warning of disobeying one's parents.	...
After his mother's pleading, Malin Kundang harshly rejected her, calling her poor and unworthy.	...
Malin Kundang had been a poor young man, living with his mother in a small village by the sea.	1
His ship was struck by a terrible storm, and he was turned into stone.	...
Years later, he returned to the village, but when his mother saw him, she approached him with joy.	...
Malin Kundang's mother was heartbroken and cursed him, saying that he would be turned into stone if he ever showed disrespect to her again.	...

Knowledge Corner

In narrative texts, such as myths, legends, and stories, certain language features are used to engage the reader and to bring the story to life. These features help create a vivid, immersive experience by conveying not only the events of the story but also the emotions and atmospheres surrounding them.

a. Characters (Nouns): Narrative texts often focus on characters—the people or creatures in the story. These characters are often defined by certain nouns that identify their roles (e.g., hero, villain, sidekick) and their physical features.

Example: In The Legend of Malin Kundang, the characters include Malin Kundang (the protagonist), his mother (the victim), and the villagers. The characters' actions and development drive the plot forward.

b. Time and Place (Settings): The setting of the story—where and when the events take place—provides context for the narrative. Settings help readers visualize the environment and mood of the story.

Example: In The Myth of Theseus and the Minotaur, the setting is Crete, where the labyrinth and the Minotaur are located. The adjectives "dark", "confusing", and "terrifying" help establish a mysterious and dangerous atmosphere.

- c. Action Verbs (Verbs):** Action verbs are used to describe the actions or events that occur in the narrative. These verbs drive the plot and help readers understand what the characters are doing.

Example: In *The Legend of Sun Wukong*, action verbs like "stole", "defied", and "fought" help to show Sun Wukong's active involvement in the story. They convey movement, conflict, and decision-making.

- d. Descriptive Language (Adjectives and Adverbs):** Description: Adjectives and adverbs are used to describe the characters, settings, and events. These descriptive words help to make the story more engaging and vivid by painting a detailed picture in the reader's mind.

Example: In *The Myth of Theseus and the Minotaur*, adjectives like "brave", "strong", and "terrifying" describe Theseus and the Minotaur, and adverbs like "fearlessly" or "boldly" describe how Theseus performs his actions.

- e. Temporal Words (Time Connectors):** Description: Temporal words or time connectives help to organize the events of the story in chronological order. These words provide clarity on when things happen (e.g., before, after, then, next, suddenly).

Example: In the story of *Sangkuriang*, words like "Once upon a time", "Then", and "Finally" help show the sequence of events. Temporal markers guide readers through the cause-and-effect relationships between actions.

- f. Moral and Theme: Description:** The theme of a narrative is its central idea or lesson. In myths and legends, themes often revolve around moral lessons, such as the importance of courage, loyalty, or respect.

Example: In *The Legend of Malin Kundang*, the theme is the consequence of disrespecting one's parents. The curse placed on Malin Kundang symbolizes the moral of the story—that the dishonoring of elders leads to misfortune.

Mission 14. Create Your Own Myth or Legend

In this activity, you will create and write your own myth or legend inspired by the traditional features of storytelling. Your myth should include a heroic character, a challenge or obstacle, and a moral lesson. You will also use descriptive language features (adjectives, action verbs, etc.) to bring your story to life.

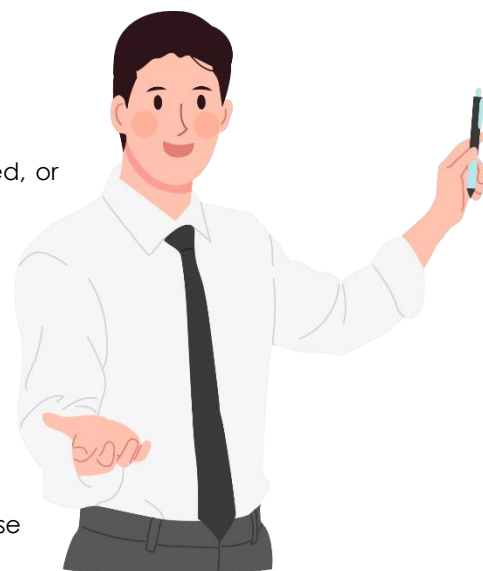
- 1) Choose Your Theme:** Start by choosing the theme of your myth or legend. What message or moral lesson do you want to convey to your readers? Some possible themes might include:

- ▷ The triumph of good over evil.
- ▷ The importance of bravery or wisdom.
- ▷ The consequences of greed or disrespect.
- ▷ The origin of a natural phenomenon (e.g., how mountains were formed, or why the moon changes shape).

- 2) Create Your Characters:** Develop your main character(s). Who is your hero or heroine? What makes them special? They could be a god, goddess, mythical creature, or even an ordinary person with extraordinary qualities. Use adjectives to describe their appearance, strengths, and weaknesses.

Don't forget to include villains or obstacles. Who or what will challenge the hero? Is there a monster, a treacherous villain, or an impossible task?

- 3) Build the Setting:** Decide where and when your myth or legend takes place. Is it in a magical forest, a mountain kingdom, or in ancient times? Use adjectives to bring the setting to life.



Think about the atmosphere: Is it mysterious? Dangerous? Peaceful? Try to make your setting vivid and engaging for your reader.

- 4) Plan the Plot:** Outline the sequence of events. What happens first, second, and last? What is the problem the hero faces, and how will they overcome it?

Consider including a twist or unexpected ending. Maybe the hero learns an important lesson or makes a difficult sacrifice.

- 5) Write Your Story:** Write your myth or legend! Use descriptive language to make your characters, setting, and actions vivid. Include dialogue to bring the characters to life and build the plot.

Don't forget the moral lesson! Myths and legends often teach important lessons about values, morality, or nature.

Mission 15. Quiz

1. Which of the following is an example of an adjective used to describe a character in a narrative?
 - a. Courage
 - b. Courageous
 - c. Courageously
 - d. Courageousness
 - e. Courageousnesses

2. In the myth of Malin Kundang, what adjective best describes Malin Kundang after he became wealthy?
 - a. Arrogant
 - b. Humble
 - c. Generous
 - d. Respectful
 - e. Loyal

3. Which of the following is NOT typically a characteristic of a narrative text like myths or legends?
 - a. Tells the story of the hero's journey
 - b. Uses dialogue to reveal characters' emotions
 - c. Includes non-fictional facts and statistics
 - d. Describes the setting and characters in detail
 - e. Often carries a moral lesson or theme

4. In the sentence "The brave warrior stepped forward," the word "brave" is an example of which of the following?
 - a. Noun
 - b. Adverb
 - c. Verb
 - d. Adjective
 - e. Pronoun

5. Which of the following actions is typically associated with the main character of a myth or legend?
- a. Avoiding conflict and maintaining peace
 - b. Overcoming a great obstacle or challenge
 - c. Living a life of obscurity
 - d. Focusing on facts and history
 - e. Adapting to the environment without any struggle

**Akses latihan soal
lainnya di sini yuk!**





2. The Bridge Between Minds

In this unit, we will explore how conversations shape our understanding, from starting a dialogue to sustaining it with meaningful questions and inferences that bridge the gap between minds.

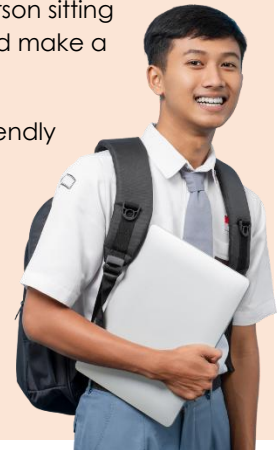
Mission 1. Your First Conversation Adventure

In this activity, you will respond to the scenarios below by creating questions that you might ask someone to start a conversation. You will also think about how to sustain the conversation by asking follow-up questions, how to express surprise, and how to make inferences about the other person.

Scenario 1: First day at school

Imagine it is your first day at a new school, and you want to make a friend with the person sitting next to you in class. You don't know them yet, but you want to start a conversation and make a good impression.

- ▷ Write 3 questions that you could ask this person to start the conversation. Think of friendly and simple questions.
- ▷ After the person answers, write 2 follow-up open-ended questions to keep the conversation going.
- ▷ Imagine the person shares something surprising (e.g., they love an unusual hobby). How would you express surprise in this situation?
- ▷ Based on the conversation, write down 1 inference you can make about the person. What might their answer tell you about them?



Scenario 2: Stranger at a café

Imagine you're sitting alone at a café, and someone sitting at the table next to you looks up and smiles. They seem friendly, and you want to start a conversation.

- ▷ Write 1 question you could ask to start the conversation.
- ▷ After they answer, write 2 open-ended follow-up questions that will keep the conversation flowing.
- ▷ If they say something surprising (e.g., they're a famous artist), how would you express surprise?
- ▷ What inference can you make about their personality or background from what they said?



Mission 2. How Conversations Unfold

Read the conversation below carefully between Alex and Jordan. Pay attention to how they begin the conversation, how they keep it going, and how they show surprise or make inferences.

Alex: "Hey, I don't think we've met before. I'm Alex. What's your name?"

Jordan: "Hi Alex! I'm Jordan. I'm new here. Just started last week."

Alex: "Oh cool, welcome! What made you decide to move here?"

Jordan: "Well, I got a job offer at a local company. Plus, I've always wanted to live near the coast. The beach is amazing!"

Alex: "Wow, that sounds like a dream! How are you liking it so far?"

Jordan: "Honestly, it's been a bit overwhelming. I don't know anyone here yet, and I've been busy settling in. But the beach definitely makes it better."

Alex: "I totally get that. It's always a little strange when you move to a new place. Have you had the chance to explore the city yet?"

Jordan: "I've checked out a few local spots. There's a café by the beach that I really like. They make the best smoothies. I'm actually planning to go back there later today!"

Alex: "That sounds so good! I love smoothies. What's your favorite flavor?"

Jordan: "I'm really into tropical fruits, so anything with mango and pineapple! How about you?"

Alex: "Mango is my favorite too! I didn't expect that. It's funny how we both ended up liking the same thing. Have you tried the seafood here yet? I know it's fresh with the coast right there."

Jordan: "Not yet! I've been mostly sticking to quick bites, but I'm definitely planning to try the seafood soon. I heard it's really good around here."

Alex: "You should definitely give it a try. There's this little seafood shack I love by the pier. It's got the freshest fish you'll ever taste."

Jordan: "Oh wow, that sounds amazing! I'm always up for trying new places. I'll have to check it out. What's it called?"

Alex: "It's called 'Seashell's Delight'. Don't be fooled by the small size of the place. The food is incredible. You might want to get there early, though. It gets packed in the evenings!"

Jordan: "Thanks for the tip! I'll definitely head there this weekend. I'm already excited about all the new things to try."

Alex: "No problem! Let me know how you like it. I'm sure you'll love it. Also, if you ever want company, let me know! It's always fun to explore new places with someone."

Jordan: "That sounds great, Alex! I'd love to explore the city more. Thanks for making me feel more comfortable here."

Questions:

1. What question did Alex ask to start the conversation? Why do you think Alex chose that question?
2. How did Alex sustain the conversation after Jordan shared that he was new here? What follow-up question did Alex ask?
3. How did Alex express surprise when Jordan mentioned his love for tropical smoothies? What did Alex say in response?
4. What did Jordan share about his experience at the café? What did Alex infer about Jordan based on his response?
5. What does the conversation reveal about Jordan's personality? Can you infer anything about his preferences or interests?
6. What did Alex offer to do at the end of the conversation, and why was that significant?
7. If you were in Jordan's position, how would you have responded to Alex's suggestions? Would you have reacted differently?

Mission 3. Inside the Story

In this activity, you will analyze a conversation about a myth (the Golden Phoenix legend) to understand how the conversation is structured. You will practice starting and sustaining conversations, expressing surprise, and making inferences based on what you read.

Lena: "Hey Ethan, have you ever heard the legend of the Golden Phoenix? It's one of the most famous myths from the East."

Ethan: "I've heard the name before, but I'm not really familiar with the story. What's it about?"

Lena: "Well, according to the legend, the Golden Phoenix is a magical bird that rejuvenates itself every 500 years. When it dies, it bursts into flames, and from its ashes, a new phoenix rises. It symbolizes immortality and rebirth."

Ethan: "That's so cool! I didn't know that. What's the story behind it? Why does the Phoenix burst into flames?"

Lena: "According to the legend, the Phoenix's flames represent the end of one cycle and the beginning of another. It's said that only when the Phoenix reaches its full potential can it burn and be reborn. Some even believe the Phoenix has the power to grant immortality to those who witness its rebirth."

Ethan: "Wait, so if you saw it rise from the ashes, you could live forever? That's unbelievable! But is there anyone who's ever actually seen it?"

Lena: "That's the thing. The Phoenix only appears to those who are worthy or who have completed a great quest. People say there are ancient artifacts that are linked to the Phoenix, like jewels or feathers, but no one has ever truly proven they exist."

Ethan: "Wow, that's such an amazing story! I can't believe I've never heard of it before. So, what do the jewels and feathers do?"

Lena: "Well, it's said that whoever possesses a Phoenix feather will gain immense wisdom and strength, but they must also prove they have a pure heart. The feathers are incredibly rare, and many believe they hold the secret to eternal life."

Ethan: "That's incredible! I can see why people would want to find those feathers. Do you think there's any truth to the myth, or is it just something people tell to explain the mysterious?"

Lena: "It's hard to say. Some believe the Phoenix represents the cycle of life, death, and rebirth in nature. Others think the story is just a way of explaining how things can always start fresh, even after the toughest challenges."

Ethan: "I see. It's definitely a powerful idea. I guess I wouldn't mind seeing a Phoenix myself. Do you think it'll ever appear again?"

Lena: "Who knows? Some say it could appear any day, and others believe it's waiting for the right person to prove they deserve to witness its rebirth."

Ethan: "That's such an amazing story, Lena. Maybe I'll start looking for clues to find the Phoenix feathers. Who knows, I might be the one to discover it!"

Lena: "Haha, if you do, let me know! You'll be the first person I tell about the Phoenix's return!"



Questions:

1. What is the main idea of the Golden Phoenix legend?
2. How does Lena describe the Phoenix's rebirth? What does it symbolize in the story?
3. Why does Ethan find the legend unbelievable at first? What is his reaction to the idea of immortality?
4. What does the Phoenix's feather represent, according to the legend?
5. Do you think the Phoenix legend has any deeper meaning? What might the Phoenix symbolize in real life?
6. Why do you think only certain people can see the Phoenix? What does that tell us about the story?
7. How does Lena express surprise when Ethan shows interest in the Phoenix? What does she say?

Mission 4. Create Your Own Mythological Conversation

Now that you've reflected on the conversation example, choose another myth or legend you are familiar with and create a similar conversation. Imagine you are telling a friend about the myth. Follow these steps:

- ▷ Start the conversation by introducing the legend.
- ▷ Ask open-ended follow-up questions to engage your friend and keep the conversation going.
- ▷ Use expressions of surprise as your friend reacts to the myth.
- ▷ Make inferences about your friend's thoughts based on their responses.

Example:

If you're talking about the Greek myth of Hercules, you could ask:

- ▷ "Have you ever heard of Hercules? He was a demigod who had to complete 12 impossible tasks. Imagine that!"
- ▷ "Wait, you didn't know he had to fight the Nemean Lion? That's such an intense story!"

Knowledge Corner

- a. Starting a conversation can sometimes feel awkward, especially when meeting someone new. To make this easier, people often use cliché or stereotype questions. These are common, predictable questions that are frequently used as ice-breakers to initiate a conversation. They are often safe and neutral questions that don't require much thought but allow both people to engage in a relaxed manner.

Examples of Cliché/Stereotype Questions:

- ▷ "How's the weather today?"
 - ▷ "What do you do for a living?"
 - ▷ "Where are you from?"
 - ▷ "Have you seen any good movies lately?"
- b. Once you've started a conversation with a basic question, it's important to keep it going. This is where open-ended follow-up questions come in. These are questions that cannot be answered with a simple "yes" or "no". Instead, they require the person to elaborate, giving more insight into their thoughts, experiences, or feelings.

Examples of Open-Ended Follow-up Questions:

- ▷ "What's your favorite thing about your hometown?"
- ▷ "How did you get interested in that hobby?"
- ▷ "Can you tell me more about your experience with that?"
- ▷ "What are you hoping to achieve in the next year?"

- c. When we learn something new or unexpected, it's natural to want to show our surprise. Expressions of surprise are an important part of a conversation because they signal that you are engaged and reacting to what the other person is saying. Showing surprise can also make the conversation more dynamic and expressive, helping both people feel more connected.

Examples of Expressions of Surprise:

- ▷ "No way! That's incredible!"
- ▷ "Wow, I can't believe that!"
- ▷ "Really? I had no idea!"
- ▷ "That's amazing! Tell me more!"

- d. Making an inference in a conversation is the ability to understand or interpret something that is not explicitly stated. It's about reading between the lines based on the clues and context given by the other person. Inferences are an important conversational skill because they allow you to understand deeper meanings and respond thoughtfully without needing everything to be spelled out for you.

Examples of Inferences:

- ▷ Scenario: "I've been working on a project for a week, and I feel completely exhausted. I just need some time to relax."

Inference: The person is likely feeling overwhelmed or stressed and might need a break.

- ▷ Scenario: "I just moved to a new city, and I'm still getting used to everything."

Inference: The person may be feeling lonely or nervous about the new environment and may appreciate support or friendship.

Mission 5. Find the Expression and Question!

Read the conversation below and categorize the different expressions and questions. Use the table below to classify each one. You can refer to the categories: Conversation Starter, Follow-up Question/Cliche, Expression of Surprise, and Inference.

Expression/Question	Category
"Hey, Denis, have you ever heard the legend of Malin Kundang?"	Conversation starter
.....	
.....	
.....	
.....	
.....	

Mission 6. Build a Story Setting

In this activity, you will complete a conversation about the legend of Nyi Roro Kidul, a mythical figure from Indonesian folklore. Fill in the blanks with the correct expressions based on the context provided in the clues.

Raka: "Hey Ica, have you ever heard the legend of Nyi Roro Kidul, the Queen of the Southern Sea? It's a famous story from Indonesia."

Ica: "I've heard the name before, but I don't really know much about it. _____?" (*Asking for more information after hearing the topic introduced.*)

Raka: "Well, according to the myth, Nyi Roro Kidul is a powerful queen who controls the Southern Sea. She's often depicted wearing a green dress, and her beauty is said to be bewitching."

Ica: "Wow, she sounds fascinating! But why is she so important to people in Indonesia? _____?" (*Asking for deeper information about the character's role.*)

Raka: "She's believed to be a protector of fishermen, but also a figure who can bring harm to those who disrespect her. _____ and perform rituals to honor her, especially near the beaches." (*A statement that further explains the actions people take in relation to the myth.*)

Ica: "_____? That's kind of scary. How does she do that?" (*React to something shocking or unexpected.*)

Raka: "Yes, it's said that if someone disrespects her, she can drown them in the sea or summon storms. There are also stories where people who defy her are taken away into the waters forever."

Ica: "_____? Is there any way to appease her? Or does she just take people without any warning?" (*Asks for possible solutions or deeper detail.*)

Raka: "The myth says that only those who honor her can be protected. People who perform rituals on the coastline are said to be under her protection. But those who are selfish or forget their duties to the sea risk facing her wrath."

Ica: "_____! I had no idea she could be so vengeful. What else does she do?" (*A statement of awe or amazement at the idea.*)

Raka: "Yes, exactly! The Southern Sea is seen as a mystical place, full of mysteries. Nyi Roro Kidul is believed to be its guardian, and her power is directly connected to the health of the sea and the lives of the fishermen."

Ica: "I can see why the people near the coast would believe in her. It's like a way of explaining natural phenomena like storms and disappearing fishermen."

Raka: "Exactly. The legend is so deeply ingrained in the culture that many people still believe Nyi Roro Kidul is alive today, and her presence is felt during certain events or rituals."

Ica: "_____! Maybe I should go to the coast and see the places where people worship her." (*A question that imagines experiencing the legend in real life.*)

Raka: "I've heard that many people visit Pelabuhan Ratu, which is said to be the home of Nyi Roro Kidul. People still leave offerings for her and pray for safety when they go out to sea."



Do You Know?

- ▷ Surprise is one of the basic human emotions that has a unique biological purpose. It activates the brain's amygdala, which is responsible for processing emotions, particularly fear, and danger. This emotion prepares the body for quick action—whether to fight, flee, or freeze—depending on what's causing the surprise.
- ▷ Interestingly, surprise is often paired with other emotions like joy or fear, depending on the context. For instance, when something positive happens unexpectedly, the surprise is often followed by happiness, whereas in more negative or frightening situations, it might lead to fear or anxiety.
- ▷ In social contexts, expressing surprise during a conversation not only shows engagement, but it also plays a role in strengthening social bonds, as it helps convey genuine interest and attentiveness to the speaker.



Mission 7. Quiz

1. Which of the following questions is an example of a good conversation starter?
 - a. "What are you doing this weekend?"
 - b. "Can you tell me more about your weekend plans?"
 - c. "What was the weather like yesterday?"
 - d. "What kind of movie do you prefer watching?"
 - e. "Why did you choose to study here?"
2. When someone says something unexpected in a conversation, which of the following would be an appropriate expression of surprise?
 - a. "That's interesting, can you explain more?"
 - b. "Wow, really? I didn't know that!"
 - c. "I think that's a great idea!"
 - d. "Could you elaborate on that?"
 - e. "I'm not sure what you mean."
3. Which of the following is an example of an open-ended follow-up question that helps sustain a conversation?
 - a. "Do you like reading books?"
 - b. "What do you like about reading books?"
 - c. "What's your favorite color?"
 - d. "Have you ever been to the park?"
 - e. "Is it your first time here?"
4. If someone says, "I just saw a strange bird fly by, and I was really surprised!" What inference could you make based on their statement?
 - a. They like watching birds.
 - b. They don't like strange birds.
 - c. They are interested in unusual animals.
 - d. They were shocked by the bird.
 - e. They are scared of birds.

5. What type of question can you ask to sustain a conversation about someone's recent vacation?
- a. "Did you go on vacation recently?"
 - b. "What was the best part of your vacation?"
 - c. "Did you enjoy your vacation?"
 - d. "Where did you go on vacation?"
 - e. "How was the weather during your vacation?"

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Summary

Myths and Legend

- ▷ Myths and legends are types of narratives, which are stories told to convey cultural values, explain natural phenomena, or entertain.
- ▷ Myths: Myths typically explain natural phenomena, the creation of the world, the origins of gods, and the relationship between humans and the divine. They often involve deities or supernatural beings and aim to answer big existential questions. Examples include the Greek myth of Hercules or the Hindu myth of Rama.
- ▷ Legends: Legends are rooted in historical events, but they are often embellished over time to include supernatural elements. They generally feature human protagonists and focus on heroic deeds, battles, and adventures. While legends may have a historical basis, their details are often exaggerated. Examples include the Legend of Robin Hood or the Legend of Sangkuriang.
- ▷ Myths and legends help explain a culture's worldview, their values, and the lessons they want to impart through storytelling. They are part of the larger tradition of oral literature that has been passed down through generations

The Structure of Myths and Legend (Narrative Text)

The structure of myths and legends typically follows a basic narrative pattern

- ▷ Introduction/Exposition: This part of the narrative introduces the main characters (e.g., heroes, gods, or villains), the setting, and the problem or conflict that the story will address. In myths, this might involve the creation of the world, gods descending to earth, or the introduction of a divine challenge.
- ▷ Complication/climax: The climax is the most intense part of the story, where the hero faces the most difficult challenge or conflict. The outcome of this moment will determine whether the hero succeeds or fails.
- ▷ Resolution: The resolution ties up the loose ends of the narrative, showing the hero's return home or final reward. The lessons or moral of the story are often revealed in this section.

Idioms in Myths and Legend

In myths and legends, idioms often arise to convey deeper meanings or emphasize the gravity of a situation. These idioms are part of the storytelling tradition and often carry lessons or warnings.

Example: "A Herculean task": Refers to a task that is incredibly difficult or seemingly impossible, drawing from the myth of Hercules and his twelve labors.

Noun and Adjective in Myths and Legend

- ▷ A noun is a word that represents a person, place, thing, or idea. In narrative texts, nouns are essential because they help to establish the who, what, where, and why of the story. They introduce the characters, locations, and objects that drive the plot forward and provide context to the events of the narrative.
- ▷ An adjective is a word that describes or modifies a noun. It provides more detail about a person, place, thing, or idea. In a narrative, adjectives help to build vivid images, create emotions, and deepen the reader's understanding of the characters, settings, and themes.
- ▷ In narratives, nouns and adjectives often work together to paint a complete picture for the reader. Nouns give the basic information—who or what is being described—while adjectives provide the details that bring the nouns to life.

Language Feature in Myths and Legend

In narrative texts, such as myths, legends, and stories, certain language features are used to engage the reader and to bring the story to life. These features help create a vivid, immersive experience by conveying not only the events of the story but also the emotions and atmospheres surrounding them.

- ▷ Characters (Nouns)
- ▷ Time and Place (Settings)
- ▷ Action Verbs (Verbs)
- ▷ Descriptive Language (Adjectives and Adverbs)
- ▷ Temporal Words (Time Connectors)
- ▷ Moral and Theme

Starting a Conversation

Starting a conversation can sometimes feel awkward, especially when meeting someone new. To make this easier, people often use cliché or stereotype questions. These are common, predictable questions that are frequently used as ice-breakers to initiate a conversation. They are often safe and neutral questions that don't require much thought but allow both people to engage in a relaxed manner.

Cliché

Once you've started a conversation with a basic question, it's important to keep it going. This is where open-ended follow-up questions come in. These are questions that cannot be answered with a simple "yes" or "no". Instead, they require the person to elaborate, giving more insight into their thoughts, experiences, or feelings.

Expressions of surprise

When we learn something new or unexpected, it's natural to want to show our surprise. Expressions of surprise are an important part of a conversation because they signal that you are engaged and reacting to what the other person is saying. Showing surprise can also make the conversation more dynamic and expressive, helping both people feel more connected.

Inference

Making an inference in a conversation is the ability to understand or interpret something that is not explicitly stated. It's about reading between the lines based on the clues and context given by the other person. Inferences are an important conversational skill because they allow you to understand deeper meanings and respond thoughtfully without needing everything to be spelled out for you.

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LESSON 2:

WORDS THAT BUILD WORLDS

Character of Pancasila Students

- ▷ **Recognizing and appreciating various cultures**
Understanding and valuing the uniqueness of cultural expressions from around the world.
- ▷ **Valuing creativity through language and architecture**
Exploring how design and words reflect identity and innovation.
- ▷ **Understanding perspectives through description and design**
Interpreting different viewpoints by analyzing visual and verbal representations.



Introduction

Language and design help us understand the world and express our thoughts about the future. In this chapter, you will learn how to take part in meaningful conversations, describe unique structures, and apply grammar features like passive voice to communicate effectively and clearly.

Keywords: Structure, Intention, Creativity, Passive Voice, Architecture

The goals of this chapter are: Engaging in Meaningful Conversations, Expressing Future Intentions, Analyzing Descriptive Texts, and Applying Passive Voice.

1. Engage in conversations using back-channeling techniques and expressions of future intention

- ▷ Identify and apply verbal and non-verbal cues to show active listening and maintain conversation flow.
- ▷ Utilize appropriate phrases to express future plans and intentions, enhancing clarity in communication.
- ▷ Develop the ability to respond to questions and prompts effectively, demonstrating comprehension and engagement.

2. Analyze descriptive texts about unique structures and appreciate creative endeavors

- ▷ Recognize and interpret descriptive elements such as sensory details and figurative language.
- ▷ Evaluate the impact of architectural creativity on culture and society, fostering critical thinking.

3. Distinguish between factual information and personal viewpoints

- ▷ Identify statements that can be verified as true (facts) versus personal beliefs or judgments (opinions).
- ▷ Use graphic organizers to categorize information as factual or opinion-based, aiding comprehension.

4. Apply passive voice constructions in various tenses for identification purposes

- ▷ Form passive sentences in simple present, past, and future tenses to describe actions or states.
- ▷ Understand the focus on the action or recipient rather than the doer in passive voice.
- ▷ Utilize passive voice appropriately in both written and spoken contexts to convey information effectively.



F I T R I



1. Talking Ahead: Engaging in Future Dialogues

In this unit, you will learn how to engage in conversations using back-channeling techniques and expressions of future intentions, enhancing your ability to communicate effectively and maintain dialogue.

Mission 1. Exploring the Eiffel Tower

Read the conversation between Sarah and Alex about their visit to the Eiffel Tower in Paris. Pay attention to how they use back-channeling phrases and keep the conversation going. After reading, answer the questions based on your understanding of the conversation, referring to specific parts when needed. Some questions will ask you to reflect on how back-channeling was used in the dialogue.



Sarah: Have you ever been to the Eiffel Tower, Alex?

Alex: No, I've always wanted to go! I've seen it in so many pictures, but it must be amazing in person!

Sarah: It really is! The view from the top is breathtaking. You can see the whole city of Paris, including the Seine River.

Alex: Wow, I can imagine! How high is it?

Sarah: It's about 324 meters tall! And when you're up there, you can feel the wind—it's such a unique experience.

Alex: That sounds incredible. Did you go to the very top?

Sarah: Yes! It was a bit scary at first, but the view was definitely worth it. There are three levels, and each one has a different perspective of the city.

Alex: That must have been amazing. How long did you stay at the top?

Sarah: We stayed for about an hour. There were so many people, but it didn't feel too crowded because the space is so big.

Alex: I bet the photos from up there must be beautiful!

Sarah: Oh, absolutely! I took so many pictures, but none of them really capture the feeling of being up there.

Alex: I can imagine. I'll definitely have to visit someday. Thanks for sharing your experience!

Questions:

1. What was Sarah's opinion about the Eiffel Tower?
2. What did Alex find exciting about the Eiffel Tower?
3. Did Alex ask any questions to keep the conversation going? How did Sarah respond?
4. What information did Sarah provide about the Eiffel Tower's height?
5. How did Sarah describe the experience of being at the top of the Eiffel Tower?
6. How does back-channeling help make the conversation more engaging and interactive?
7. Can you imagine visiting a similar place? What would you like to ask the person describing it to you?

Knowledge Corner

Back-channeling refers to the verbal and non-verbal cues that listeners give during a conversation to show they are actively engaged and paying attention without interrupting the speaker. It allows the speaker to feel heard and encourages them to continue speaking, creating a smooth flow of conversation.

a. Why back-channelling is important?

- ▷ Back-channeling allows for smooth exchanges in conversations without awkward pauses or interruptions.
- ▷ Encourages Storytelling: It motivates the speaker to share more details and keeps the narrative alive.
- ▷ Helps in Active Engagement: It shows the listener's active participation and attentiveness, which builds rapport and strengthens the interaction.

b. Types of back-channelling

Verbal Back-Channeling	Non-Verbal Back-Channeling
Short phrases or words used by the listener to signal they are following the conversation	A signals like body language also play a significant role in back-channeling
Examples: ▷ "Uh-huh" ▷ "Yeah" ▷ "I see" ▷ "Really?" ▷ "Wow"	Examples: ▷ Nodding your head to show agreement or understanding. ▷ Eye contact to convey attentiveness. ▷ Smiling to express friendliness and encouragement. ▷ Leaning slightly forward to show interest.

c. Example in action:

A conversation about a trip to Paris:

Speaker: "I visited the Eiffel Tower last summer. It was incredible! We went all the way to the top, and the view was breathtaking. I could see the whole city from up there!"

Listener: "Really? Wow, I can't imagine how amazing that must have been! Did you go during the day or at night?"

Here, the listener uses back-channeling phrases like "Really?" and "Wow" to show they are engaged and interested. These responses keep the conversation flowing and encourage the speaker to continue sharing their experience.



Mission 2. A Trip to Rome

Read the conversation between Maria and John about their trip to Rome. Identify the back-channeling phrases and write them with their purpose in the table below, noting how they help keep the conversation flowing.

Maria: John, have you ever been to Rome? It's such a beautiful city!

John: No, I haven't, but I've always wanted to go! I've heard the Colosseum is incredible.

Maria: Oh, it is! It's so much bigger than I imagined. The history behind it is fascinating too. Did you know it was built almost 2,000 years ago?

John: Huh, really? 2,000 years? That's amazing! I didn't know it was that old.

Maria: Yeah, it's unbelievable. And when you're inside, you can almost feel the energy of the gladiators who fought there. It's like you're stepping back in time.

John: Wow, that sounds incredible. I would love to see it in person. What else did you see in Rome?

Maria: Well, we also visited the Vatican. The Sistine Chapel is just breathtaking. You have to see it to believe it! The ceiling, painted by Michelangelo, is such a masterpiece.

John: Uh-huh, I've seen pictures of the Sistine Chapel, but I bet seeing it live must be a whole different experience.

Maria: Definitely. The scale of it is hard to grasp from photos. And it's so peaceful inside—people are so respectful, and there's this quietness that makes it even more beautiful.

John: Yeah, that sounds amazing. It's on my bucket list now for sure. Was the food good there?

Maria: Oh, the food was incredible! The pasta, the pizza... everything tasted so fresh. And the gelato—honestly, I think I had it every day!

John: Huh, that sounds delicious! I've heard Italian food is the best. What was your favorite dish?

Maria: Definitely the carbonara. It's so creamy and rich, but not heavy. I still think about it!



Back-channeling table:

Fill out the table provided below by identifying the back-channeling phrases you found and matching them with their purpose in the conversation

Back channeling phrases	Purpose	Context in conversation
<i>Yeah</i>	<i>To show agreement or acknowledgment.</i>	<i>John agreeing with Maria about the Colosseum's age.</i>
.....		
.....		

.....		
.....		

Mission 3. Match the Back-Channelling

Read the list of statements, then choose the most suitable back-channeling phrase from the options on the right and match them correctly. Write the corresponding letter (A, B, C, etc.) next to each statement.

Statement	Correct response	Back channeling phrases
1. "I just visited the Louvre Museum in Paris last week! The artwork was breathtaking, especially the Mona Lisa."	<u>d</u>	a. "Tell me more! What did it feel like being there?"
2. "The new skyscraper downtown has been under construction for two years. It's going to be the tallest building in the city when it's finished."		b. "Wow! I can only imagine how thrilling that must have been."
3. "I was so nervous during my first skydiving experience, but once I jumped, it felt amazing!"		c. "I bet! That sounds amazing. I would love to see it in person someday."
4. "I've always wanted to go to Japan to see the cherry blossoms. The idea of traveling there really excites me."		d. "Really? That sounds incredible!"
5. "The Eiffel Tower is such an iconic landmark. I've heard that the view from the top is extraordinary."		e. "Uh-huh. That's exciting! I bet the cherry blossoms are beautiful."
6. "The Grand Canyon is so much bigger than I expected. You really need to see it to appreciate its true size and beauty."		f. "I see. What else can you tell me about it?"

Mission 4. Planning Ahead: Understanding Future Expressions

Read the conversation between Emma and Jack about their summer plans. Focus on the future expressions they use to describe their plans, predictions, and decisions. Afterward, answer the following questions.

Emma: So, Jack, do you have any plans for the summer?

Jack: Yeah, I'm going to visit my cousins in California. We've been planning this trip for a while now.

Emma: That sounds amazing! I think I'll go to the beach with some friends. We haven't decided exactly when, but we'll probably go in July.

Jack: Nice! Do you think the weather will be good for the beach in July?

Emma: I'm not sure, but I'm hoping it will be sunny. If the weather's bad, we might just have a movie marathon instead.

Jack: I'm thinking of going hiking if I have time. I've always wanted to hike in the mountains, and this might be the perfect opportunity.

Emma: That's a great idea! I'm sure you'll have an amazing time. So, when are you leaving for California?

Jack: I'll be leaving next Thursday. We're flying out early in the morning.

Emma: That's soon! Have you packed yet?

Jack: No, not yet, but I'll probably pack tomorrow. I'm really looking forward to it.

Questions:

1. What are Jack's plans for the summer?
2. What does Emma plan to do in the summer, and when do they plan to go?
3. Why does Emma think the beach trip might be postponed?
4. What is Jack thinking of doing in addition to his trip?
5. When is Jack leaving for California?

Mission 5. Building a Dialogue: Future Plans Edition

Below is a jumbled conversation between two people discussing their future plans to explore famous places in Indonesia. Rearrange the sentences to form a natural dialogue. As you do so, underline or highlight all future expressions (e.g., 'I'm going to,' 'I'll probably,' 'I plan to') and back-channeling phrases (e.g., 'Uh-huh,' 'Wow,' 'I see'). Once you've rearranged the sentences, write the correct dialogue on a separate piece of paper.

Jumbled dialogue:

- A. "I'm leaving in early July. It's going to be a long trip, but I can't wait to explore Indonesia!"
- B. "That sounds amazing! I've heard Bali has such a beautiful culture. Are you going to stay in a hotel or something else?"
- C. "I see. Bali is definitely on my list too! I might also try going to Yogyakarta to visit Borobudur and Prambanan temples."
- D. "I'm planning to visit Bali this summer! I've always wanted to see the temples and relax on the beaches."
- E. "Really? I've always wanted to go there! I bet the view will be unforgettable. When are you going?"
- F. "Wow, I'd love to see those temples too! I've seen pictures, but I bet they're much more impressive in person."
- G. "I can't wait to hear about all your adventures when you return. It sounds like you have an amazing summer ahead!"
- H. "Yes, exactly! I'll probably take a guided tour to learn more about the history behind them."
- I. "I think I'll stay in a villa by the beach. I've heard that the views are incredible."
- J. "That sounds like a good plan. I think I'll also visit Mount Bromo in East Java. The sunrise view from the top must be breathtaking!"

Correct order:

D → ... → ... → ... → ... → ... → ... → ... → ...

Knowledge Corner

There are several ways to express future actions, plans, or events. These expressions help us talk about things that will happen, are expected to happen, or are planned for the future. Understanding these expressions allows us to communicate more clearly about future events and intentions.

a. Common expression:

Expression	Function	Example
Will/won't	To express decisions made at the moment of speaking, promises, offers, or predictions.	▷ I will go to the market later. (decision) ▷ I won't forget to call you. (promise) ▷ It will rain tomorrow. (prediction)
Be Going To	To express plans or intentions made before the moment of speaking, or predictions based on current evidence.	▷ I'm going to visit my family this weekend. (plan) ▷ Look at those clouds! It's going to rain. (prediction)
Present Continuous (For Future)	To describe future events that are arranged or scheduled (often used with verbs related to travel, meetings, etc.).	▷ I am meeting my friends tomorrow. (arranged event) ▷ We are flying to Bali next month. (scheduled event)
Future Continuous (Will Be + Verb-ing)	To describe actions that will be in progress at a particular time in the future.	At this time next week, I will be traveling to Yogyakarta. (action in progress)
Future Perfect (Will Have + Past Participle)	To describe an action that will be completed by a specific point in the future.	By next Friday, I will have finished my project. (completed action)
Be about to	To describe an imminent action or something that is going to happen very soon.	I am about to leave the house. (imminent action)
Shall (Formal Use)	Traditionally used for offers, suggestions, or formal statements, especially in British English. However, it is often replaced by "will" in modern English, especially in informal speech.	Shall we go for a walk? (suggestion) I shall return before noon. (formal statement)
Be to + Verb	Used in formal situations or to express something that is scheduled or planned by someone in authority.	The meeting is to begin at 10 a.m. (scheduled event)

b. Tips (How to choose the right expression):

- ▷ Intentions or Plans: Use “be going to” or the present continuous for future plans and intentions that you have decided or arranged beforehand.

Example: I'm going to travel to Bali next summer.

- ▷ Predictions: Use “will” or “be going to” for predictions based on evidence.

Example: It will be sunny tomorrow. / It's going to rain soon.

- ▷ Decisions Made at the Moment of Speaking: Use “will” for spontaneous decisions, offers, or promises.

Example: I'll help you with your homework.

- ▷ Scheduled or Arranged Events: Use the present continuous or “be to + verb” for things that are scheduled or planned in advance.

Example: We are meeting at 6 p.m. / The flight is to depart at 3 o'clock.

Mission 6. My Future Plans!

Reflect on your future—your plans and what you predict will happen. Write a brief paragraph (5-6 sentences) about your future intentions or expectations, making sure to use at least three different future expressions like 'I plan to,' 'I'm going to,' or 'I'll probably.'

Future expression	Example topics for inspiration
▷ “I'm going to” (for plans)	▷ Your summer vacation plans.
▷ “I will” (for decisions, promises, or predictions)	▷ Your career goals for the next few years.
▷ Present Continuous (for scheduled events)	▷ A trip you want to take in the future.
▷ “I think” or “I believe” (for predictions)	▷ Predictions about the world in the next 10 years.
▷ “I'm about to” (for imminent actions)	
▷ Future Continuous (for actions that will be happening at a certain time in the future)	

Example:

Looking Ahead: My Future in Words

I'm planning to travel to Bali next summer. I'm going to stay in a beachfront villa for a week and enjoy the beautiful beaches. I believe the weather will be perfect for outdoor activities, and I'll probably spend most of my time surfing. After Bali, I think I will visit the temples in Yogyakarta, especially the Prambanan temple. By the end of the year, I will have visited at least three new places in Indonesia!



Do You Know?

In some parts of the world, people follow a polychronic approach to time, meaning they view time more flexibly and often juggle multiple tasks at once. On the other hand, in monochronic cultures, people tend to focus on one task at a time and value punctuality and schedules. This difference in time perception can affect how people organize their daily activities, work, and even how they communicate!

Time really is a fascinating concept, depending on where you are and how you look at it!



Mission 7. Quiz

1. Which of the following future expressions indicates a decision made at the moment of speaking?
 - a. "I will visit my grandmother next weekend."
 - b. "I am going to finish this project soon."
 - c. "We are meeting at 10 AM tomorrow."
 - d. "I will probably go to the concert next Friday."
 - e. "I plan to start my own business next year."

2. Which of these back-channeling phrases would you most likely use to express surprise in a conversation?
 - a. "Uh-huh, that sounds interesting."
 - b. "Really? I didn't know that!"
 - c. "I plan to start a new project next month."
 - d. "I'm going to visit my friend tomorrow."
 - e. "I'll probably go to the beach next week."

3. Which of the following future expressions indicates intentions or plans made before the moment of speaking?
 - a. "I think I'll go to the market later."
 - b. "I am going to start working on the report soon."
 - c. "I will buy a new phone next week."
 - d. "I'll probably travel to Europe in the summer."
 - e. "I believe the weather will be sunny tomorrow."

4. Which of the following is an example of a back-channeling phrase used to show active listening?
 - a. "I'll probably visit Bali next year."
 - b. "I'm going to travel to Japan next month."
 - c. "Uh-huh, I see what you mean."
 - d. "I plan to study abroad soon."
 - e. "It will be sunny tomorrow."

5. Which of the following sentences correctly uses a back-channeling phrase to show surprise or curiosity?
- a. "I'll probably start my studies next year."
 - b. "Uh-huh, tell me more about that!"
 - c. "I think I will go to the conference tomorrow."
 - d. "I'm planning to visit my family soon."
 - e. "It will be exciting to go to the concert next weekend."

**Akses latihan soal
lainnya di sini yuk!**





2. Describing Worlds and Ideas

This unit focuses on analyzing descriptive texts, distinguishing between facts and opinions, and mastering the use of passive voice to clearly convey ideas and identify actions in various contexts.

Mission 1. Exploring Famous Places in Indonesia

Below, you will find descriptions of three famous places in Indonesia: Borobudur Temple, Prambanan Temple, and Bali. Read each description carefully to understand the key facts, opinions, and important details about each place.

The Borobudur Temple

The Borobudur Temple, located in Magelang, Central Java, is one of the most significant Buddhist temples in the world. It was built in the 9th century and is known for its stunning architecture and intricate carvings. The temple is constructed of volcanic stone and features a large central dome surrounded by smaller stupas. Borobudur is visited by thousands of tourists every year and is a UNESCO World Heritage Site. The temple is said to symbolize the journey to enlightenment, with each of its terraces representing a different stage in life.



The Prambanan Temple

Prambanan is a large Hindu temple complex located in Yogyakarta. Built in the 9th century, it is dedicated to the Trimurti, the three major Hindu gods: Brahma, Vishnu, and Shiva. The temples are made of sandstone, and the site is renowned for its towering spires. Prambanan is famous for its stunning reliefs that depict stories from the Hindu epic, the Ramayana. The temple was largely abandoned after an earthquake in the 16th century but was later restored. It is now an important cultural and religious site.



Bali (Island of the Gods)

Bali, an island in Indonesia, is known for its beautiful beaches, lush green rice terraces, and vibrant cultural heritage. It has been a popular destination for tourists seeking relaxation, adventure, and cultural immersion. Bali is home to many temples, such as Tanah Lot and Uluwatu, which are perched on cliffs overlooking the ocean. The island is famous for its arts, including dance, sculpture, and painting. Bali is also known for its unique Balinese Hinduism, which is deeply embedded in the daily life of its people.



Answer the questions below based on the text!

1. What is the Borobudur Temple known for?
2. How is the Prambanan Temple different from Borobudur in terms of religion and architecture?
3. What material is the Borobudur Temple made of?
4. What does Borobudur symbolize?
5. What is the difference between Borobudur and Prambanan Temple?
6. Why was Prambanan abandoned, and how was it restored?

7. Describe Bali's cultural and natural features mentioned in the text.
8. Which of the three places do you think is the most interesting to visit? Why?
9. Which future expressions would you use to talk about visiting one of these places?
10. Find and underline any passive sentences in the descriptive text. What do they describe?

Mission 2. Exploring Famous Places in Indonesia

Below, you will find two descriptive texts: one about Uluwatu Temple in Bali, Indonesia, and another about The Colosseum in Rome, Italy. Read each text carefully and pay attention to the details about each place.

Uluwatu Temple - Bali, Indonesia

Uluwatu Temple, or Pura Luhur Uluwatu, is one of Bali's most revered and stunning sea temples. Situated on the southwestern tip of the Bukit Peninsula, the temple is perched on a dramatic cliff that rises 70 meters above the Indian Ocean. It was built in the 11th century by a Hindu priest from Java, and it is dedicated to the sea gods. The temple complex consists of several shrines, pavilions, and statues, and it is surrounded by lush gardens. Uluwatu is famous for its breathtaking views, especially during sunset, when the temple is bathed in golden light. The temple is also home to many monkeys, who roam the area, often entertaining tourists. The site is a popular destination for visitors seeking a peaceful, spiritual atmosphere and is also known for its traditional Kecak dance performances held at the temple's open-air amphitheater. The temple has been preserved by local Balinese communities, who play a key role in its upkeep.



The Colosseum - Rome, Italy

The Colosseum, also known as the Flavian Amphitheatre, is one of the most iconic and well-preserved landmarks in Rome, Italy. Construction began in 70 AD under Emperor Vespasian and was completed in 80 AD under his successor Titus. The Colosseum is an elliptical structure made of concrete and stone and is famous for its grandeur and innovative architecture. It could hold up to 80,000 spectators who would gather to watch gladiatorial contests, animal hunts, and mock naval battles. The arena has four levels, and its design influenced the architecture of modern sports stadiums. Though damaged by earthquakes over the centuries, the Colosseum remains an architectural marvel and a symbol of ancient Roman power and engineering. Today, it is one of the most visited tourist attractions in the world, attracting millions of visitors annually. The Colosseum is maintained by the Italian government, and its preservation efforts are crucial for protecting this important cultural site. It is often said that the Colosseum represents the spirit of ancient Rome and its entertainment culture, captivating visitors with its history and mystery.



Analysis Table: Compare Uluwatu Temple and The Colosseum

Aspects	Uluwatu Temple – Bali, Indonesia	The Colosseum – Rome, Italy
Location	<i>Perched on a cliff in the southwestern tip of the Bukit Peninsula in Bali.</i>	<i>Located in the heart of Rome, Italy.</i>
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.....		
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.....		

Knowledge Corner

A descriptive text is a type of writing that aims to describe a person, place, object, or event in detail. The primary goal is to provide readers with a vivid image in their minds by using sensory details and clear language. In a descriptive text, the writer often focuses on specific characteristics—such as size, shape, color, texture, and smell—to help the reader form a mental picture of the subject.

Types of descriptive text:

- ▷ Describing Places: In descriptive texts about places, the writer focuses on landmarks, natural features, cities, towns, or buildings, giving the reader a sense of what the place is like.
- ▷ Describing People: Descriptive texts about people focus on physical features, personality, and sometimes actions or behavior.
- ▷ Describing Objects: These texts give details about an object, focusing on shape, color, texture, material, and size.
- ▷ Describing Events or Experiences: A description of an event or experience focuses on the atmosphere, emotions, and sensory details that make the experience memorable.

Mission 3. Jakarta Through Different Lenses

Below you will find a descriptive text about Jakarta, the capital city of Indonesia, and a dialogue between two people discussing the city. In both the text and the dialogue, facts and opinions are mixed.

Jakarta, Indonesia

Jakarta, the bustling capital of Indonesia, is located on the island of Java. With a population of over 10 million people, it is one of the largest cities in Southeast Asia and serves as the political, economic, and cultural center of the country. Jakarta is home to various government institutions, foreign embassies, and multinational companies, making it a significant hub for international business in the region.

The city's skyline is dominated by modern skyscrapers and high-rise buildings, but it also features historical landmarks such as the National Monument (Monas) and Istiqlal Mosque. The National Monument, standing

at 132 meters tall, symbolizes Indonesia's struggle for independence. Istiqlal Mosque, the largest mosque in Southeast Asia, is an architectural marvel and an important center for Islamic worship in the country.

Despite its modern appearance, Jakarta is known for its traffic congestion, with long hours spent in traffic jams every day. The city also faces challenges such as air pollution and limited green spaces, which contribute to its environmental problems. Many residents rely on public transportation, including buses and the newly introduced metro, although traffic remains a significant issue. However, Jakarta is rapidly expanding its infrastructure, with projects like the MRT (Mass Rapid Transit) system that aim to ease traffic woes in the future.

Jakarta's climate is typically tropical—hot and humid, with temperatures regularly exceeding 30°C (86°F). The rainy season, from November to March, brings heavy rainfall and occasional flooding, which can disrupt daily life. However, the city is filled with vibrant markets, shopping malls, restaurants, and entertainment options that attract millions of tourists every year. Jakarta is a melting pot of cultures, with strong influences from Javanese, Chinese, Arabic, and Dutch heritage. The city's cuisine is equally diverse, offering everything from traditional Indonesian dishes like nasi goreng to international fast food and fine dining.

The city is divided into five administrative regions: Central Jakarta, West Jakarta, South Jakarta, North Jakarta, and East Jakarta. Each area has its own unique characteristics, ranging from the busy commercial centers in the north to the quieter, residential neighborhoods in the south. Jakarta's rapid population growth and urbanization present challenges in terms of housing, public services, and social inequality, but the city remains a symbol of Indonesia's dynamic future.



Discussing Jakarta

Anna: I just got back from Jakarta, and I have to say, I was really impressed! The city is so full of energy, and there's always something happening. From shopping malls to cultural festivals, it never feels like there's a dull moment.

Liam: Really? I've heard that Jakarta is super crowded and chaotic. The traffic is terrible, and I imagine it's hard to get around. I'm not sure I'd enjoy that.

Anna: Oh, you're right about the traffic. It can be a nightmare, especially during rush hour. But, I found that Jakarta has a lot of hidden gems. I visited the Monas, and the view from the top was amazing. You can see the entire city from there, and the historical significance of the monument is fascinating.

Liam: Yeah, I've seen the pictures of Monas. It looks pretty impressive. But, I've also heard that the pollution there is really bad, and the weather is almost always hot and humid. Doesn't that make it hard to enjoy the city?

Anna: Yes, the air quality isn't great, but I didn't mind it much because the energy of the city was so lively. I also went to Istiqlal Mosque, and I was amazed by its size and beauty. It's so peaceful inside, especially when you compare it to the hustle and bustle of the streets outside.

Liam: Hmm, I suppose I could visit Jakarta for a short trip, but I don't think I'd want to live there long-term. The constant noise and pollution might get to me after a while.

Anna: That's fair. Jakarta is definitely not for everyone, but I think it's one of the most exciting cities in Southeast Asia. There's a unique blend of modern and traditional elements that makes it special. I'm planning to visit again next year to explore more of the local markets and try some new food!

Liam: I guess it could be fun for a vacation, but I'd probably prefer a quieter destination for living. Maybe Bali or somewhere more laid-back.

Anna: I totally get that. Bali is gorgeous, but Jakarta definitely has its charm, especially if you're into the vibrant city life. It's a place where East meets West, and there's always something new to discover.

Classifying table: Facts or Opinion?

Statement	Fact	Opinion
The National Monument is 132 meters tall.	✓	
Jakarta is known for its traffic congestion and pollution.		
Jakarta is one of the most exciting cities in Southeast Asia.		
The city has a lively energy that makes it unique and full of opportunities.		
Istiqlal Mosque is the largest mosque in Southeast Asia.		
The weather in Jakarta is hot and humid most of the time.		
The pollution in Jakarta makes it hard to enjoy the city fully.		
Jakarta's skyline is dominated by modern skyscrapers, but it also has historical landmarks.		

Mission 4. Find the Fact and Opinion!

Below are two descriptive texts about famous places: one about Sydney Opera House (Australia) and the other about Machu Picchu (Peru). Read each text carefully. After reading, classify each sentence from the texts into facts or opinions in the table provided below.

Sydney Opera House

The Sydney Opera House, located on Bennelong Point in Sydney Harbour, is one of the most recognizable landmarks in the world. It was designed by Danish architect Jørn Utzon and opened in 1973. The building is famous for its unique sail-like design and white ceramic tiles that cover the roof. The Opera House hosts over 1,500 performances annually, including operas, ballets, and concerts.



The structure consists of multiple performance halls, including the Concert Hall, which has a seating capacity of 2,700. It is a UNESCO World Heritage Site and is considered one of the greatest architectural works of the 20th century. Visitors can take guided tours to explore the building's interior, or simply enjoy the view of the Opera House from the adjacent Royal Botanic Garden.

While the Opera House is often admired for its bold design and cultural significance, some people argue that the building's location next to Sydney Harbour can make it feel overcrowded during peak tourist seasons. However, it remains an iconic symbol of Australia and is a must-visit destination for anyone traveling to Sydney.

Machu Picchu

Machu Picchu is an ancient Incan city located high in the Andes Mountains in Peru. It was built in the 15th century and abandoned in the 16th century during the Spanish Conquest. The site was rediscovered in 1911 by American historian Hiram Bingham. Machu Picchu is one of the most well-preserved archaeological sites in South America and was designated a UNESCO World Heritage Site in 1983.



The city is located at an altitude of over 2,400 meters and is known for its stunning terraces, temples, and intricate stonework. The most famous structures at Machu Picchu include the Intihuatana stone, which was used as a solar clock, and the Temple of the Sun, which is thought to have had religious significance. The site offers breathtaking views of the surrounding mountains and the Urubamba River below.

Many travelers consider Machu Picchu to be one of the most awe-inspiring sites in the world, thanks to its historical and spiritual significance, as well as its dramatic location. However, some visitors feel that the site has become too commercialized due to the increasing number of tourists. Still, it remains a popular destination for those interested in Incan history and archaeology.

Classifying table: Facts or Opinion?

Statement	Fact	Opinion
The Sydney Opera House was designed by Danish architect Jørn Utzon.	✓	
It is one of the most recognizable landmarks in the world.		
The Sydney Opera House hosts over 1,500 performances annually.		
The building is considered one of the greatest architectural works of the 20th century.		
Some people argue that the building's location next to Sydney Harbour makes it feel overcrowded.		
Machu Picchu is located in the Andes Mountains in Peru.		
Many travelers consider Machu Picchu to be one of the most awe-inspiring sites in the world.		
Machu Picchu has become too commercialized due to the increasing number of tourists.		

Knowledge Corner

- a. A fact is a statement that can be proven to be true or false based on evidence. Facts are objective and do not rely on personal feelings or beliefs. They are usually verifiable through research, observation, or reliable sources.
- b. Characteristics of a fact:
 - ▷ It can be verified or proven with evidence.
 - ▷ It is objective and does not change depending on personal perspectives.
 - ▷ Facts are often supported by data, statistics, or physical proof.
- c. Examples:
 - ▷ "The Eiffel Tower is located in Paris, France."
 - ▷ "Water boils at 100°C (212°F) at sea level."
 - ▷ "The Great Wall of China is over 13,000 miles long."
 - ▷ "Mount Everest is the highest mountain in the world."
- d. An opinion is a personal belief, feeling, or view that cannot be proven true or false. Opinions are subjective, meaning they are based on individual experiences, preferences, or interpretations. Since opinions are not based on verifiable facts, they may differ from person to person.
- e. Characteristics of an opinion:
 - ▷ It is subjective and based on personal preferences or feelings.
 - ▷ It cannot be proven true or false.
 - ▷ Opinions often use words like "I think", "I believe", "In my opinion", or "It seems".
- f. Examples:
 - ▷ "Paris is the most beautiful city in the world."
 - ▷ "Chocolate ice cream is the best flavor."
 - ▷ "This movie is boring."
 - ▷ "I think summer is the best season."



Mission 5. Discover the Magic of Bali

Below is a brochure for the Bali Adventure Package, which includes details about the places you will visit, activities included in the package, pricing, and how to book the trip. Read through the brochure carefully to understand what the package offers.



The brochure is divided into three main sections. The left section features a photograph of a traditional Balinese temple with multiple tiers, reflected in a calm body of water. Below the photo, the text reads: **BALI Adventure Package**. Explore the magic of Bali with guided tours to the island's most iconic landmarks, serene beaches, and vibrant cultural experiences.

The middle section is titled **Package Highlights:** and lists five activities:

- **Uluwatu Temple:** Visit the cliffside sea temple with stunning views, a sunset, and a Kecak dance performance.
- **Sacred Monkey Forest Sanctuary (Ubud):** Explore the jungle, interact with playful monkeys, and uncover hidden temples.
- **Mount Batur Sunrise Trek:** Hike to the summit for a breathtaking sunrise and enjoy a natural hot spring afterward.
- **Tegallalang Rice Terraces (Ubud):** Walk through Bali's iconic rice terraces, perfect for photos and nature lovers.
- **Traditional Balinese Dance & Cooking Class:** Experience traditional dance followed by a hands-on cooking class to learn authentic Balinese dishes.

The right section is titled **Include:** and lists five items:

- 4 Days / 3 Nights in Bali with luxury or eco-friendly accommodation.
- Airport Transfers included.
- All Transportation & Guided Tours: Private transport for tours to Uluwatu, Ubud, Mount Batur, and more.
- Meals: Daily breakfast, lunch during tours, and dinner at local restaurants with Balinese cuisine.
- Cultural Experience: Traditional Balinese dance and cooking class.

Below this is the **Pricing:** section, which lists two options:

- Standard Package:** \$499/person (Shared accommodation).
- Premium Package:** \$799/person (Private villa accommodation).

A **Note:** Special discounts are available for group bookings and extended stays.

The bottom right section is titled **How to Book:** and provides contact information:

- Call: 1-800-BALI-TRIP
- Email: info@balitravel.com
- Or visit our website at www.balitravel.com to book your dream getaway today!

After reading the brochure, answer the following questions based on the information provided. Be sure to highlight specific details from the brochure to support your answers.

1. What activities are included in the Bali Adventure Package?
2. What is the duration of the Bali Adventure Package?
3. What are the two types of accommodations available in the package?
4. What is included in the pricing for the package?
5. How can you book the Bali Adventure Package?
6. What is the cost of the Standard Package per person?
7. What type of cultural experience is offered in the package?

Mission 6. Guess the Word!

Below, you will find a list of definitions words related to places, buildings, and towns. Take a moment to read each word carefully and understand its meaning. Next, you'll see a word box for, your task is to match each definition with the correct word.

Words Box

- | | | |
|--------------|------------|------------|
| ▷ Skyscraper | ▷ Fortress | ▷ Skylines |
| ▷ Museum | ▷ Village | ▷ Temple |
| ▷ Suburb | ▷ Monument | ▷ Downtown |

Definition	Word
A tall building in a city, often used for offices, apartments, or both.	<i>Skyscraper.</i>
A historic building or structure that is preserved for its cultural or historical importance.	
The central business district of a city, where shops, offices, and entertainment are located.	
An area outside of a city, often rural, where people live in small homes or farms.	
A residential area on the outskirts of a city, often quieter and with more space.	
A place of worship, often associated with a religion such as Buddhism, Hinduism, or Christianity.	
The profile or outline of a city's tallest buildings when seen from a distance.	
A large structure built for protection, typically from enemies or invaders.	
A historic or important structure, like a statue, building, or memorial, that commemorates an event or person.	

Mission 7. A Critical Thinking Challenge!

You will be given several statements related to places, buildings, and towns. Each statement could be either a fact or an opinion. For each statement, decide whether it is a fact or an opinion. Write "Fact" or "Opinion" next to each statement.

Statement	Fact or opinion	Explanation
The Pyramids of Giza are located in Egypt.	<i>Fact</i>	<i>This statement is verifiable by geographic data. The Pyramids of Giza are located in Egypt, and this can be confirmed through maps or travel guides.</i>
The Eiffel Tower is the most beautiful landmark in the world.	<i>Opinion</i>	<i>This is an opinion because beauty is subjective. Some people may think the Eiffel Tower is beautiful, while others may prefer different landmarks.</i>
The Taj Mahal was built in the 17th century.	.....	.....
New York City is the best city for tourists.	.....	.....

Statement	Fact or opinion	Explanation
The Great Wall of China stretches over 13,000 miles.		
Bali is the best place for a beach vacation.		
Mount Fuji is located in Japan.		
Paris is the most romantic city in the world.		
Sydney Opera House is a UNESCO World Heritage site.		
Tokyo is the most advanced city in terms of technology.		

Knowledge Corner

Passive voice is a grammatical construction where the subject of the sentence receives the action of the verb, rather than performing the action. In other words, the focus shifts from the doer (the agent) to the receiver of the action.

a. Structure of passive sentence:

Subject + (form of the verb "to be") + Past Participle of Verb + (by + Agent)

- ▷ Subject = The entity receiving the action.
- ▷ Form of "to be" = These changes according to the tense of the verb (e.g., is, are, was, were, will be).
- ▷ Past Participle = The main verb in its past participle form (e.g., "done," "seen," "built").
- ▷ (by + Agent) = The doer of the action (optional, and often omitted when the doer is not important or unknown).

b. How to form passive sentence:

- ▷ Identify the Object of the Active Sentence:

Find the object of the active sentence. In the active voice, the subject performs the action on the object. This object will become the subject of the passive sentence.

- ▷ Change the Subject to the Object:

The object in the active voice becomes the subject of the sentence in passive voice.

- ▷ Use the Correct Form of "To Be":

The form of "to be" (is, are, was, were, etc.) is chosen based on the tense of the verb in the active voice.

- ▷ Use the Past Participle of the Main Verb:

The main verb is changed to its past participle form in the passive voice (e.g., "build" becomes "built").

- ▷ Optional: Include the Agent ("by"):

In the passive voice, you can add "by" to indicate who performed the action. However, in many cases, the agent is omitted because the focus is on the action itself, not on who did it.

Mission 8. Converting Active Sentences into Passive Voice

Below, you will find a list of active sentences. Your task is to transform each active sentence into its passive voice counterpart. Remember that the structure of a passive sentence is: Subject + (form of "to be") + past participle of the verb + (by + agent).

Active sentence	Passive sentence
The chef cooks the meal.	The meal is cooked by the chef.
The company will launch a new product next month.	
The teacher explains the lesson every day.	
The government has implemented new policies this year.	
The artist painted the mural on the wall.	
The children play soccer in the park.	
They have completed the report already.	
The manager organizes the meeting every Monday.	
The students are writing essays in class.	
The scientists discovered a new species of animal.	

Mission 9. Complete the Passive Sentences

Below are sentences with missing parts. Your task is to complete each sentence by filling in the correct form of the verb "to be" (am, is, are, was, were, will be) and the past participle of the main verb.

1. The house was built (build) by the workers last year.
2. The cake _____ (bake) by the chef yesterday.
3. The report _____ (submit) by the team tomorrow.
4. A new bridge _____ (build) in the city next year.
5. The new law _____ (announce) by the president last week.
6. The letters _____ (deliver) to the office every morning.
7. The building _____ (renovate) last summer.
8. The homework _____ (complete) by the students before the deadline.
9. The documents _____ (prepare) by the secretary right now.
10. The proposal _____ (discuss) at the meeting next Monday.
11. The city _____ (flood) by heavy rains last week.

Mission 10. Convert the Paragraph into Passive Voice

Your task is to convert the entire passage from active voice to passive voice. Remember to maintain the original meaning, focusing on the action rather than the person performing the action.

Active passage	Passive passage
The workers are constructing a new library in the city center. The library will provide books and digital resources to the public. The mayor has announced that the library will be open by the end of the year. The construction team is working hard to finish the building on time.	<i>A new library is being constructed by the workers in the city center. Books and digital resources will be provided to the public by the library. It has been announced by the mayor that the library will be opened by the end of the year. The building is being worked on by the construction team to finish on time.</i>
The scientists conducted a series of experiments to test the hypothesis. They gathered samples from various locations around the world. The researchers published their findings in a well-known scientific journal. They believe the results will lead to new developments in the field of medicine.	..... ..... .....
The students completed the project before the deadline. They presented their findings to the class using a PowerPoint presentation. The teacher praised them for their hard work. They also submitted their reports online to receive feedback.	..... ..... .....
The company launched a new product last week. The marketing team created advertisements for the launch event. The CEO announced the launch during a press conference. The customers received special discounts for the first week of sales.	..... ..... .....



Passive sentences are often used in formal writing and scientific reports to emphasize the action rather than the doer of the action? For example, instead of saying "The researchers conducted the experiment," a passive sentence would say, "The experiment was conducted." This shifts the focus from the researchers to the experiment itself.

Mission 11. A Parisian Perspective: Facts and Views

Read the descriptive text about Paris, one of the most iconic cities in the world. As you read, identify fact (verifiable information), opinion (subjective view or belief), and passive sentence (a sentence where the subject receives the action).

Paris – The City of Lights

Paris, the capital of France, is one of the most visited cities in the world, attracting millions of tourists each year. The Eiffel Tower, standing at 330 meters tall, is a symbol of the city's rich history and innovative architecture. It was designed by the engineer Gustave Eiffel and completed in 1889 as the entrance arch to the 1889 World's Fair. Today, it is a popular landmark, offering panoramic views of the city from its observation decks.

The Louvre Museum is another must-see destination in Paris. It houses one of the most famous works of art in history, the Mona Lisa. This iconic painting is displayed in a climate-controlled room to ensure its preservation, and it draws millions of visitors annually. Paris is also known for its charming streets, particularly in the Montmartre district, where artists have gathered for centuries to showcase their work. Many consider Montmartre to be the heart of artistic expression in Paris.

Parisian cuisine is also famous worldwide. French croissants, escargots, and coq au vin are just a few examples of the delectable dishes that define the city's food culture. Many people say that eating in Paris is an experience that cannot be missed. The city's romantic atmosphere, especially in the evening when the lights illuminate the streets, adds to its allure.

While Paris is a modern, bustling city, it retains a charming, old-world feel that is evident in its many historic buildings and cobblestone streets. Paris continues to be a center of culture, art, fashion, and history, making it a timeless destination for travelers from around the world.



Identification table:

Fact	Opinion	Passive sentence
<i>The Eiffel Tower, standing at 330 meters tall, is a symbol of the city's rich history and innovative architecture.</i>	<i>Many people say that eating in Paris is an experience that cannot be missed.</i>	<i>It was designed by the engineer Gustave Eiffel and completed in 1889 as the entrance arch to the 1889 World's Fair.</i>
.....		
.....		
.....		
.....		

Mission 12. Paint with Words: Write Your Own Description

Now it's time to put your understanding into practice by writing your own descriptive text. Think about a place, person, or thing you would like to describe. In your text, make sure to include vivid details that paint a clear picture for the reader. Follow the steps below to guide you through the process of creating your descriptive piece.

- 1) Think about a place, building, or town that you find interesting. This could be:
 - ▷ A famous landmark (e.g., Eiffel Tower, Great Wall of China)
 - ▷ A town or city you have visited or would like to visit
 - ▷ A building or monument you admire
 - ▷ A park or natural wonder
- 2) Write a descriptive text of at least 150 words about your chosen place, building, or town. Be sure to include:
 - ▷ Facts: Provide verifiable details (e.g., location, history, size, etc.).
 - ▷ Opinions: Share your personal thoughts or what makes this place special to you (e.g., "It is the most beautiful city in the world").
 - ▷ Passive Voice: Include at least one passive sentence to describe an action or process.
- 3) Describe what you see, hear, smell, and feel in the place you're describing. Use adjectives and descriptive language to create a vivid image for the reader.



Do You Know?

The Great Wall of China is the longest human-made structure ever built, stretching over 13,000 miles. Contrary to popular belief, it is not a single continuous wall but a series of walls and fortifications built by various dynasties over centuries. The wall was constructed to protect Chinese states and empires from invasions and raids by nomadic groups from the north. It is a testament to the ingenuity and determination of the Chinese people and has become a symbol of China's strength and resilience.



Mission 13. Quiz

1. Read the text below to answer the question!

The Eiffel Tower

The Eiffel Tower, located in Paris, France, stands at a height of 330 meters and was designed by engineer Gustave Eiffel. Completed in 1889, it was initially intended to be a temporary structure for the 1889 World's Fair. However, its unique design and stunning views of Paris led to its preservation. It is one of the most visited landmarks in the world, drawing millions of tourists annually.



What is the height of the Eiffel Tower according to the text?

- a. 300 meters
 - b. 350 meters
 - c. 330 meters
 - d. 250 meters
 - e. 200 meters
2. Read the text below to answer the question!

Paris

Paris is often considered one of the most beautiful cities in the world. It is famous for its historical landmarks, such as the Eiffel Tower and the Louvre Museum, which houses the Mona Lisa. Many people argue that Paris is the most romantic city, especially when viewed from Montmartre at sunset. While this opinion may be shared by many, it's important to remember that beauty is subjective, and others may prefer different cities.



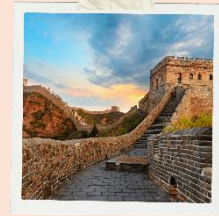
Which of the following is an opinion expressed in the text?

- a. Paris is known for its historical landmarks.
- b. The Eiffel Tower is located in Paris.
- c. Paris is the most romantic city in the world.
- d. Paris is a city in France.
- e. The Louvre Museum houses the Mona Lisa.

3. Read the text below to answer the question!

The Great Wall of China

The Great Wall of China, one of the most famous historical structures, was built to protect Chinese territories from northern invaders. The wall stretches over 13,000 miles and was constructed over many centuries. It is considered one of the most remarkable engineering feats of all time. The wall was originally made from wood, brick, and stone, and it was reinforced with watchtowers.



Which of the following sentences is in passive voice?

- a. The workers built the Great Wall of China.
- b. The Great Wall was built to protect China.
- c. The Chinese Empire constructed the wall.
- d. The soldiers patrolled the wall at night.
- e. The Great Wall is a symbol of strength.

4. Read the text below to answer the question!

The Pyramids of Giza

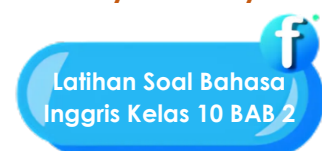
The Pyramids of Giza, located on the outskirts of Cairo, Egypt, are among the most impressive architectural wonders of the ancient world. The Great Pyramid, built for Pharaoh Khufu, is the largest of the three pyramids. It was constructed from millions of limestone blocks, and its purpose was to serve as a tomb for the pharaoh. The Pyramids of Giza continue to captivate visitors with their sheer size and historical significance.



Which of the following is a passive sentence from the text?

- a. The Great Pyramid was constructed from millions of limestone blocks.
 - b. The Pyramids of Giza continue to captivate visitors.
 - c. Pharaoh Khufu built the Great Pyramid.
 - d. Visitors admire the pyramids' historical significance.
 - e. The Great Pyramid stands as the largest of the three pyramids.
5. Which of the following sentences is in passive voice?
- a. Mount Fuji is a popular destination for climbers.
 - b. Many visitors climb Mount Fuji every year.
 - c. Mount Fuji is considered sacred by many Japanese people.
 - d. Many people climb Mount Fuji for spiritual reasons.
 - e. Mount Fuji towers above the surrounding landscape.

**Akses latihan soal
lainnya di sini yuk!**



Summary

Backchanneling

Back-channeling refers to the verbal and non-verbal cues that listeners give during a conversation to show they are actively engaged and paying attention without interrupting the speaker. It allows the speaker to feel heard and encourages them to continue speaking, creating a smooth flow of conversation.

a. Why back-channeling is important?

- ▷ Back-channeling allows for smooth exchanges in conversations without awkward pauses or interruptions.
- ▷ Encourages Storytelling: It motivates the speaker to share more details and keeps the narrative alive.
- ▷ Helps in Active Engagement: It shows the listener's active participation and attentiveness, which builds rapport and strengthens the interaction.

b. Types of back-channeling

Verbal Back-Channeling	Non-Verbal Back-Channeling
Short phrases or words used by the listener to signal they are following the conversation	A signals like body language also play a significant role in back-channeling
Examples: ▷ "Uh-huh" ▷ "Yeah" ▷ "I see" ▷ "Really?" ▷ "Wow"	Examples: ▷ Nodding your head to show agreement or understanding. ▷ Eye contact to convey attentiveness. ▷ Smiling to express friendliness and encouragement. ▷ Leaning slightly forward to show interest.

Future Expression

There are several ways to express future actions, plans, or events. These expressions help us talk about things that will happen, are expected to happen, or are planned for the future. Understanding these expressions allows us to communicate more clearly about future events and intentions.

Common expression:

Expression	Function	Example
Will/won't	To express decisions made at the moment of speaking, promises, offers, or predictions.	▷ I will go to the market later. (decision) ▷ I won't forget to call you. (promise) ▷ It will rain tomorrow. (prediction)
Be Going To	To express plans or intentions made before the moment of speaking, or predictions based on current evidence.	▷ I'm going to visit my family this weekend. (plan)

		▷ Look at those clouds! It's going to rain. (prediction)
Present Continuous (For Future)	To describe future events that are arranged or scheduled (often used with verbs related to travel, meetings, etc.).	▷ I am meeting my friends tomorrow. (arranged event) ▷ We are flying to Bali next month. (scheduled event)
Future Continuous (Will Be + Verb-ing)	To describe actions that will be in progress at a particular time in the future.	At this time next week, I will be traveling to Yogyakarta. (action in progress)
Future Perfect (Will Have + Past Participle)	To describe an action that will be completed by a specific point in the future.	By next Friday, I will have finished my project. (completed action)
Be about to	To describe an imminent action or something that is going to happen very soon.	I am about to leave the house. (imminent action)
Shall (Formal Use)	Traditionally used for offers, suggestions, or formal statements, especially in British English. However, it is often replaced by "will" in modern English, especially in informal speech.	Shall we go for a walk? (suggestion) I shall return before noon. (formal statement)
Be to + Verb	Used in formal situations or to express something that is scheduled or planned by someone in authority.	The meeting is to begin at 10 a.m. (scheduled event)

Descriptive Text

A descriptive text is a type of writing that aims to describe a person, place, object, or event in detail. The primary goal is to provide readers with a vivid image in their minds by using sensory details and clear language. In a descriptive text, the writer often focuses on specific characteristics—such as size, shape, color, texture, and smell—to help the reader form a mental picture of the subject.

Types of descriptive text:

- ▷ Describing Places
- ▷ Describing People
- ▷ Describing Objects
- ▷ Describing Events or Experiences

Fact and Opinion

- a. A fact is a statement that can be proven to be true or false based on evidence. Facts are objective and do not rely on personal feelings or beliefs. They are usually verifiable through research, observation, or reliable sources.

Example: "The Eiffel Tower is located in Paris, France."

- b. An opinion is a personal belief, feeling, or view that cannot be proven true or false. Opinions are subjective, meaning they are based on individual experiences, preferences, or interpretations. Since opinions are not based on verifiable facts, they may differ from person to person.

Example: "Paris is the most beautiful city in the world."

Passive Sentence

Passive voice is a grammatical construction where the subject of the sentence receives the action of the verb, rather than performing the action. In other words, the focus shifts from the doer (the agent) to the receiver of the action.

- a. Structure of passive sentence:

Subject + (form of the verb "to be") + Past Participle of Verb + (by + Agent)

- ▷ Subject = The entity receiving the action.
- ▷ Form of "to be" = These changes according to the tense of the verb (e.g., is, are, was, were, will be).
- ▷ Past Participle = The main verb in its past participle form (e.g., "done," "seen," "built").
- ▷ (by + Agent) = The doer of the action (optional, and often omitted when the doer is not important or unknown).

- b. How to form passive sentence:

- ▷ Identify the Object of the Active Sentence:
- ▷ Change the Subject to the Object:
- ▷ Use the Correct Form of "To Be":
- ▷ Use the Past Participle of the Main Verb:
- ▷ Optional: Include the Agent ("by"):

- c. Examples:

- ▷ Active: "The teacher explains the lesson."
- ▷ Passive: "The lesson is explained by the teacher."

Reference

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<https://www.introducingbali.com/>

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LESSON 3:

WHEN CLIMATE CHANGE MEETS NATURAL DISASTERS

Character of Pancasila Students

- ▷ **Self-awareness on the situation at hand**
Demonstrating awareness of current global and local issues by learning from past events and taking responsible action.
- ▷ **Critical and creative thinking in problem-solving**
Connecting past disasters to present challenges to propose thoughtful and innovative climate solutions.
- ▷ **Collaborative spirit in global challenges**
Actively engaging in group discussions to raise awareness and seek solutions for climate-related problems.



Introduction

Languages help us retell past events and reflect on the impact of disasters and climate change, allowing us to better understand and respond to the challenges of our world. By studying past events, we can learn valuable lessons to build a more resilient future. What stories from history inspire you to take action today?

Keywords: Climate, Disaster, Recount, Question
Tags, Resilience

The goals of this chapter are: Developing Listening and Speaking Skills, Analyzing Historical Events, Enhancing Writing Techniques, and Collaborating on Climate Change Solutions.

1. Develop conversation and discussion skills using question tags

- ▷ Use question tags effectively to initiate, sustain, and deepen discussions about past events and their impacts.
- ▷ Engage in meaningful dialogue using question tags to clarify and expand on points.
- ▷ Locate and interpret specific information from spoken English related to climate change and natural disasters
- ▷ Respond accurately to questions based on spoken material.

2. Improve storytelling, refine reading and analytical skills

- ▷ Read and analyze historical recount texts to understand key events and their effects.
- ▷ Develop critical thinking by connecting past natural disasters with current global issues
- ▷ Practice recounting past events, particularly natural disasters, by structuring stories clearly and engagingly.
- ▷ Use descriptive language and expressions to make recounts more vivid and compelling

3. Strengthen writing skills using appropriate grammar and vocabulary

- ▷ Use temporal conjunctions and other grammatical tools to write clear and coherent historical recounts.
- ▷ Apply newly learned vocabulary related to climate change and natural disasters in written tasks

F I T R I

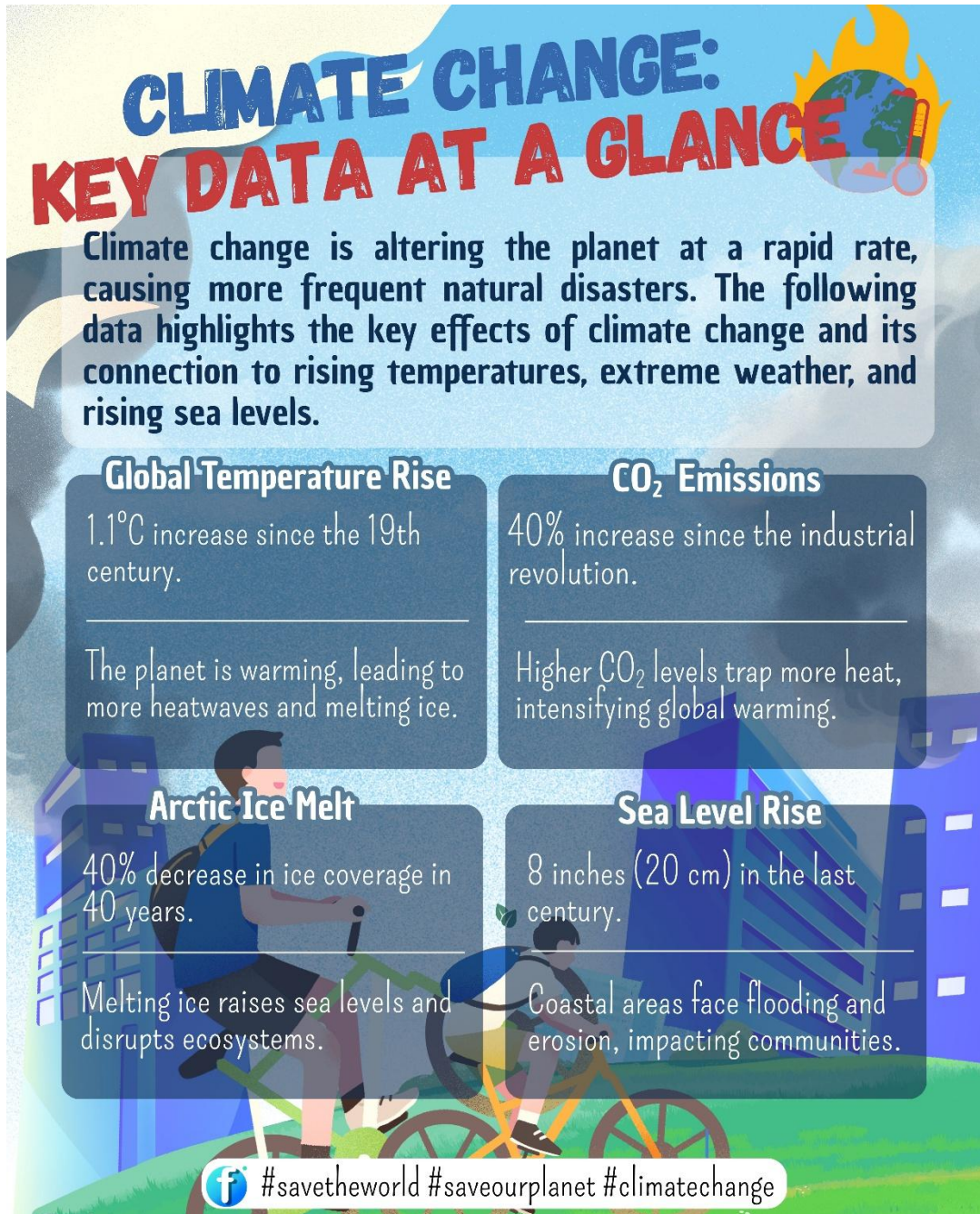


1. A Walk-Through Time: Exploring the Past

In this unit, you will learn how to ask insightful questions using question tags to engage in conversations about historical events. You will also practice linking ideas and organizing information from the past to better understand the causes and effects of natural disasters and climate change.

Mission 1. Investigating Climate Change Through Data

Read the data about climate change in the poster provided below carefully and thoroughly. Take your time to understand the key points, paying attention to the details and facts presented. Once you've read the information, answer the following questions based on the data.



1. What is the global temperature increase since the 19th century, and what are the potential consequences of this rise?
2. How has CO₂ emissions changed since the industrial revolution, and how does this affect the global climate?
3. What is the impact of the 40% decrease in Arctic ice coverage on the environment and sea levels?
4. How much has the sea level risen in the last century, and what are the consequences for coastal communities?
5. Based on the data provided, how does climate change contribute to extreme weather events like heatwaves and hurricanes?
6. How do rising temperatures and CO₂ emissions influence the melting of ice caps and the rise in sea levels?
7. Why is it important to address climate change based on the data shown in the poster, and what actions can individuals take to mitigate its effects?

Mission 2. Understanding Climate Change Through Discussion

Read the conversation between Aldi and Adit discussing the poster from the previous mission (mission 1). After reading, answer the questions based on your understanding of their discussion. Focus on the key points regarding climate change, rising temperatures, CO₂ emissions, and their impact on natural disasters

Aldi: "Did you see the climate change data in the poster? It's pretty shocking, isn't it?"

Adit: "Yes, it really is. The 1.1°C rise in global temperatures over such a short period is pretty significant. We're already seeing the consequences of that, aren't we?"

Aldi: "Exactly. And it's not just the temperatures that are rising. CO₂ emissions have increased by 40% since the industrial revolution. That really shows how much human activity is influencing the climate."

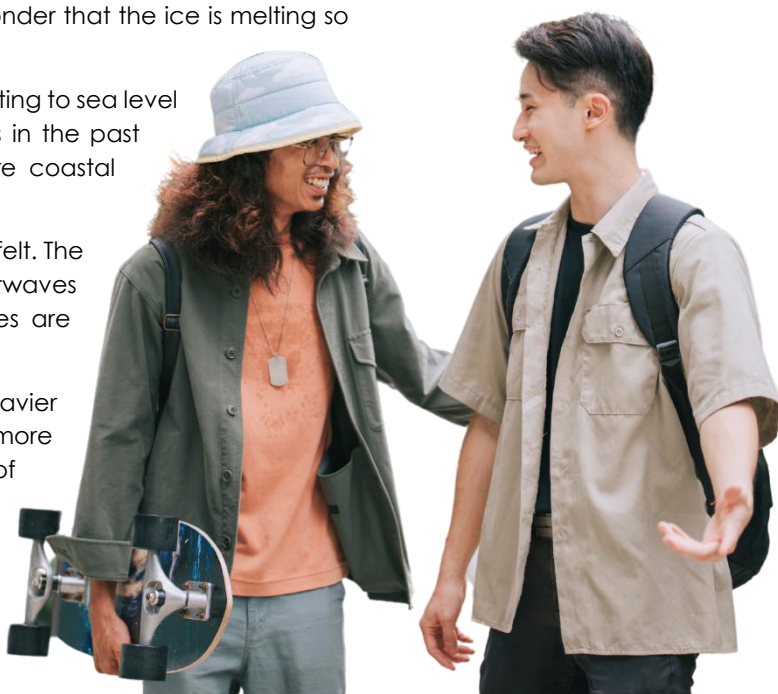
Adit: "It's crazy how much CO₂ we've been pumping into the atmosphere. The Arctic has warmed at more than twice the global average rate. It's no wonder that the ice is melting so quickly."

Aldi: "Right, and the ice melt is directly contributing to sea level rise. In fact, sea levels have risen by 8 inches in the past century. If this continues, we could see more coastal cities flooded."

Adit: "I agree. And the impact is already being felt. The frequency of extreme weather events like heatwaves and hurricanes is growing. I mean, hurricanes are becoming more intense, aren't they?"

Aldi: "Yes, they are. With stronger winds and heavier rainfall, these storms are becoming much more destructive. It's harder to ignore the effects of climate change now, isn't it?"

Adit: "It definitely is. The data makes it clear. But the good news is that more people are becoming aware of it. The more we understand, the more we can push for action to slow down climate change."



Aldi: "Absolutely. Awareness is the first step. If we can all work together, we can make a difference. But it all starts with understanding the facts and taking responsibility for our actions."

Adit: "I couldn't agree more. The data is hard to deny, and it's time we took real action before the damage becomes irreversible."

Questions:

1. In the conversation, Adit mentions that the global temperature rise of 1.1°C is significant. How does this temperature increase relate to the observable effects of climate change, according to Aldi and Adit?
2. Aldi highlights the 40% increase in CO₂ emissions since the industrial revolution. What does this increase imply about human activities, and how does it contribute to the acceleration of global warming, as discussed in the conversation?
3. Adit points out that the Arctic has warmed at more than twice the global average rate. What are the specific consequences of this rapid warming on the environment, and how is this linked to rising sea levels, according to the conversation?
4. According to Aldi and Adit, extreme weather events such as hurricanes and heatwaves are becoming more frequent and intense. How do these events impact communities and ecosystems, based on their discussion?
5. The conversation touches on the idea of awareness and action. Why is it important for more people to understand the data about climate change, and how can increased awareness lead to more effective climate action?
6. In the conversation, Aldi and Adit mention the rise in sea levels due to ice melt. How could rising sea levels affect coastal regions, and what measures might be needed to protect these areas from flooding?
7. Aldi emphasizes that the data on climate change is "hard to deny." How does this statement relate to the urgency of addressing climate change, and what steps do you think are essential to take immediate action?

Mission 3. Fact-Checking the Natural Disaster Timeline

Review the timeline of major natural disasters provided below. Read each statement carefully and determine whether it is true or false based on the data. Mark 'True' or 'False' next to each statement and provide an explanation for why you think it is correct or incorrect.

Year	Disaster	Location	Magnitude/Impact
2004	Indian Ocean Tsunami	Indonesia, Sri Lanka, Thailand, India	Over 230,000 people killed across 14 countries, waves up to 30 meters high.
2005	Hurricane Katrina	USA (New Orleans)	Over 1,800 people killed, caused \$108 billion in damage, levee failure.
2008	Sichuan Earthquake	China	Magnitude 7.9 earthquake, 87,000 people killed, millions displaced.
2010	Haiti Earthquake	Haiti	230,000 people killed, 1.5 million displaced, magnitude 7.0 earthquake.
2011	Tohoku Earthquake and Tsunami	Japan	Magnitude 9.0 earthquake, over 18,000 killed, caused nuclear disaster at Fukushima.
2017	Hurricane Harvey	USA (Texas)	107 fatalities, caused over \$125 billion in damage, record rainfall (60 inches).
2019	Cyclone Idai	Mozambique, Zimbabwe, Malawi	Over 1,300 killed, massive flooding caused by heavy rainfall.

Now, check the statement list below based on the data provided.

Statement	True/False
The Indian Ocean Tsunami in 2004 caused over 230,000 fatalities.	
Hurricane Katrina in 2005 caused less than 1,000 deaths.	
The Haiti Earthquake in 2010 had a magnitude of 7.5.	
The Tohoku Earthquake in Japan in 2011 led to a nuclear disaster at Fukushima.	
Cyclone Idai in 2019 caused over 1,000 deaths in Mozambique and surrounding countries.	
The Sichuan Earthquake in 2008 killed over 50,000 people.	
Hurricane Harvey in 2017 was responsible for record rainfall but did not cause significant fatalities.	

Mission 4. Connecting the Dots: Dialogue Matching

Read the dialogue carefully. Afterward, match the two related statements based on the information discussed in the conversation. Write the corresponding letter for each pair that you believe belongs together.

Budi: "Have you noticed how many natural disasters have been happening lately? It seems like they're more frequent and severe, doesn't it?"

Siti: "Yes, it really is. Last year alone, we saw record-breaking wildfires in Australia and devastating floods in Europe. Clearly, climate change plays a major role in these events."

Budi: "Exactly. Rising global temperatures are causing more extreme weather patterns. Hurricanes are also getting stronger. Do you remember the damage caused by Hurricane Maria in Puerto Rico?"

Siti: "I do. That storm caused widespread destruction and took months to recover. The infrastructure still hasn't fully recovered."

Budi: "It's heartbreaking. And the rising sea levels due to melting ice caps are only making flooding in coastal areas worse."

Siti: "Right, and it's not just coastal areas that are at risk. Inland areas are facing extreme heatwaves and droughts, which are damaging crops and causing water shortages."

Budi: "That's true. For instance, the drought in California last year led to serious water scarcity, forcing many farmers to abandon their crops."

Siti: "That's a huge impact. And let's not forget about people who are displaced by these disasters. Climate change is creating more climate refugees, and that number is only going to rise."

Budi: "I agree. But there are things we can do, like reducing emissions and switching to renewable energy sources. But it's going to take all of us working together."

Siti: "Exactly. We need to act quickly and responsibly to avoid further damage or we'll keep seeing more disasters."



Match the Statements:

Statement (What Happened)	Reason (What Caused It)
1. The frequency of natural disasters, such as wildfires and floods, has increased.	A. "Melting ice caps due to rising temperatures."
2. Hurricanes are becoming stronger, causing widespread destruction and long recovery periods.	B. "The increasing frequency of extreme weather events linked to climate change."
3. Rising sea levels have led to more flooding in coastal areas.	C. "Rising global temperatures due to climate change."
4. Extreme heatwaves and droughts have affected inland areas, leading to crop damage and water shortages.	D. "The warming planet causing severe drought conditions and lack of water."
5. Many people are being displaced by natural disasters and becoming climate refugees.	E. "The increase in CO2 emissions and global warming."
6. The drought in California led to serious water scarcity, causing many farmers to abandon their crops.	F. "The need to shift from fossil fuels to cleaner, sustainable energy sources."
7. People are beginning to realize the urgency of addressing climate change to prevent more disasters.	G. "Changes in climate patterns causing prolonged heat and lack of rainfall."
8. Renewable energy sources are seen as part of the solution to mitigate climate change.	H. "The growing recognition of climate change's direct impact on our lives."

Knowledge Corner

A question tag is a short question added to the end of a statement, often used to confirm information or seek agreement. It turns a statement into a question, and it's commonly used in conversation to make the tone more engaging.

a. Structure of question tags:

- ▷ Positive Statement → Negative Question Tag

If the sentence is positive, the question tag is negative.

Example: *You're coming to the party, aren't you?*

(Statement: You are coming to the party. + Question tag: aren't you?)

- ▷ Negative Statement → Positive Question Tag

If the sentence is negative, the question tag is positive.

Example: *She isn't going to the meeting, is she?*

(Statement: She isn't going to the meeting. + Question tag: is she?)

b. Forming question tags:

- ▷ With Auxiliary Verbs (Be, Do, Have, Will, etc.)

- ▷ With Modals (Can, Could, Should, etc.)

- ▷ With Main Verbs (Without Auxiliary Verbs):

If there is no auxiliary verb, "do" is used as the auxiliary for forming a question tag.

c. The use of question tags:

- ▷ To Confirm Information:

You're coming to the event tomorrow, aren't you?

(Used to check if the person is indeed coming.)

- ▷ To Seek Agreement:

It's a beautiful day, isn't it?

(Used to encourage the other person to agree with the statement.)

- ▷ To Show Interest or Surprise:

They've never been to the new museum, have they?

(Used when expressing surprise or seeking more information.)

d. Examples:

- ▷ *You like pizza, don't you?* (You are asking for confirmation.)

- ▷ *They haven't seen that movie, have they?* (You are asking for confirmation with a negative statement.)

- ▷ *She's very good at cooking, isn't she?* (You are seeking agreement with a positive statement.)



e. Notes:

- ▷ The subject in the question tag is always a pronoun (you, he, she, it, they, etc.).
- ▷ The auxiliary verb (e.g., "are," "is," "has") in the question tag matches the auxiliary verb or main verb used in the statement.
- ▷ Intonation: The intonation of the question tag changes its meaning. If spoken with a rising intonation, it's often a genuine question (asking for confirmation). If spoken with a falling intonation, it's often a statement seeking agreement or showing interest.

Mission 5. Identifying and Discussing Question Tags

Read the conversation below carefully. Identify all the question tags in the conversation and write them in the table provided. After completing the activity, discuss with a partner why each question tag fits its statement and what role it plays in the conversation.

Aldi: "The weather has been so unpredictable lately, hasn't it?"

Siti: "Yes, it's been crazy! One minute it's sunny, the next minute it's raining. Climate change is really affecting weather patterns, isn't it?"

Aldi: "Absolutely. I've noticed that it's been getting hotter every year, don't you think?"

Siti: "I do! And the storms we're seeing now are much more intense, aren't they? It's like they're happening more frequently."

Aldi: "I read a report that said hurricanes are becoming stronger and more destructive because of rising ocean temperatures, didn't I?"

Siti: "Yes, you did. I've read the same thing. The ice caps are melting, and sea levels are rising, aren't they?"

Aldi: "Exactly. Coastal cities are at such high risk, aren't they? It's really concerning."

Siti: "I know, right? And the pollution from factories and cars isn't helping, is it?"

Aldi: "No, not at all. We really need to reduce our carbon footprint, don't we?"

Siti: "Yes, but it's going to take a lot of effort from all of us, isn't it?"

Aldi: "Definitely. But I think we can make a big difference if everyone works together, can't we?"

In the table below, write the question tag you find in the conversation. Pay attention to whether the statement is positive or negative, and match it with the correct question tag.

Question tag	Statement (Find in the conversations)
<i>Hasn't it?</i>	<i>Aldi: "The weather has been so unpredictable lately, hasn't it?"</i>
.....	
.....	
.....	
.....	

Mission 6. Fill the Gap with Question Tags

Dive into the conversation and read it carefully. Complete the dialogue by filling in the blanks with the correct question tags.

Andi: "The earthquakes in Indonesia have been quite frequent lately, _____?"

Rina: "Yes, it's worrying, _____? Just last month, we had two major quakes in just one week!"

Andi: "It seems like the frequency of these earthquakes is increasing, _____? I read that seismic activity is on the rise due to shifting tectonic plates."

Rina: "I agree. And the flooding we've seen in Jakarta recently, _____? It's getting worse every year."

Andi: "Exactly. The rising sea levels are contributing to the flooding, _____? That's another major issue we're facing."

Rina: "Yes, the coastal areas are becoming more vulnerable to these disasters, _____? I heard the government is working on a solution."

Andi: "That's true. But we still have a lot of work to do, _____? We need to improve infrastructure and flood control systems."

Rina: "Absolutely. And the wildfires in Kalimantan, _____? They've been spreading faster due to prolonged droughts."

Andi: "It's alarming, _____? The damage to the environment and air quality is huge."

Rina: "Definitely. But there is hope, _____? If we take action, we can reduce the severity of these disasters."

Andi: "Yes, I believe so. But we need global cooperation and faster response, _____?"

Rina: "Absolutely, the sooner we act, the better, _____? We can still make a difference."



Knowledge Corner

When telling a story in the past, it's essential to use connectors and transition words that help sequence the events in an organized and clear manner. These connectors guide the listener or reader through the events step by step, and they help to establish the timeline of the story.

Function	Common connectors	Example
To Begin a Story	▷ First of all ▷ To start with ▷ Initially ▷ At the beginning	▷ "First of all, we gathered all our supplies before heading to the campsite." ▷ "To start with, we didn't expect the weather to change so suddenly."
To Continue the Story	▷ Next ▷ Then ▷ After that ▷ Following that	▷ "Next, we set up the tent and unpacked our things." ▷ "Then, we decided to go for a hike in the nearby forest."
To Show an Important Change or Event	▷ Suddenly ▷ Out of nowhere ▷ Unexpectedly ▷ At that moment	▷ "Suddenly, dark clouds appeared in the sky, and it started to rain." ▷ "Out of nowhere, a loud crash startled us, and we turned to see a tree fall."
To Build Suspense or Tension	▷ As time passed ▷ At that point ▷ By this time ▷ Without warning	▷ "As time passed, the storm seemed to get worse. We could hear the wind howling outside." ▷ "At that point, we realized we might have to leave the campsite early."
To Show a Result or Conclusion	▷ As a result, ▷ Therefore ▷ Consequently ▷ In the end	▷ "As a result, we had to cancel our evening plans and take shelter in the cabin." ▷ "In the end, we were glad we had packed extra clothes and food."
To Reflect on Past Events	▷ Looking back ▷ In retrospect ▷ When I think about it ▷ Upon reflection	▷ "Looking back, we could have made better decisions when choosing the campsite." ▷ "In retrospect, I realize we should have checked the weather forecast more carefully."

Mission 7. Building Flow: Using Connectors in Storytelling

Read the paragraph below and fill in the blanks with the appropriate connectors from the list provided. Once you've completed the activity, discuss how the connectors improve the flow of the story and help in understanding the sequence of events.

A Walk Through the Storm

It was a bright and sunny morning when I decided to go on a hike. ____ (1), I packed my bag with snacks, a water bottle, and my camera. ____ (2), I put on my boots and made sure I had my map and compass, just in case. ____ (3), I started walking along the trail that led through the forest. The air was fresh, and I felt excited to explore the woods. However, as I walked deeper into the forest, I noticed dark clouds gathering overhead. ____ (4), it started to rain heavily, and I quickly realized I needed to find shelter. I ran toward a small cabin I had seen earlier on the trail. ____ (5), I arrived just in time and found that the cabin was open and empty. I took refuge inside and lit a small fire to warm up. ____ (6), I noticed that the rain had stopped, and the sun was starting to peek through the clouds. I decided to leave the cabin and continue my hike. ____ (7), I retraced my steps back to the trail, but I couldn't shake the feeling that something had changed in the forest. ____ (8), I made it back to the starting point just before dusk. ____ (9), I realized that despite the storm, I had had a great adventure.

Mission 8. Connecting Terms to Real-World Contexts

Match the terms on the left with their correct definitions on the right. Then, write a sentence for each term using the context of climate change or natural disasters. Once you've completed the activity, share your sentences with a partner or the class to see how well the vocabulary fits into real-world contexts.

Terms:

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| A. Global Warming | D. Carbon Footprint | G. Flooding | I. Sustainability |
| B. Drought | E. Deforestation | H. Natural Disaster | J. Greenhouse Gases |
| C. Renewable Energy | F. Mitigation | | |

Definition	Term
A natural event such as a tornado, hurricane, or earthquake that causes significant damage to the environment and human life.	
A global environmental issue where Earth's temperature increases due to the buildup of greenhouse gases.	
The reduction of carbon dioxide emissions, usually through energy-efficient technology or reducing the use of fossil fuels.	
A long period of unusually dry weather, typically affecting agriculture and water supply.	
The continuous decrease in the number of trees due to deforestation, which impacts oxygen levels and wildlife.	
A process of creating alternative, renewable energy sources, such as wind, solar, and geothermal power.	
The condition where extreme weather conditions such as hurricanes or heavy rainfall overwhelm areas, causing water to flood the land.	

A long-lasting, severe environmental event that can impact the entire planet and threatens human survival.

Gases like carbon dioxide, methane, and nitrous oxide that trap heat in Earth's atmosphere, contributing to climate change.

A period of excessive dryness leading to crop failure and water scarcity, affecting ecosystems and communities.

Mission 9. Sequencing Events

Read the set of sentences below and use the provided connectors to arrange them in chronological order. After sequencing the sentences, rewrite them into a coherent paragraph.

Sentences to arrange:

1. The coastal city faced severe flooding.
2. The government issued a flood warning.
3. The residents evacuated to higher ground.
4. They received warnings about rising water levels.
5. The heavy rainfall continued for hours.
6. Emergency teams provided aid to those in need.
7. The floodwaters receded, and the damage was assessed.
8. Many houses were damaged, and crops were destroyed.

Write the sentences into a cohesive paragraph about a natural disaster (flooding) caused by heavy rainfall. Make sure the sequence is clear and the cause-and-effect relationships are indicated through the correct use of connectors.

Completed paragraph:

"First of all, the government issued a flood warning as soon as they received reports of rising water levels.

.....
.....
.....



Do You Know?

The 2004 Indian Ocean earthquake and tsunami was one of the most devastating natural disasters in recorded history. It resulted from a massive undersea earthquake with a magnitude of approximately 9.1–9.3, making it one of the strongest earthquakes ever recorded. The earthquake caused the seafloor to uplift by several meters, displacing a vast amount of water and generating tsunami waves that radiated across the Indian Ocean. These waves struck the coasts of 14 countries, including Indonesia, Sri Lanka, India, and Thailand, leading to widespread devastation. The disaster claimed the lives of over 230,000 people and left millions homeless. The event highlighted the need for improved early warning systems and international cooperation in disaster response.



A village near the coast of Sumatra lies in ruins after the tsunami that struck South East Asia - Wikipedia

Mission 10. Quiz

1. " _____ the rain started to subside, the people in the shelter began to return home."

Which connector best completes the sentence?

- a. Before
- b. After
- c. While
- d. Until
- e. Then

2. Choose the correct question tag for the statement:

"They had already received the evacuation warning, _____?"

- a. Hadn't they?
- b. Don't they?
- c. Wasn't it?
- d. Didn't they?
- e. Have they?

3. Which of the following connectors is incorrectly used in the sentence?

"She couldn't make it to the evacuation point, so she waited for help; _____, she was found by the rescue team."

- a. Next
- b. Therefore
- c. After that
- d. Then
- e. Finally

4. Identify the incorrect question tag in the following sentence:

"Everyone was ready to evacuate, weren't they?"

- a. Everyone
- b. Was
- c. Ready
- d. Weren't
- e. They

5. Choose the correct question tag to complete the sentence:

"The flood caused a lot of destruction, _____?"

- a. Didn't it
- b. Wasn't it
- c. Does it
- d. Hasn't it
- e. Didn't they

**Akses latihan soal
lainnya di sini yuk!**





2. Whispers from the Past: Telling Our History

In this unit, you will focus on telling stories from the past through historical recounts. You will develop your writing skills by using conjunctions to connect events and ideas smoothly, creating a clear and engaging narrative. You will also learn how to reflect on historical events and their impact on our present world.

Mission 1. Timeline of Tragedy: Analyzing Natural Disasters

Read the recount text about natural disasters carefully. After reading, answer the questions that follow, using evidence from the text to support your answers. Pay attention to the sequence of events and how conjunctions and time markers are used to link ideas in the past.

Natural disasters have shaped the world in many ways, with some of the most devastating events occurring throughout history. One of the earliest major natural disasters in the 20th century was the 1906 San Francisco Earthquake. This earthquake, which struck California, USA, was catastrophic, causing widespread damage and thousands of deaths.

Nearly a century later, in 2004, the world witnessed one of the deadliest tsunamis in history, caused by a massive earthquake off the coast of Sumatra, Indonesia. The Indian Ocean Earthquake and Tsunami affected several countries, including Indonesia, Sri Lanka, Thailand, and India, claiming over 230,000 lives.

In 2010, another powerful earthquake struck Haiti, causing widespread destruction and leaving over 160,000 people dead. The recovery process was slow and difficult, as the country struggled to rebuild its infrastructure.

A few years later, in 2011, Japan was devastated by the Tōhoku Earthquake and Tsunami. This disaster caused massive destruction in the northeastern part of Japan and triggered a nuclear crisis at the Fukushima power plant, with thousands of lives lost.

In 2017, Hurricane Harvey swept through Texas, USA, bringing record rainfall and flooding that caused significant damage to homes and infrastructure. The hurricane, one of the most destructive in US history, led to widespread displacement and major economic loss.

Most recently, in 2019, Cyclone Idai hit Mozambique, causing catastrophic flooding and destruction in Mozambique, Zimbabwe, and Malawi. The cyclone displaced millions of people and left many regions struggling to recover.

Answer the questions based on the text!

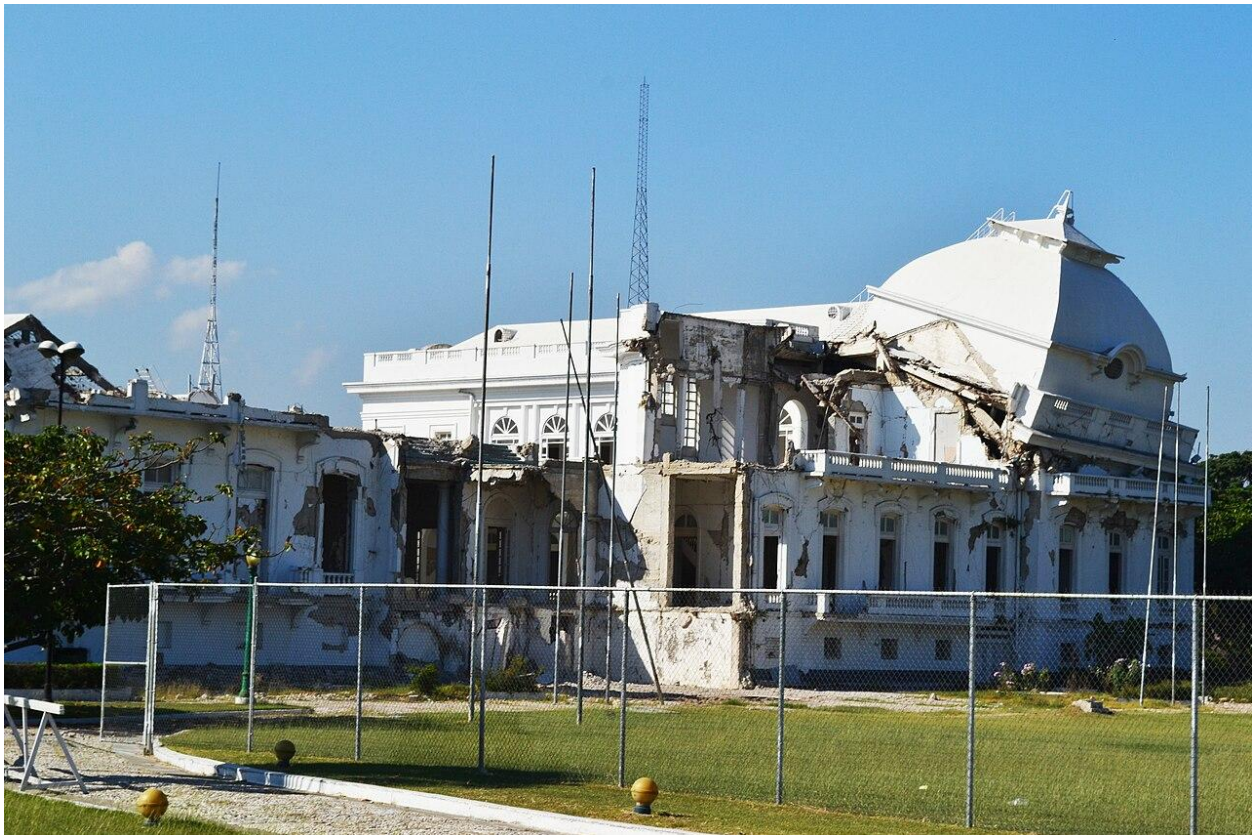
1. What natural disaster occurred first in the recount?
2. How did the Indian Ocean Earthquake and Tsunami of 2004 impact the countries involved?
3. Which disaster in the recount caused the most fatalities?
4. In which year did Cyclone Idai occur, and which countries were affected?

5. What was the main consequence of the Tōhoku Earthquake and Tsunami in 2011, aside from the destruction caused by the earthquake itself?
6. According to the recount, how did Hurricane Harvey affect Texas in 2017?
7. Which two disasters occurred in the same decade (the 2010s)?
8. In your opinion, what is the significance of global cooperation in responding to natural disasters, based on the events described in the text?

Mission 2. Haiti's Groundbreaking Tragedy

Read the recount text about the 2010 Haiti earthquake carefully. Review the statements below and decide whether they are true or false based on the details from the text. Then, discuss your answers with a partner or group to deepen your understanding and gain new insights.

The 2010 Haiti Earthquake: A Devastating Crisis



On January 12, 2010, a catastrophic earthquake with a magnitude of 7.0 struck Haiti, one of the poorest countries in the Western Hemisphere. The earthquake's epicenter was just 25 kilometers west of Port-au-Prince, the capital. The tremor lasted for about 30 seconds, but it was powerful enough to cause widespread destruction. Buildings, roads, and infrastructure collapsed in the blink of an eye. The city of Port-au-Prince was severely damaged, with over 230,000 people reported dead and over 1 million displaced.

The Haitian government, overwhelmed by the scale of the disaster, immediately appealed for international help. Rescue teams and humanitarian organizations rushed to the scene, bringing with them food, water, medical supplies, and emergency shelter. Despite their best efforts, rescue operations were hindered by the lack of infrastructure, with roads and airports also destroyed.

In the aftermath, relief efforts were complicated by ongoing aftershocks and difficult living conditions. Survivors struggled to find clean water and safe shelter, and the country's already fragile healthcare system was unable to cope with the influx of injured people. Nevertheless, the world came together to support Haiti's recovery efforts. International organizations, governments, and local volunteers worked tirelessly to rebuild the city and provide for the affected population.

The Haiti earthquake serves as a painful reminder of the vulnerability of nations to natural disasters, especially in countries with limited resources. It also highlighted the importance of disaster preparedness and global cooperation in the face of emergencies.

Statement check:

Statements	True/false
The earthquake in Haiti occurred in 2009.	<i>False</i>
The epicenter of the earthquake was located in the capital city of Haiti, Port-au-Prince.	
Over 500,000 people were reported dead after the earthquake.	
The Haitian government immediately started a rescue operation without international help.	
Haiti's healthcare system was able to handle the influx of injured people with ease.	
International aid was crucial in providing the survivors with basic necessities, such as food and water.	
After the earthquake, the city of Port-au-Prince was left largely intact with minimal damage.	
The earthquake led to a global response, with governments and organizations sending aid and volunteers to Haiti.	
Ongoing aftershocks made rescue efforts difficult after the earthquake.	
The earthquake highlighted the importance of disaster preparedness and the need for international cooperation.	

Mission 3. Find the Difference!

Read both texts about natural disasters—the 2004 Indian Ocean Tsunami and the 2011 Tōhoku Earthquake and Tsunami.

The 2004 Indian Ocean Tsunami

On December 26, 2004, the world witnessed one of the most devastating natural disasters in recent history: the Indian Ocean Tsunami. This disaster was triggered by a massive undersea earthquake off the west coast of northern Sumatra, Indonesia, with a magnitude of 9.1 to 9.3. The earthquake caused the seafloor to rise dramatically, displacing an enormous amount of water. The resulting tsunami waves, traveling at speeds of up to 500 miles per hour, struck the coastal areas of 14 countries, including Indonesia, Sri Lanka, India, Thailand, and the Maldives. Some areas were hit by waves as high as 100 feet, causing unimaginable destruction.



The tsunami left more than 230,000 people dead, with millions more displaced from their homes. The destruction was not just physical; it caused widespread disruption to lives, economies, and environments. Many families were torn apart, and entire communities were wiped off the map. Countries like Indonesia, Thailand, and Sri Lanka faced immense challenges, as their infrastructure was largely unprepared for such an event. Hospitals, schools, homes, and businesses were destroyed. The lack of an early warning system in many of these regions contributed to the high death toll.

Global aid poured in from around the world, with countries, NGOs, and the United Nations providing millions of dollars for immediate relief. While recovery efforts were swift in some areas, others, like the Aceh province in Indonesia, took years to rebuild due to the sheer scale of the destruction. In the aftermath, the tsunami prompted a significant push for better disaster preparedness, early warning systems, and global collaboration in disaster response.

The 2011 Tōhoku Earthquake and Tsunami

On March 11, 2011, Japan experienced one of the most powerful earthquakes ever recorded. The Tōhoku earthquake, with a magnitude of 9.0, struck off the eastern coast of the island of Honshu. It was followed by a massive tsunami, which caused widespread devastation. The earthquake, one of the most powerful to ever hit Japan, triggered a series of aftershocks, one of which was almost as strong as the initial quake. The tsunami waves, reaching up to 130 feet in some places, crashed along the coast, sweeping away homes, cars, and buildings.



The earthquake and tsunami resulted in the deaths of approximately 15,000 people, with thousands more injured or missing. Entire communities along the northeast coast were submerged, and infrastructure was severely damaged. In addition to the physical destruction, the disaster led to a nuclear crisis at the Fukushima Daiichi Nuclear Power Plant, where cooling systems failed, leading to radiation leaks and the evacuation of nearby residents. The Tōhoku disaster had far-reaching effects on Japan's economy, energy policies, and public perception of nuclear power.

Japan's response to the disaster was rapid, with both the government and local authorities mobilizing to provide aid and rescue survivors. Despite its highly developed infrastructure and advanced technology, the scale of the destruction was overwhelming. International aid, while significant, was less needed as Japan had a highly efficient disaster response system. However, the Fukushima nuclear disaster sparked global debates on nuclear energy, safety, and environmental protection.

Compare the texts based on the following aspects:

Aspects	2004 Indian Ocean Tsunami	2011 Tōhoku Earthquake and Tsunami
Scale of Impact	<i>Over 230,000 dead, 14 countries affected, widespread destruction</i>	<i>Approximately 15,000 dead, nuclear crisis, widespread damage</i>
Response and Relief Efforts	.....	.....

Aspects	2004 Indian Ocean Tsunami	2011 Tōhoku Earthquake and Tsunami
Infrastructure and Preparedness		
Environmental and Economic Impact		
Social and Cultural Impact		
Technological Impact		

Mission 4. The 2010 Pakistan Floods: A Recount of Disaster

Below is a jumbled recount of the 2010 Pakistan floods, one of the worst natural disasters in the country's history. The sentences are not in chronological order. Your mission is to rearrange the sentences in chronological order to create a logical recount of the events surrounding the 2010 Pakistan floods.

Jumbled Events	Correct Order
A. The flooding was worsened by the melting of glaciers in the region, which caused even more water to flow into the rivers.	...
B. The floodwaters destroyed homes, roads, crops, and infrastructure, leaving many areas isolated.	...
C. International organizations, such as the United Nations and the Red Cross, sent relief efforts to assist the displaced and provide medical help.	...
D. The floodwaters submerged vast areas, affecting over 20 million people across the country.	...
E. While recovery efforts took years, the event raised global awareness about the impact of climate change on the frequency and severity of natural disasters.	...
F. The Pakistani government declared a national emergency, and millions of people were forced to flee their homes.	...
G. The floods continued for several weeks, and many people were left without access to clean water, food, and basic necessities.	...
H. In July 2010, a series of heavy monsoon rains caused rivers to overflow in northern Pakistan.	1

Knowledge Corner

A recount text is a type of writing that tells a story or retells events in the order they happened. It typically includes personal experiences, historical events, or factual incidents. The main purpose of a recount text is to provide information or reflect on past experiences by describing them in detail.

a. Key features of recount text

- ▷ **Past Tense:** Recount texts are usually written in the past tense because they describe events that have already happened. For example, "I visited the museum," or "The earthquake caused massive destruction."
- ▷ **Chronological Order:** Events in a recount text are presented in the order they happened, from the beginning to the end. Time markers like "first," "then," "after," "next," and "finally" help organize the sequence of events.
- ▷ **Time Markers:** Time markers (also known as temporal markers) are words or phrases used to indicate the sequence of events. They help the reader understand when something happens, in what order, and how events are connected in time.

b. Structure of recount text

- ▷ **Introduction:** The text often begins by introducing the context or setting of the events. This provides the reader with background information, such as where and when the events took place, and who was involved.
- ▷ **Body (Main Events):** The main part of a recount text involves describing the events. The writer details what happened, step by step, using time markers and sequence connectors to guide the reader through the events.
- ▷ **Conclusion or Reflection:** Recount texts often conclude with a final reflection or personal comment on the events. This could be a lesson learned, how the writer felt, or the impact of the events. It may also offer insights into what happened afterward.

c. Types of recount text

- ▷ **Personal Recounts:** These recount personal experiences, like writing about a vacation or a memorable event. Example: "The Day I Got Lost in the Mall."
- ▷ **Factual Recounts:** These recount events in history or news, such as the report of a natural disaster or an event in history. Example: "The Moon Landing of 1969."
- ▷ **Imaginative Recounts:** These recounts fictional or imaginative events, typically used in storytelling. Example: "The Adventure in the Magical Forest."

d. Example:

The 2004 Indian Ocean Tsunami

On December 26, 2004, a massive undersea earthquake struck off the coast of Sumatra, Indonesia. The earthquake, which had a magnitude of 9.1, triggered a series of deadly tsunamis that affected 14 countries. The waves hit with little warning, devastating coastal communities in Indonesia, Sri Lanka, India, Thailand, and other countries along the Indian Ocean.

The waves were so powerful that they traveled across the ocean at speeds of up to 500 miles per hour. In some areas, the waves reached heights of 100 feet, sweeping entire towns away. Millions of people were left without homes, and more than 230,000 people lost their lives. Governments and international organizations responded quickly to provide aid and rescue survivors. However, it took years for many affected regions to recover from the damage.

In the aftermath of the disaster, global efforts focused on improving early warning systems and disaster preparedness, as the world recognized the need for better response mechanisms to save lives in future natural disasters.

Mission 5. Tracing the Waves: Understanding the Tōhoku Earthquake

Read the recount text about the 2011 Tōhoku earthquake and tsunami carefully. After reading, answer the following questions based on the information in the text. Focus on the key elements of the recount: the Who, What, When, and Where. Be sure to support your answers with evidence from the text.

The 2011 Tōhoku Earthquake and Tsunami

On March 11, 2011, a powerful earthquake struck off the eastern coast of Japan, with a magnitude of 9.0 on the Richter scale. This earthquake was one of the strongest ever recorded in Japan and caused massive shaking along the northeastern coast of Honshu, Japan's main island. The quake lasted approximately 6 minutes, but its aftershocks continued for hours.

Just minutes after the earthquake, tsunami waves began to form, traveling across the Pacific Ocean. These waves were especially destructive, with some reaching up to 130 feet in height. As the waves hit the coast, they swept away homes, vehicles, and buildings, leaving entire communities destroyed. The worst-affected areas were in the Fukushima Prefecture, where the damage was severe, and the city of Sendai, which saw entire neighborhoods wiped out.



In addition to the physical destruction caused by the earthquake and tsunami, the disaster led to a nuclear crisis. The Fukushima Daiichi Nuclear Power Plant was severely damaged, causing radioactive leaks and forcing thousands of residents to evacuate. This nuclear disaster compounded the tragedy, adding to the fears and challenges faced by the country.

The earthquake and tsunami resulted in the deaths of over 15,000 people, with thousands more injured or missing. In the aftermath, Japan's government mobilized immediate relief efforts, but the destruction was so vast that the recovery process has taken years. International aid poured in, with many countries offering support in the form of food, medical supplies, and rescue teams.

The disaster was a devastating reminder of the power of nature and highlighted the urgent need for disaster preparedness, particularly in regions vulnerable to earthquakes and tsunamis. It also prompted global discussions about the safety of nuclear power plants and the need for stronger safety protocols.

Answer these questions based on the text

1. Who was involved in the event?
2. What happened during the disaster?
3. When did the earthquake and tsunami occur?
4. Where did the earthquake and tsunami take place?
5. What impact did the tsunami have on the affected regions?
6. What additional disaster occurred after the earthquake?

Knowledge Corner

Temporal conjunctions are words or phrases used to link actions or events in a recount text, showing their relationship in time. These conjunctions help to sequence events and make the recount flow smoothly. They give readers an understanding of when something happened, what happened next, and how events are connected.

Common temporal conjunction:

- | | | | |
|----------|--------|---------|-------------|
| ▷ Before | ▷ Then | ▷ While | ▷ Meanwhile |
| ▷ After | ▷ Next | ▷ Later | ▷ Finally |

Mission 6. Identifying Temporal Connections

Read the letter below, which describes someone's experience during a natural disaster. As you read, identify all the temporal conjunctions used in the recount. Once you've identified the temporal conjunctions, underline or highlight them and make a note of how they help sequence the events in the story.

Dear Family,

I hope you are doing well. I wanted to tell you about my experience during the terrible earthquake and tsunami that struck Japan on March 11, 2011. It's been a few weeks now, but it feels like everything happened just yesterday. I remember that day very clearly. At first, it was a normal, quiet morning. I was having breakfast when suddenly the whole building started shaking. Before I could even stand up, the tremor became much stronger, and I could hear the windows rattling violently. My heart raced as I realized it was a massive earthquake.

Then, everything went silent for a moment, and we all waited in fear. After the shaking stopped, I rushed to the doorway, as I had been taught during earthquake drills. Meanwhile, people in the streets were panicking, running around trying to find shelter. While I was trying to calm down, the emergency alerts on my phone started buzzing. It said that a tsunami was expected. Soon after, the tsunami warning sirens blared loudly, and I knew we had to evacuate.

I gathered my things quickly and left the building with my colleagues. As soon as we reached higher ground, the shaking started again—this time, it felt like the earth was moving under our feet. The tsunami waves were coming. Later, we watched in disbelief as the waves swept away everything in their path. Homes, cars, and even whole buildings were carried away by the water. It was devastating to see such destruction in front of our eyes.

Finally, after what seemed like hours, the water started to recede. I couldn't believe how much damage had been done. It felt like the world had turned upside down. By the time the rescue teams arrived, many people were already trying to dig through the rubble to find their loved ones. I stayed in the shelter for a few days until I received word that my family was safe. Since then, the recovery process has been slow, but I'm hopeful that with the help of the international community, we will rebuild.

I wanted to share this with you so you understand just how much of an impact this disaster has had on our country. We're all doing our best to stay strong and support each other. I miss you and hope to see you soon when things settle down.

Take care and stay safe.

Love,

Nami

Temporal conjunction within the text:

- ▷ At first ▷ ▷ ▷
- ▷ ▷ ▷ ▷

Mission 7. Mastering Natural Disaster Vocabulary

In this activity, you will match each natural disaster-related word with its correct definition. Below, you will find a list of words and a list of definitions. Your task is to connect each word with the definition that best describes it.

Terms:

- | | | | |
|---------------|--------------|------------|---------------|
| A. Hurricane | D. Eruption | G. Volcano | I. Aftershock |
| B. Drought | E. Landslide | H. Tornado | J. Flood |
| C. Earthquake | F. Tsunami | | |

Definition	Term
A sudden shaking of the ground caused by movement along fault lines.	
A large ocean wave caused by an undersea earthquake.	
An overflow of water that submerges land that is usually dry.	
A long period of abnormally low rainfall, resulting in a water shortage.	
A violent rotating column of air extending from a thunderstorm to the ground.	
The movement of rocks, debris, or earth down a slope due to gravity.	
A sudden eruption of molten rock, gas, and ash from beneath the Earth's crust.	
A secondary shock that follows a primary earthquake.	
A dangerous, large-scale event where lava, ash, and gases are expelled from a volcano.	
A storm that is characterized by strong winds, heavy rain, and low atmospheric pressure, typically occurring in tropical regions.	

Mission 8. Words in Action

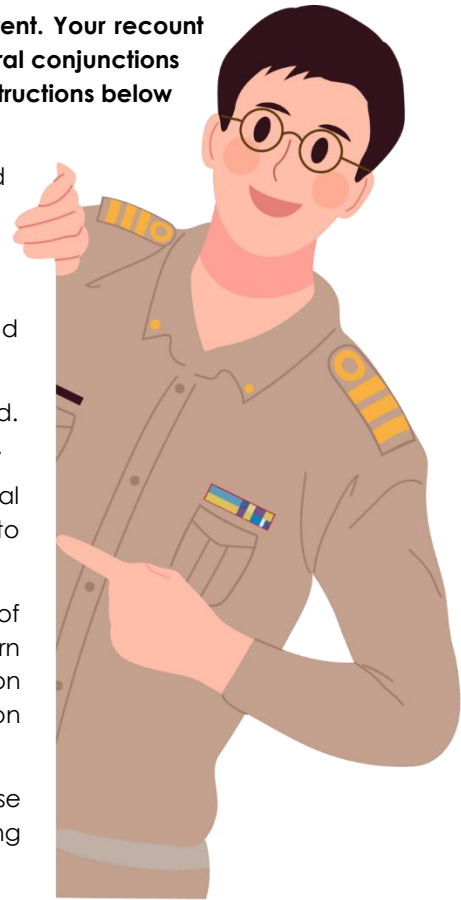
In this mission, you will use the vocabulary words related to natural disasters to create new sentences. For each word, write a sentence that shows your understanding of the word in context. Your sentence should reflect the meaning of the word and how it's used in real-life situations.

- "The earthquake was so strong that buildings in the city center collapsed."
- "After the tsunami, many people lost their homes, and the coastlines were left devastated."
-
-
-

Mission 9. Write Your Own Recount Text

In this activity, you will write your own recount text about a real or imaginary event. Your recount should include a clear sequence of events in the past tense. Be sure to use temporal conjunctions to connect your events and show the order in which they happened. Follow the instructions below to complete the mission!

1. Think about a real or imaginary event that you would like to recount. This could be a personal experience, a memorable trip, a special day, or even a story about a natural disaster. The event should have a clear beginning, middle, and end.
2. Write your recount in paragraph form, not just a list of events. Your recount should include the following:
 - ▷ Introduction: Introduce the event by telling when and where it happened. Include who was involved and why the event was important or memorable.
 - ▷ Main Events: Describe the events in chronological order, using temporal conjunctions to link the events. Make sure each event is clearly connected to the one before it. For example, "First," "After that," "Then," "Finally," etc.
 - ▷ Conclusion: End your recount with a reflection on the event or a summary of what happened afterward. How did the event affect you? What did you learn from it? Did it change anything in your life? End your recount by reflecting on the experience or summarizing what happened afterward. You could mention how the event made you feel or what you learned from it.
3. At least five temporal conjunctions should be included in your recount. These words or phrases are important for showing the sequence of events and making your recount easy to follow.
4. After writing your recount, read it again to check if it follows a clear, logical sequence. Ensure that your use of temporal conjunctions makes the text coherent and easy to understand.



Example:

My Experience During the 2020 Flood

It was the rainy season in early January 2020 when the unexpected happened. We had been warned about the heavy rains, but no one expected them to cause such a devastating flood. I live in a small town near the river, and although we had experienced floods before, this one was different. At first, everything seemed normal. I went to bed that night not realizing that things were about to change drastically.

First, I woke up to the sound of rain pouring heavily outside my window. The storm was stronger than anything I had ever heard before. Then, around 6 AM, the power went out, and the rain turned into a torrential downpour. I immediately checked the news on my phone and saw that the river had already started overflowing.

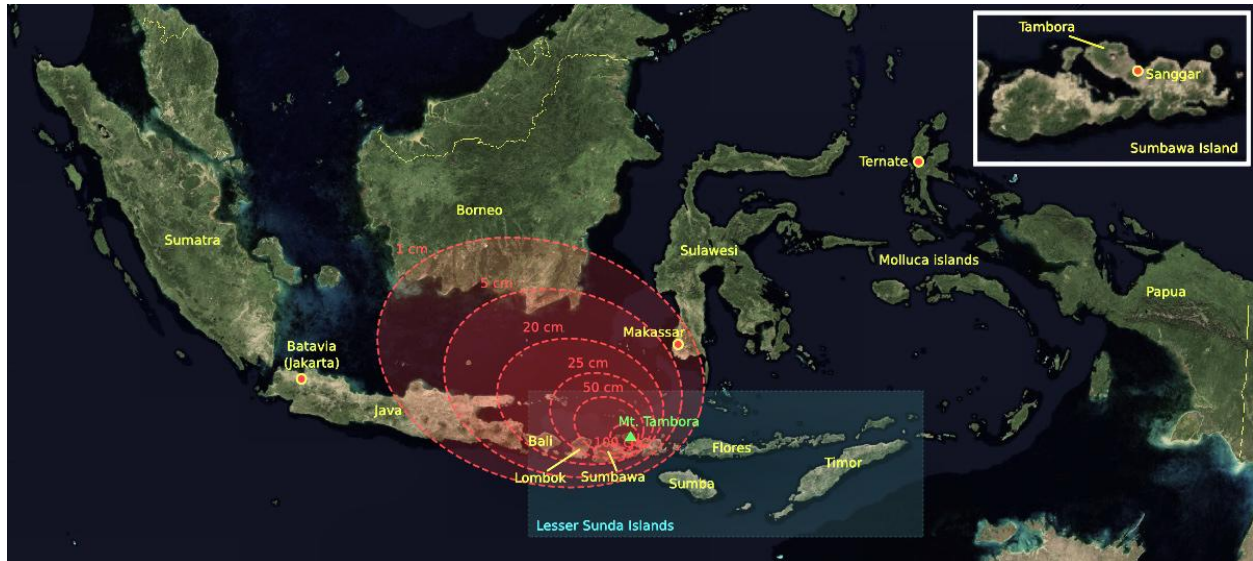
After that, my family quickly moved to the upper floors of our house, as the water began rising rapidly. The rain showed no signs of stopping, and we could hear the sound of rushing water outside. Meanwhile, our neighbors were also preparing for the worst, as many of them were trying to secure their homes and move to higher ground.

Later, by mid-morning, the floodwaters had reached our doorstep. We saw the streets completely submerged, and many homes were covered in water. The floodwaters continued to rise, and we knew it would be dangerous to leave the house.

Finally, around 3 PM, the rain began to ease, and we were able to assess the damage. The water started to slowly recede, but the town was left with significant damage. The following days were spent helping the community clean up, with many volunteers and aid workers coming from surrounding areas to help. The flood had a huge impact on our town, but it also brought the community closer together. I will never forget that day—the feeling of fear and uncertainty mixed with relief as the storm passed. I learned just how important it is to be prepared for natural disasters, and how, in times of crisis, the strength of a community shines through.



Do You Know?



The 1815 eruption of Mount Tambora in Indonesia is considered the largest volcanic eruption in recorded history. It caused an estimated 71,000 deaths directly, but its effects were felt around the world. The eruption led to a phenomenon known as "The Year Without a Summer" in 1816, where global temperatures dropped dramatically. This caused widespread crop failures, food shortages, and famine across the Northern Hemisphere, especially in Europe and North America. The eruption's impact on global climate is considered to be one of the most significant natural disasters in human history, affecting global weather patterns for several years.

Mission 10. Quiz

1. Read the text below to answer the question!

Last year, I went on a school trip to the museum. It was a bright and sunny day, perfect for an outdoor adventure. We arrived at the museum at 10 AM and started the tour with a guide. She explained the history of the exhibits, and I learned a lot about ancient civilizations. Afterward, we had lunch in the museum's garden, where we enjoyed sandwiches and fruit. Finally, we visited the gift shop and bought souvenirs before heading back to school.

What did the narrator do first during the school trip?

- a. Went to the gift shop
- b. Had lunch in the garden
- c. Started the museum tour
- d. Bought souvenirs
- e. Returned to school

2. Read the text below to answer the question!

During our summer vacation, my family and I went to the beach. First, we checked into our hotel, which had an amazing view of the ocean. Then, we spent the day swimming and playing beach volleyball. Later, we went for a walk along the shore, collecting seashells. Finally, we had dinner at a seaside restaurant and watched the sunset. It was one of the best vacations we've had.

What did the family do after swimming and playing volleyball?

- a. Checked into their hotel
- b. Went for a walk along the shore
- c. Had dinner at a seaside restaurant
- d. Watched the sunset
- e. Collected seashells

3. Read the text below to answer the question!

The earthquake struck suddenly on a regular Wednesday afternoon. First, the ground started shaking, and I could hear the windows rattling. Then, everything went quiet for a moment, and we waited to see if there would be aftershocks. Afterward, we evacuated the building and went to a nearby open field, where we waited for further instructions. Finally, emergency teams arrived to help assess the damage, and we were told it was safe to go back to our homes.

What did the narrator do after evacuating the building?

- a. Went to a nearby open field
- b. Waited for further instructions
- c. Helped emergency teams
- d. Went back home
- e. Heard aftershocks

4. Read the jumbled events below and rearrange them in the correct chronological order based on the recount of a flood:

- 1) The town started rebuilding after the floodwaters receded.
- 2) People began evacuating their homes as the floodwaters rose.
- 3) The flood hit the town unexpectedly, and the waters began to rise quickly.
- 4) Rescue teams arrived to help people reach higher ground.
- 5) The town was left with debris, and cleanup efforts began afterward.

Which of the following is the correct order of events?

- a. 3), 2), 4), 5), 1)
- b. 1), 3), 2), 4), 5)
- c. 2), 3), 4), 1), 5)
- d. 3), 4), 2), 1), 5)
- e. 2), 1), 3), 4), 5)

5. Read the text below to answer the question!

The storm started in the early hours of the morning. At first, the sky was clear, but soon after, clouds began to gather on the horizon. Then, the winds began to pick up, and within minutes, the rain started falling heavily. As the storm continued, the rain became stronger, and streets quickly began to flood. People rushed to take shelter, but the rain didn't stop for hours. Finally, the storm began to ease, and the sky cleared up, but the damage was already done, leaving many areas submerged in water.

Which of the following words is a temporal conjunction in the passage above?

- a. First
- b. Then
- c. Soon after
- d. Finally
- e. All of the above

**Akses latihan soal
lainnya di sini yuk!**



Summary

Question tags

A question tag is a short question added to the end of a statement, often used to confirm information or seek agreement. It turns a statement into a question, and it's commonly used in conversation to make the tone more engaging.

a. Structure of question tags:

Positive Statement → Negative Question Tag: If the sentence is positive, the question tag is negative.

Negative Statement → Positive Question Tag: If the sentence is negative, the question tag is positive.

b. Forming question tags:

With Auxiliary Verbs (Be, Do, Have, Will, etc.)

With Modals (Can, Could, Should, etc.)

With Main Verbs (Without Auxiliary Verbs):

If there is no auxiliary verb, "do" is used as the auxiliary for forming a question tag.

Recount Text

A recount text is a type of writing that tells a story or retells events in the order they happened. It typically includes personal experiences, historical events, or factual incidents. The main purpose of a recount text is to provide information or reflect on past experiences by describing them in detail.

a. Key features of recount text

- ▷ Past Tense
- ▷ Chronological Order
- ▷ Time Markers

b. Structure of recount text

- ▷ Introduction
- ▷ Body (Main Events)
- ▷ Conclusion or Reflection

c. Types of recount text

- ▷ Personal Recounts
- ▷ Factual Recounts
- ▷ Imaginative Recounts

Temporal Conjunction

Temporal conjunctions are words or phrases used to link actions or events in a recount text, showing their relationship in time. These conjunctions help to sequence events and make the recount flow smoothly. They give readers an understanding of when something happened, what happened next, and how events are connected.

Reference

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https://en.wikipedia.org/wiki/2004_Indian_Ocean_earthquake_and_tsunami



LESSON 4: COMMUNICATION AND INSTRUCTION IN A CHANGING WORLD

Character of Pancasila Students

- ▷ **Self-regulation**
Managing your own behavior and learning process when following and writing instructions.
- ▷ **Responsibility in daily tasks**
Taking initiative to complete tasks properly and follow steps carefully without relying on others.
- ▷ **Effective communication in practical contexts**
Sharing clear instructions and responses to help others understand and act accurately in various situations.



Introduction

Have you ever followed a step-by-step manual to cook, make something, or fix a problem? Do you like reading tips that help you do things more efficiently? These are all examples of procedure texts, and in this chapter, you will learn how to understand, respond to, and write your own instructions clearly. You will also explore time and cause-and-effect expressions to organize your ideas logically.

Are you ready to give and follow instructions with better clarity and confidence?

Keywords: Instructions, Procedure, Steps, Time Expressions, Cause and Effect

The goals of this chapter are: Enhancing Listening, Communication, and Vocabulary Skills, Understanding and Writing Procedure Texts, and Using Time and Cause-and-Effect Expressions.

1. Develop contextual understanding skills & build vocabulary through context

- ▷ Practice identifying important information & use context to help understand new words and phrases in spoken texts.
- ▷ Respond to questions accurately by understanding the details.
- ▷ Learn new words by understanding how they are used in context & expand vocabulary by seeing how different words are used in different situation.

2. Enhance Communication Skills with Varied Responses

- ▷ Learn to express yourself in different ways instead of repeating the same response.
- ▷ Practice engaging in conversations with more variety and creativity in giving responses.

3. Use Time Expressions for Clear Communication

- ▷ Understand and use time-related expressions to describe events clearly and in the correct order.
- ▷ Apply time expressions in both speaking and writing to talk about the past, present, and future.
- ▷ Organize ideas logically using time expressions in conversations and written tasks.

4. Read and Write Procedure Texts Clearly

- ▷ Read procedure texts (like manuals and tips) and follow the instructions carefully.
- ▷ Recognize the differences between manuals (step-by-step instructions) and tips (general advice).
- ▷ Write your own procedure texts with clear steps using imperative sentences and connecting words.
- ▷ Practice writing easy-to-follow guides and instructions for different activities and use manuals and tips appropriately depending on the situation.

5. Understand Cause-and-Effect Relationships

- ▷ Use cause-and-effect expressions to explain why something happens or what leads to an outcome.
- ▷ Practice using these expressions to make your communication clearer.

F I T R I



1. Express Yourself Creatively

In this unit, we'll dive into the art of communication and how to express ourselves in a more varied and creative way. Often, we tend to repeat the same phrases when responding, but this unit will guide you through different expressions that can make your responses more dynamic and interesting. Whether in conversations or written form, mastering these expressions will help you sound more fluent and confident.

Mission 1. Sharing Insights

Study the table below, which contains data about various natural disasters. After reviewing the data, answer the following questions by sharing your thoughts and responses based on the information in the table. Make sure to express your ideas clearly and provide varied responses, avoiding repetition.

Disaster	Location	Date	Affected Areas	Victims
Earthquake	Turkey	February 1, 2023	Urban areas, Residential buildings, Infrastructure	Urban areas, Residential buildings, Infrastructure
Flood	Pakistan	July 25, 2022	Farmlands, Villages, City outskirts	Farmlands, Villages, City outskirts
Typhoon	Philippines	December 10, 2022	Coastal towns, Islands, Fishing villages	Coastal towns, Islands, Fishing villages
Wildfire	Australia	October 15, 2021	Forests, Wildlife areas, Small towns near forests	Forests, Wildlife areas, Small towns near forests
Volcanic eruption	Indonesia	April 12, 2021	Villages near Mount Semeru, Agricultural lands	Villages near Mount Semeru, Agricultural lands

Answer these questions based on the information in the table.

1. How many victims were affected by the earthquake in Turkey?
2. What areas in Pakistan were most affected by the flood?
3. How would you compare the typhoon in the Philippines to the wildfire in Australia in terms of affected areas?
4. How would you describe the damage to infrastructure in Turkey after the earthquake?
5. In what ways did the wildfire in Australia affect the environment?
6. How many victims were reported in the volcanic eruption in Indonesia?
7. Which disaster do you think affected villages and residential areas more significantly: the earthquake or the flood?
8. What types of areas were most vulnerable during the volcanic eruption in Indonesia?
9. How does the number of victims in the flood in Pakistan compare to the wildfire in Australia?
10. What types of relief efforts would be necessary in the regions affected by the typhoon in the Philippines?

Mission 2. Express Your Ideas!

In this mission, you will practice responding to questions about littering and its impact on the environment, using varied expressions to describe the same idea. This will help you develop the ability to express yourself creatively and avoid repeating the same response.

The Global Impact of Littering

A Growing Problem

Littering has become one of the most pressing environmental issues around the world. Every year, millions of tons of waste are irresponsibly discarded, causing harm to wildlife, polluting water sources, and negatively affecting communities.



8 million tons of plastic end up in the oceans every year.

1 in 4 people globally admit to littering in public spaces.



80% of marine pollution comes from land-based sources, including litter.

Littering directly impacts wildlife, often leading to injury or death from ingestion or entanglement. It also causes environmental damage, as waste takes years to decompose. Furthermore, littering can lead to blocked drains and increased flooding, especially in urban areas.

It's time to change our habits! Proper waste disposal, recycling, and public awareness campaigns can help reduce littering and its environmental effects.



Express your ideas and provide thoughtful answers to the following questions based on the poster.

1. What are some of the areas most impacted by littering in urban environments?
2. How does littering contribute to environmental damage, especially in cities?
3. What measures can be taken to reduce the impact of littering on the environment?
4. How can social media and digital platforms be used to raise awareness about littering?
5. How do you feel when you see littering happening in public spaces?
6. What do you usually do when you see litter in your surroundings?
7. In your opinion, what are the main reasons why people litter?

Mission 3. A Dialogue on Disasters

Read the dialogue below, which discusses the impact of natural disasters. Pay attention to how each character talks about different aspects, such as environmental damage, economic effects, and the importance of preparedness. After reading, answer the questions based on the information shared in the dialogue.

Joe: Hey, Sammy! Have you been following the news about all these natural disasters lately? It seems like they're happening more and more often.

Sammy: Yeah, it's really concerning. Just last month, there was a massive earthquake in Turkey. Thousands of people lost their homes.

Andra: I've been hearing a lot about hurricanes too. Hurricane Maria was one of the most devastating ones. I think it caused over 3,000 deaths, and a lot of people were left homeless in Puerto Rico.

Dani: That's terrible. Hurricanes cause such severe flooding and can wipe out entire cities. I remember when Hurricane Katrina hit New Orleans in 2005. It was one of the worst natural disasters in the U.S.

Joe: Exactly. Hurricanes flood entire communities, leaving them without electricity, clean water, and sometimes even food. And then there's the destruction of infrastructure, like roads and buildings.

Sammy: Yeah, it's not just about the immediate effects either. The long-term damage is huge. After a hurricane or earthquake, it takes years for the affected regions to recover, both economically and socially.



Andra: The same goes for wildfires. Look at the 2020 wildfires in California. Over 10,000 square kilometers of land were affected, and it caused at least 30 deaths. The damage to forests and wildlife was severe.

Dani: Wildfires are terrifying because they can spread so quickly. They can destroy entire communities in hours. And the smoke can travel for miles, affecting people far from the fire itself. I remember in Australia, the 2019–2020 bushfires were devastating, especially for wildlife.

Joe: Right. And after wildfires, the risk of mudslides increases. The land becomes unstable without the vegetation holding it together. That just adds more danger to an already dangerous situation.

Sammy: That's why the aftermath of natural disasters is so complicated. It's not just the immediate danger – it's the ongoing impact on the environment and people's lives. In places hit by earthquakes, the infrastructure is often destroyed, and people are left stranded.

Andra: The same thing happens with wildfires and floods. Communities have to rebuild from scratch, and that takes so much time and resources. The people affected also face long-term health issues from smoke inhalation or contaminated water.

Dani: And then, the economy takes a hit too. When businesses are destroyed, jobs are lost, and tourism, which is often the main source of income in disaster-prone areas, can drop dramatically. Just look at Puerto Rico after Hurricane Maria.

Joe: Absolutely. That's why preparedness is so important. Governments should invest in infrastructure that can withstand these disasters. And communities need to have disaster response plans in place.

Sammy: I completely agree. It's also essential that we address the role of climate change. We know that climate change is making natural disasters worse – more frequent, stronger hurricanes, hotter temperatures leading to wildfires.

Andra: That's true. We need to do everything we can to mitigate climate change. At the same time, we need to educate people about disaster preparedness and make sure everyone knows how to stay safe when these events occur.

Dani: Yeah, education is key. If more people are aware of how to respond during a disaster, it can save lives. Communities need to be proactive rather than reactive when it comes to disaster planning.

Joe: Exactly. And we need more funding for recovery efforts as well. It's not enough to just prepare – we need to make sure that when a disaster happens, there's a clear path to rebuilding and support for the victims.

Sammy: It's a huge challenge, but we have to tackle it head-on. Every action counts, from the way we reduce our carbon footprint to how we support communities after they've been hit by a disaster.

Andra: For sure. I think if everyone does their part, whether it's reducing waste, supporting disaster relief, or just being prepared, we can make a difference.

Dani: It's up to all of us. The more we understand the risks and take action, the better we'll be at reducing the damage caused by natural disasters in the future.

Questions:

1. How much plastic waste ends up in the oceans each year, and why is this an issue?
2. What are some of the areas most impacted by littering in urban environments?
3. How do natural disasters like hurricanes and wildfires affect communities in both the short and long term?
4. What can communities do to prepare for natural disasters?
5. What role does climate change play in the increasing frequency and severity of natural disasters?

Mission 4. Fact-Checking

Read each statement based on the dialogue from the previous mission (Mission 3). After reading, decide whether each statement is true or false.

Statement	True/False
The 2020 California wildfires affected less than 10,000 square kilometers of land.	
Hurricane Maria caused more than 3,000 deaths in Puerto Rico.	
Wildfires can only affect the areas directly surrounding them.	
Infrastructure damage from earthquakes has immediate long-term effects on communities.	
Natural disasters like hurricanes and wildfires only impact the environment in the short term.	
Climate change is making natural disasters more frequent and more severe.	
Communities can prepare for natural disasters through better infrastructure, planning, and education.	

Knowledge Corner

In everyday communication, variety is key to making conversations engaging, clear, and interesting. When discussing a topic or answering questions, it is important to use different expressions instead of simply repeating the same response. This not only helps keep conversations lively, but also allows us to communicate more effectively and creatively.

a. How to use various expression?

- ▷ Use Synonyms (Different Words): Instead of using the same word repeatedly, try using synonyms to express the same idea. For example:

"I'm happy" can become:

- "I feel great."
- "I'm in a good mood."
- "I'm doing well."
- "I'm feeling positive today."

- ▷ Change Sentence Structure: You can express the same idea in different ways by changing how you structure your sentence. For example:

"The hurricane was very strong" can be said:

- "The hurricane was incredibly powerful."
- "It was a very intense hurricane."
- "The strength of the hurricane was overwhelming."

- ▷ Add More Details or Context: Sometimes, you can provide the same information, but with more context or details, to make the response more varied and informative. For example:

"It was a bad storm" can be expanded as:

- "It was a massive storm that caused extensive flooding."
- "The storm affected several towns and caused widespread damage."
- "The storm brought heavy rain and strong winds that lasted for hours."

- ▷ Use Different Forms of Expression: You can use various forms of expression, like examples, comparisons, or descriptions, to convey the same idea. For instance:

"The earthquake caused a lot of damage" can become:

- "The earthquake left many buildings in ruins."
- "It caused widespread destruction across the city."
- "The damage was so severe, it could be seen in every neighborhood."

- ▷ Ask Questions and Make Statements in Different Ways: When discussing a topic, vary your responses by turning a statement into a question or using a positive and negative contrast. For example:

"Littering is harmful" can become:

- "Did you know that littering has a huge impact on the environment?"
- "On one hand, littering seems like a small act, but it actually has long-term consequences."
- "Littering contributes to pollution, which affects wildlife and our health."

b. Common expression for everyday phrases:

- ▷ Instead of saying **"yes"**:

- Absolutely!
- Certainly!
- Definitely!
- Without a doubt!

- ▷ Instead of saying **"Because"**:

- Due to the fact that...
- As a result of...
- The reason is that...
- Since...

- ▷ Instead of saying **"I'm sorry"**:

- My apologies.
- I apologize.
- I regret that.
- I feel terrible about that.
- Please forgive me.

- ▷ Instead of saying **"I understand"**:

- Got it.
- I see.
- I get it.
- That makes sense.
- I take your point.

- ▷ Instead of saying **"No"**:

- Not at all!
- Absolutely not!
- No way!
- I don't think so.

- ▷ Instead of saying **"I don't know"**:

- I'm not sure.
- I'm uncertain.
- I have no idea.
- I'm not familiar with that.

- ▷ Instead of saying **"Thank you"**:

- Thanks a lot.
- Much appreciated.
- I'm grateful.
- I appreciate it.
- I'm thankful for that.

- ▷ Instead of saying **"Good"**:

- Excellent.
- Great.
- Wonderful.
- Fantastic.
- Amazing.

Mission 5. Practice Using Different Expressions

In this activity, you'll practice using different expressions to avoid repetition and make communication more engaging. Read the conversation between Jordan and Sammy about solar energy. Fill in the blank spaces with appropriate expressions related to the topic.

Jordan: Hey, Sammy! Have you heard about the latest advancements in solar energy? It's becoming a more popular choice for sustainable power sources.

Sammy: Yeah, I've heard about it. _____ (*Expression for "I agree" but with a strong emphasis*), it's definitely a step in the right direction for tackling environmental problems.

Jordan: I couldn't agree more! _____ (*Expression for agreeing but with a twist*) solar power is one of the cleanest energy sources we have. It doesn't release harmful emissions into the atmosphere like coal or gas.

Sammy: Absolutely! _____ (*Expression for providing an example*) the panels themselves don't pollute the environment at all, and they can be installed on roofs or even in fields.

Jordan: Right! And _____ (*Expression for emphasizing a point*), once the panels are installed, the energy produced is almost free. The sun will keep shining for billions of years, so it's an unlimited source.

Sammy: Exactly. _____ (*Expression to suggest agreement with a slight counterpoint*), though, the installation cost can be quite high for some people, which can make it hard for them to invest in it right away.

Jordan: That's true. _____ (*Expression for providing a solution or suggestion*) governments could offer subsidies or tax credits to make solar panels more affordable for the average household.

Sammy: That's a good point. _____ (*Expression for adding an idea*) another important aspect is the efficiency of the solar panels. _____ (*Expression for providing additional information*) recent technology has made solar panels much more efficient, meaning they can produce more energy with less space.

Jordan: Exactly. _____ (*Expression for emphasizing importance*) improving the efficiency of solar panels will help increase their adoption, especially in areas where space is limited.

Sammy: Right. And _____ (*Expression to offer a suggestion*) we could also work on improving battery storage systems, so people can store solar energy for use during the night or cloudy days.

Jordan: Great point! _____ (*Expression for emphasizing importance*) having efficient batteries is just as crucial as having efficient panels. Without good storage, the solar energy produced can go to waste.

Sammy: Definitely. _____ (*Expression for introducing a contrasting idea*) while we focus on solar energy, we can't forget about other renewable sources like wind and hydropower. Each has its own strengths and limitations.

Jordan: You're right, Sammy. _____ (*Expression to add a thought*) wind power is great in some areas where the wind blows consistently, and hydropower works well where there's running water.

Sammy: True! But _____ (*Expression to give a reason*) solar energy is something everyone can take advantage of, regardless of location. All you need is sunlight.

Jordan: Exactly. _____ (*Expression for emphasizing something obvious*) it's one of the most accessible renewable resources we have. And as technology improves, it's only going to get easier and cheaper to use.

Sammy: And _____ (*Expression for making a conclusion*) it becomes more affordable, I think solar energy will eventually replace a lot of the fossil fuels we rely on today.

Jordan: Definitely. _____ (*Expression for summarizing a point*) the future looks bright for solar energy, and I think it's only a matter of time before it becomes the primary source of power worldwide.



Do You Know?

An interesting fact about recycling is that recycling aluminum saves up to 95% of the energy required to make new aluminum from raw materials. This significant energy conservation not only helps reduce the environmental impact of mining and production but also helps lower carbon emissions. In fact, recycling just one aluminum can save enough energy to power a TV for about three hours. With aluminum being one of the most recyclable materials, its recycling benefits are substantial, making it a key contributor to reducing environmental harm.



Mission 6. Unlock the Vocabulary

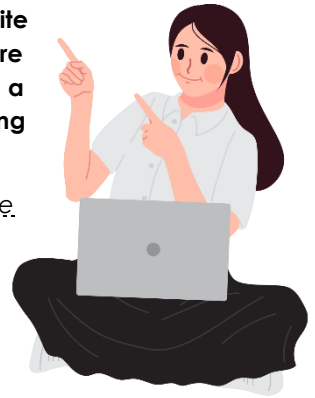
Read each definition carefully and guess the vocabulary word based on the definition and the clues provided. Write the correct word next to the definition. At the end of the activity, check your answers and discuss the meanings of the words with your classmates.

Definition	Answer
This is the process of converting waste materials into reusable materials. (Clue: <i>It reduces the need for raw materials and minimizes pollution.</i>)	<i>Recycling</i>
A place where recyclable materials are collected, sorted, and processed. (Clue: <i>This is where your paper, glass, and plastic might go before being reused.</i>)	
A type of material that is broken down and reprocessed into new items. (Clue: <i>Commonly used for things like plastic bottles or aluminum cans.</i>)	
The act of using items again rather than throwing them away. (Clue: <i>This can involve using a glass jar as a storage container or old clothes as rags.</i>)	
The process of turning organic waste, like food scraps or yard waste, into rich soil. (Clue: <i>This process reduces waste in landfills and creates nutrient-rich compost.</i>)	
A system of collecting, sorting, and processing waste so that materials can be reused. (Clue: <i>Often involves separating materials like paper, plastic, and metal for recycling.</i>)	
The practice of reducing the amount of waste you generate by choosing products with less packaging or reusing items. (Clue: <i>It's about consuming less and minimizing waste from the start.</i>)	
A type of energy that comes from waste materials, such as plastics or organic waste, instead of fossil fuels. (Clue: <i>It's a way to generate electricity or heat while recycling waste.</i>)	
The act of making sure materials like plastic, glass, and paper are placed in the right bins so they can be reused. (Clue: <i>This is something you do to help the recycling process at home, school, or work.</i>)	
Items that can be recycled, such as cans, bottles, paper, and cardboard. (Clue: <i>These are materials that should be separated from regular trash for reuse.</i>)	

Mission 7. Using Vocabulary in Context

Review the vocabulary words from the previous mission (mission 6). For each word, write a sentence that is clear, meaningful, and uses the word correctly. Be creative and ensure your sentence is relevant to everyday life. Once finished, share your sentences with a partner or in small groups and discuss how each word fits into the context of recycling and environmental protection.

1. *"By recycling paper and plastic, we can help reduce waste in landfills and conserve natural resources."*
2.
3.
4.
5.



Mission 8. Quiz

1. If you want to avoid repeating "That's true," which expression could you use to show agreement in a more varied way?
 - a. Indeed
 - b. I'm not sure about that
 - c. I doubt it
 - d. You're exaggerating
 - e. I disagree with you

2. How can you express surprise without repeating "Really?" every time someone shares new information?
 - a. No way!
 - b. That's incredible!
 - c. I had no idea
 - d. All of the above
 - e. That's funny

3. When asked about your plans for the weekend, what could you say instead of repeating "I'm going to relax"?
 - a. I'm planning to do nothing
 - b. I will be taking it easy
 - c. I'll spend some time with family
 - d. All of the above
 - e. None of the above

4. Which of the following expressions best replaces "I completely agree" to avoid redundancy?
 - a. That's not my opinion
 - b. You make a good point
 - c. I don't think so
 - d. I couldn't agree more
 - e. I disagree with you

5. When someone asks for your opinion on a suggestion, which of the following would be the most appropriate way to show you agree without saying "I agree"?
- a. That seems reasonable
 - b. I'm not sure about that
 - c. That doesn't make sense
 - d. I disagree completely
 - e. I don't think so

**Akses latihan soal
lainnya di sini yuk!**





2. Step-by-Step Guides

In this unit, we'll explore the world of procedure texts and how to create clear, easy-to-follow instructions. Whether you're explaining how to cook a meal, assemble a product, or solve a problem, writing a step-by-step guide is a valuable skill. We will focus on using imperative sentences and organizing instructions in a way that makes them simple to understand and follow.

Mission 1. Investigating Climate Change Through Data

Read the Procedure Text carefully, which explains how to create an emergency preparedness plan for natural disasters. After reading, answer the comprehension questions to test your understanding of the text. Reflect on the importance of preparing for natural disasters and how it helps protect lives and property.

How to Create a Basic Emergency Preparedness Plan for Natural Disasters

Natural disasters, such as floods, earthquakes, and hurricanes, can strike without warning, causing significant damage to lives, property, and communities. In many cases, the severity of the impact can be reduced through proper preparedness and planning. Having an emergency preparedness plan in place ensures that you and your loved ones are ready to respond quickly and effectively during a crisis. Whether it's having an emergency kit, knowing evacuation routes, or staying informed, taking proactive steps before disaster strikes can make all the difference. Preparedness not only saves lives but also helps communities recover more quickly, minimizing long-term damage.



Goal: To prepare for natural disasters by having an emergency plan in place that can help you and your family stay safe during a crisis.

Materials:

- ▷ Emergency contact list (family members, friends, neighbors)
- ▷ Flashlights and batteries
- ▷ First aid kit
- ▷ Water and non-perishable food
- ▷ Important documents (insurance papers, IDs, medical records)
- ▷ Blankets and warm clothing
- ▷ Emergency bag or container

Steps:

- 1) Identify possible natural disasters (*Clue: The first step in preparing for a disaster*).

Research and identify the types of natural disasters most likely to occur in your area (e.g., floods, hurricanes, earthquakes, wildfires). This will help you plan for specific needs.

- 2) Create an emergency contact list (*Clue: To keep your loved ones informed*).

Write down the names, phone numbers, and addresses of important contacts such as family members, friends, neighbors, and local emergency services. Make sure everyone in your family knows how to reach each other.

- 3) Prepare an emergency kit (*Clue: To have necessary supplies on hand*).

Gather the essentials you'll need during an emergency. This should include:

- ▷ Flashlights and extra batteries
- ▷ First aid kit
- ▷ Enough water and non-perishable food for at least 3 days
- ▷ Blankets and warm clothing
- ▷ Necessary medications and personal hygiene items
- ▷ Important documents in a waterproof bag (IDs, insurance papers, medical records)

- 4) Create an evacuation plan (*Clue: Knowing where to go and how to leave safely*).

Plan the safest routes to evacuate your home and community. Ensure that everyone in your family knows the best routes and where to go in case of evacuation (e.g., a relative's house or an emergency shelter).

- 5) Designate a safe meeting point (*Clue: To stay connected with family members*).

Choose a safe location away from your home where family members can meet in case of evacuation. Make sure this meeting point is known to everyone in the household.

- 6) Practice emergency drills (*Clue: To be prepared when the situation arises*).

Regularly practice emergency drills with your family to ensure everyone knows how to react during different types of disasters. Practice evacuation procedures, first aid basics, and how to use emergency equipment.

- 7) Stay informed (*Clue: To receive real-time updates during a disaster*).

Stay updated by listening to local news, weather stations, or using emergency apps on your phone. Sign up for emergency alerts to receive real-time warnings about natural disasters in your area.

- 8) Review and update your plan regularly (*Clue: To ensure your plan remains effective*).

Review your emergency preparedness plan every few months to make sure all information is up-to-date and that your emergency kit is stocked and ready. Update contact numbers, check the expiration of supplies, and adjust plans based on new risks or family needs.

Answer this questions:

1. What is the first step in creating an emergency preparedness plan?
2. Why is it important to regularly practice emergency drills with your family?
3. What is the purpose of having a designated meeting point during a disaster?
4. How does having a preparedness plan reduce the risks and impact of natural disasters?
5. What would happen if people did not have an emergency preparedness plan during a natural disaster?

Mission 2. Learn and Apply the Process of Recycled Paper

Study the poster carefully, which outlines the procedure for making recycled paper from old newspapers. Pay attention to the materials required and the step-by-step instructions provided. Then, read the conversation between Siti and Rizky, where they explain the process using imperative sentences and time-order words. After studying the poster and dialogue, answer the questions that follow.

HOW TO MAKE A RECYCLED PAPER FROM OLD NEWSPAPERS

Goal: To make recycled paper using old newspapers, helping to reduce waste and promote sustainability.

Materials:

- Old newspapers
- Water
- Blender
- Mould and deckle (frame)
- Cloth for pressing
- Rolling pin
- Iron (optional)

Steps:

1. Tear the newspapers into small pieces and soak them in water for a few hours.
2. Blend the soaked newspapers into a thick pulp using a blender.
3. Prepare the mould and deckle by placing the frame on a flat surface.
4. Pour the pulp onto the mould, spreading it evenly to form a thin layer.
5. Press the pulp with a cloth to remove excess water.
6. Allow the paper to dry in the sun or use an iron to speed up the process.
7. Peel the dried paper off the mould and it's ready to use.

Recycle Today, Save Tomorrow!

tempus. Cras gravida metus risus, id interdum mi condimentum quam maiesuada metus iaculis vestibulum. Sed congue interam nunc. consectetur. Donec diam velit, viverra et arcu blandit, tempus

Siti: Hey, Rizky! Check out this cool poster about recycling paper. It shows how we can make new paper from old newspapers.

Rizky: Wow, that's a great way to recycle! So, what's the first step in making recycled paper?

Siti: The first step is to tear the newspapers into small pieces and soak them in water for a few hours. This softens the paper, so it's easier to turn it into pulp.

Rizky: Oh, I see! And then we blend the soaked newspapers into a pulp, right? How do we do that?

Siti: Exactly! You use a blender to mix the soaked paper into a thick, mushy pulp. It's important to blend it well to get an even texture.

Rizky: I've never used a mould and deckle before. What are they for?

Siti: Good question! The mould and deckle are the frames where we pour the pulp. The deckle helps create the edges, while the mould forms the shape of the paper. Once the pulp is evenly spread, you press it to remove excess water.

Rizky: Got it! And after that, we just need to dry the paper, right? How do we dry it quickly?

Siti: Yes, you can either let it dry in the sun or use an iron to speed up the drying process. Once it's dry, you can peel it off and it's ready to use!

Rizky: That sounds like fun! How long do you think it takes to make recycled paper?

Siti: Well, soaking and blending take about 30 minutes. The drying part depends on how thick the paper is and whether you're drying it in the sun or using an iron. But overall, it's pretty quick!

Rizky: I love this idea! It's such a simple way to recycle and make something useful. Plus, it reduces waste. I think I'll try it at home.

After reading the poster and understanding the conversation, answer the questions below.

1. Have you ever recycled paper or other materials at home or at school? If so, what was the process like?
2. What do you think are the benefits of recycling, and how can recycling paper help reduce pollution and climate change?
3. What other household items do you think can be recycled or reused in a creative way? How can we apply similar steps from the procedure to recycle those items?
4. Why is it important to soak the newspaper in water before blending it?
5. What role do the mould and deckle play in the process of making recycled paper?
6. How does using an iron speed up the drying process?
7. How does recycling paper help the environment?

Mission 3. Fact or False?

Read the conversation about the procedure for making compost from kitchen waste. Then, determine whether the statements provided are true or false based on the steps outlined in the procedure.

Siti: Hey, Rico! I've started composting at home to help reduce waste. It's amazing how easy it is and how it benefits the environment. Have you ever tried making compost?

Rico: I haven't tried it yet, but I've heard it's great for the garden. What do you need to get started?

Siti: It's super simple! You just need to collect kitchen scraps like vegetable peels, fruit rinds, coffee grounds, eggshells, and even tea bags. I also add some yard waste, like leaves and grass clippings.

Rico: That sounds like a good way to recycle food waste! Do you just throw everything together in a pile?

Siti: Not exactly. The first thing you need to do is layer the materials. I start with a layer of coarse materials, like twigs or straw, at the bottom of the pile. Then, I add my kitchen scraps, followed by a layer of soil. It helps with aeration and makes the composting process faster.

Rico: Oh, I see! So, after layering the materials, is it okay to just leave it there and wait?

Siti: Well, not exactly. To speed up the process, you need to turn the compost regularly, at least once a week. This ensures that air flows through the pile and helps everything break down more quickly.

Rico: That makes sense. How do I know when the compost is ready to use?

Siti: Good question! It usually takes a few months to decompose, but it depends on how often you turn it and keep it moist. When it's ready, the compost should look dark, crumbly, and smell like earth—it should no longer smell like food scraps.

Rico: Sounds like a long process. Can you speed it up somehow?

Siti: Yes! You can speed up composting by making sure it stays moist and well-aerated. If you add too much food waste at once, it might get too wet and slow down the process. I also make sure to add brown materials like leaves to balance out the moisture from food scraps.

Rico: That sounds simple enough. And once it's ready, I can use it in the garden, right?

Siti: Exactly! The compost is full of nutrients that help improve the soil and retain moisture in your garden. It's a great way to give back to the earth and grow healthier plants.

Rico: I'm definitely going to try this! It sounds like a simple way to reduce waste and be more sustainable at home.



Statement check

Statement	True/False
The first step in making compost is to collect kitchen scraps like vegetable peels, coffee grounds, and eggshells.	
You should throw all the materials together without layering them.	
The coarse materials like twigs and straw should be placed at the top of the compost pile.	
After adding the materials, you should turn the compost regularly to help it decompose.	
You need to make sure the compost pile stays moist and well-aerated for the best results.	
The compost will be ready to use in just a few days.	
Compost should look dark, crumbly, and smell like earth when it's ready.	
It's okay to add too much food waste at once, as it will decompose quickly.	
Composting helps improve soil quality and retain moisture in your garden.	
You should avoid adding yard waste, like leaves, to your compost pile.	

Mission 4. Boost Your Learning

Read the poster carefully, which provides tips on effective study habits. After reviewing the tips, answer the questions that follow based on the information presented in the poster. Be sure to reflect on how each tip can improve your study routine.

TIPS FOR EFFECTIVE STUDY HABITS

 **To improve your study habits and enhance learning efficiency.**

- **Create a study schedule:** Plan your study time in advance. Divide your tasks into smaller, manageable sections and set a realistic time frame for each. Make sure to include breaks to refresh your mind.
- **Stay organized:** Keep your study materials organized so that you can easily access what you need. Use folders, binders, or digital tools to store notes and assignments.
- **Stay positive and motivated:** Set small achievable goals and reward yourself when you complete them. Keeping a positive mindset helps to stay motivated and focused on your studies.
- **Get enough sleep and stay healthy:** Don't underestimate the power of rest. Getting enough sleep helps improve memory retention and focus. Eating healthy food and exercising regularly also boosts cognitive function.
- **Use active learning techniques:** Instead of passively reading, engage with the material. Take notes, summarize what you learn, and ask questions about the content. Practice with flashcards or quizzes to reinforce your memory.
- **Choose a quiet, comfortable place:** Find a study spot that is free from distractions. It should be well-lit and have everything you need, such as textbooks, stationery, and a comfortable chair.



1. Which of these tips do you think will help you most in improving your own study habits? Why?
2. Have you ever struggled with staying focused while studying? How might these tips help you overcome that?
3. What other tips or strategies do you think could improve study habits?
4. Why is getting enough sleep important for studying?
5. How can setting small achievable goals help with studying?

Mission 5. Explore Effective Study Habits

Read the Procedure Text on Study Habits from the previous mission (mission 4) carefully. Match each tip to the correct explanation by a line between the tip and explanation. Afterward, discuss your answers with a partner or in small groups.

Tips	Explanation
Create a study schedule	Facilitates cognitive retention by increasing engagement with the content, enabling students to process information deeply rather than passively. This method builds long-term memory and understanding.
Choose a quiet, comfortable place	Promotes a disciplined approach to studying by establishing a structured framework that encourages regular, consistent work habits. It also fosters mental clarity by allowing for focused study intervals.
Use active learning techniques	A balanced and healthy lifestyle contributes to cognitive functioning by enhancing concentration, memory retention, and problem-solving skills. Physical well-being supports mental sharpness, especially during intensive study periods.
Stay organized	By maintaining a tidy environment and managing your materials, you free up mental space for concentration. This practice can reduce cognitive overload, improving your focus and ability to recall information quickly.
Stay positive and motivated	Offers a controlled environment that limits distractions, enabling higher concentration. A comfortable study space optimizes energy levels and allows for longer periods of focused work, essential for maintaining momentum.
Get enough sleep and stay healthy	Reinforces motivation by recognizing small milestones and creating a sense of progress. It fosters a positive mindset, leading to an increased sense of accomplishment and reducing stress during high-pressure study sessions.

Knowledge Corner

A procedure text is a type of writing that provides a clear set of instructions or guidelines for performing a specific task or process. The main goal of a procedure text is to guide the reader through a series of actions, explaining step-by-step how to do something. These texts are commonly used in everyday life for activities such as cooking, assembling furniture, or performing any task that requires clear, organized instructions.

a. Structure of a Procedure Text:

- ▷ **Goal/Title:** This is the first part of the procedure. It introduces what the reader will accomplish or the purpose of the instructions.

Example: "How to Make a Cup of Tea" or "How to Assemble a Bookshelf."

- ▷ **Materials/Ingredients:** A list of all the things you need to complete the procedure. This helps the reader gather everything they need before starting.

Example: "Ingredients: Tea bags, water, sugar (optional), milk (optional)."

- ▷ **Steps/Instructions:** This is the most crucial part of the procedure. It includes a series of clear, sequential actions that the reader should follow.

Example: "1. Boil water in a kettle. 2. Place a tea bag in a cup. 3. Pour hot water over the tea bag."

b. Types of Procedure Texts:

1) Manuals (Instructional Procedures)

A manual is a detailed document that provides step-by-step instructions for assembling, using, or maintaining something. Manuals are often used for products such as appliances, electronics, or furniture.

- ▷ Characteristics of a Manual:

- Clear and detailed instructions to follow.
- Step-by-step format.
- Often includes illustrations or diagrams to assist the user.
- May include warnings or safety instructions for the proper use of the item.

- ▷ Example of a Manual:

- Title: "How to Assemble a Dining Table"
- Materials: Table legs, screws, screwdriver, etc.
- Steps:
 1. Lay the tabletop face down on a soft surface.
 2. Attach the four legs to the table, aligning the holes with the screws provided.
 3. Tighten the screws using a screwdriver.
 4. Flip the table over carefully and check stability.

- ▷ Purpose of a Manual:

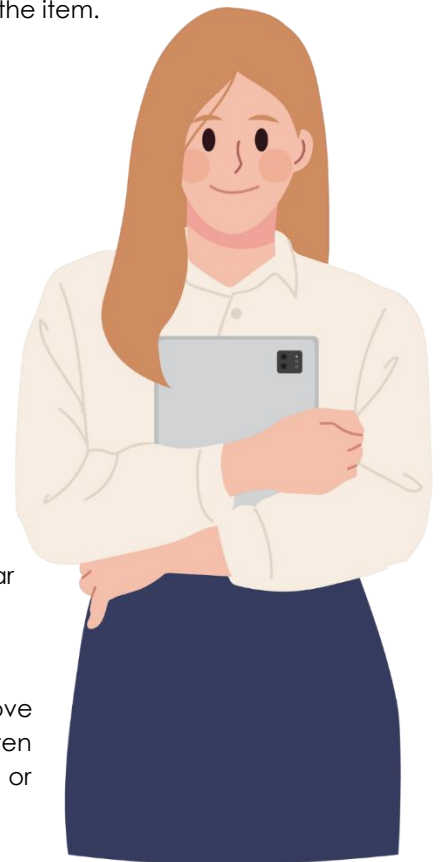
Manuals are typically used to assemble or operate items correctly. They aim to prevent mistakes, reduce damage, and provide clear guidance to ensure the proper use of a product.

2) Tips (Informational Procedures)

Tips are general suggestions or advice on how to perform a task or improve a process. Unlike manuals, which are often very detailed, tips are often brief and more flexible. Tips are more about offering useful guidance or shortcuts for completing tasks in an effective and efficient way.

- ▷ Characteristics of Tips:

- Short, easy-to-understand sentences.
- May include helpful hints, suggestions, or recommendations.
- Not necessarily sequential, unlike a step-by-step procedure.



- Focus on general advice or best practices.

▷ Example of Tips:

Title: "Tips for Better Sleep"

- Tip 1: Avoid caffeine late in the afternoon.
- Tip 2: Establish a relaxing bedtime routine.
- Tip 3: Keep your bedroom dark and quiet.

▷ Purpose of Tips:

Tips provide practical advice and useful information to improve how we do things or help us find shortcuts. They are not as detailed as manuals but still provide value by offering insightful suggestions.

Mission 6. Sequence the Steps: A Baking Challenge

Read the conversation carefully as it explains the steps to complete a task. After reading, rearrange the scrambled procedure steps by writing the numbers of the correct procedure steps in the correct order next to each sentence.

Lia: Hey, Aditya! My birthday is coming up, and I want to bake a cake, but I've never baked one before. Do you know how to do it?

Aditya: Sure, I can help! It's actually pretty simple. The first thing you need to do is preheat the oven to 180°C. This way, it'll be ready when you need to bake the cake.

Lia: Ah, I see! Preheating the oven is important. What should I do after that?

Aditya: Next, you need to gather all your ingredients. For a simple cake, you'll need flour, sugar, baking powder, eggs, butter, milk, and a little vanilla extract.

Lia: Okay, I've got all the ingredients. What's the first step after that?

Aditya: Great! First, you should mix the dry ingredients. In a bowl, combine the flour, sugar, baking powder, and a pinch of salt. Stir them together so they're evenly mixed.

Lia: Okay, I'm doing that. Do I need to sift the flour or anything?

Aditya: If you want to make sure there are no lumps, it's a good idea to sift the flour before mixing. It makes the batter smoother.

Lia: Got it! So, after mixing the dry ingredients, what's next?

Aditya: Now it's time to add the wet ingredients. In another bowl, whisk the eggs, then add the milk, melted butter, and vanilla extract. Stir it all together until it's smooth.

Lia: Got it! After mixing the wet ingredients, should I combine them with the dry ingredients?

Aditya: Exactly! Now, gradually add the wet mixture to the dry ingredients, stirring as you go. Keep mixing until everything is well combined, and the batter becomes smooth and thick.

Lia: Alright, I've got the batter ready. What's next?

Aditya: The next step is to grease the cake pan. You can use butter or cooking spray to coat the pan to prevent the cake from sticking.

Lia: Got it. So, do I just pour the batter directly into the pan now?

Aditya: Yes, pour the batter evenly into the greased pan. Make sure the surface is flat and level. You don't want any uneven cooking.

Lia: Okay, I'm ready. How long should I bake the cake?

Aditya: Place the pan in the preheated oven and bake for about 25-30 minutes. Check the cake by inserting a toothpick in the center. If it comes out clean, the cake is ready.

Lia: What if I don't have a toothpick? Can I use something else?

Aditya: You can use a fork or a knife. The important thing is to check that the center is fully cooked, and it doesn't come out wet.

Lia: Got it! How do I know when it's completely done?

Aditya: After baking, you should gently press the top of the cake. If it bounces back, it's done. Also, the edges of the cake will start to pull away from the sides of the pan.

Lia: Perfect! What should I do after it's baked?

Aditya: Once it's done, take the cake out of the oven carefully. Let it cool for about 10-15 minutes in the pan. After that, turn it out onto a wire rack to cool completely.

Lia: Why should I cool it in the pan first?

Aditya: Letting it cool in the pan helps it settle and keeps its shape. If you remove it too soon, the cake might fall apart or break.

Lia: Okay, I'll be patient! How long does it take to cool completely?

Aditya: It takes about 30 minutes to an hour, depending on the cake's thickness. Once it's cool, you can decorate it with frosting, fruits, or whatever you like.

Lia: Awesome! Thanks for all the tips, Aditya! I can't wait to bake it.

Scrambled Procedure Steps

Procedure step	Correct order
Mix the dry ingredients: flour, sugar, baking powder, and salt.	
Place the batter in the greased pan and make sure it's level.	
Gradually add the wet mixture to the dry ingredients and mix until smooth.	
Bake the cake for 25-30 minutes or until a toothpick comes out clean.	
Grease the cake pan with butter or cooking spray.	
Whisk the eggs, then add the milk, melted butter, and vanilla extract to the bowl.	
Let the cake cool in the pan for 10-15 minutes.	
Preheat the oven to 180°C.	1
Check if the cake is done by gently pressing the top to see if it bounces back.	
Transfer the cake to a wire rack to cool completely before decorating.	

Read the procedure text on "How to Live More Sustainably" carefully. After reading, create a list of the dos (things you should do) and don'ts (things you should avoid) based on the advice provided in the text.

A top-down view of various eco-friendly and biodegradable products arranged on a light gray, textured surface. In the center is a brown paper shopping bag with a green recycling symbol. Surrounding it are several bamboo utensils (forks, spoons, chopsticks), a brown paper plate, a white paper plate with bamboo utensils, a brown paper cup, a white paper cup, a cardboard egg carton, and a brown paper bowl. The items are scattered around the central bag, illustrating a range of sustainable consumer goods.

Tips:

- One of the most effective ways to live sustainably is to minimize your use of plastic. Avoid single-use plastics like straws, water bottles, and packaging. Instead, choose reusable alternatives such as cloth bags, metal water bottles, and glass containers.

- When upgrading your home, choose energy-efficient appliances that use less energy and reduce your electricity bills. Look for products with Energy Star ratings. Don't leave appliances on standby; always turn them off when not in use to save energy.

- Driving less can significantly reduce your carbon footprint. Use public transportation or ride a bicycle instead of using your car for short trips. If you must drive, try to carpool to reduce the number of vehicles on the road.

- Starting a small garden at home can reduce your reliance on store-bought produce, which often involves significant environmental costs in terms of packaging and transportation. Grow your own vegetables and compost food scraps to create nutrient-rich soil for your garden.

5) Support local and sustainable brands:

When shopping, try to buy from local vendors who use sustainable practices. Don't support companies that engage in harmful environmental practices, such as those involved in deforestation or excessive packaging. Always research the brands you buy from.

6) Minimize waste:

Aim to reduce waste by buying in bulk, choosing products with minimal packaging, and recycling materials. Don't throw items away that can be recycled or reused. Make sure to sort your waste properly to ensure that it's processed correctly.

Based on the procedure text above, list the do's and don'ts related to living more sustainably

Do's (Things you should do)	Don'ts (Things you should avoid)
<i>Choose reusable alternatives such as cloth bags, metal water bottles, and glass containers.</i>	<i>Avoid products like plastic straws, water bottles, and packaging that are used once and discarded.</i>
.....	
.....	
.....	
.....	
.....	

Knowledge Corner

In a procedure text, time-order words (also called sequence markers or transitional words) are used to indicate the order in which tasks should be completed. These words help guide the reader through the steps of the process, making it easier to follow and understand the sequence of actions.

To Begin/Start	To Continue/Move to the Next Step	To Show Simultaneous Actions	To Complete or Finish the Process
▷ First	▷ Next	▷ Meanwhile	▷ Finally
▷ To begin with	▷ Then	▷ At the same time	▷ In the end
▷ Initially	▷ After that	▷ While	▷ To finish

An imperative sentence is a type of sentence that gives a command, request, or instruction. In a procedure text, imperative sentences are used to clearly and directly tell the reader what to do at each step of the process.

a. Why Use Imperative Sentences?

- ▷ Clear Instructions: Imperative sentences are direct and leave no room for ambiguity, making them perfect for giving instructions.
- ▷ Action-Oriented: These sentences encourage the reader to take immediate action.
- ▷ Efficiency: They are concise, which is important in procedure texts, as the reader needs to act quickly and correctly.

b. Characteristics of Imperative Sentences:

- ▷ They do not have a subject because the subject is understood (the subject is usually "you").
- ▷ They are typically direct and to the point, making the instruction clear and concise.
- ▷ Imperative verbs are used to give commands or instructions, such as "mix," "turn," "add," "stir," "pour," and "cut."

c. Examples of Imperative Sentences in Procedure Texts:

- ▷ Add the sugar to the mixture and stir well.
- ▷ Pour the batter into the cake pan.
- ▷ Turn off the stove when the food is ready.

Mission 8. Fill in the Steps

Read the procedure text carefully, which explains how to make a healthy smoothie. Fill in the blanks with the correct time-order words and imperative sentences. Pay attention to the sequence of steps in the recipe and use the appropriate action verbs for each step.

How to Make a Healthy Smoothie

In today's fast-paced world, it's becoming increasingly difficult to eat nutritious meals that are both quick and easy to prepare. Many people look for simple solutions to maintain a healthy lifestyle without spending too much time in the kitchen. One great way to stay healthy is by drinking smoothies, which are packed with essential vitamins and minerals. Not only are smoothies refreshing, but they can also be a delicious way to incorporate fruits, vegetables, and protein into your diet. Making a homemade smoothie is an easy, quick, and fun process that anyone can follow. In the following guide, you'll learn the step-by-step procedure to make a tasty, healthy smoothie in just a few minutes.

This guide will show you how to make a delicious smoothie by following a simple and healthy recipe. You'll be able to create a smooth and creamy drink that is not only tasty but also packed with nutrients.



Step 1: **First**, _____ all your necessary ingredients. You will need fresh fruits like bananas, berries, or mangoes, as well as yogurt or a plant-based substitute, milk or fruit juice, and a handful of ice cubes.

Step 2: _____, _____ the fruit thoroughly to eliminate any contaminants, dirt, or pesticides. If you are using fruits like grapes or berries, _____ any stems before proceeding. Once cleaned, _____ the fruit into small chunks to facilitate easy blending.

Step 3: _____, _____ the chopped fruit into the blender, making sure to distribute it evenly. This will form the base of your smoothie, so ensure the quantity aligns with your desired thickness and flavor.

Step 4: _____, _____ in the yogurt and milk or juice. For a richer texture, add extra yogurt, or to achieve a thinner consistency, increase the amount of milk or juice. Feel free to adjust the proportions depending on your taste preferences.

Step 5: _____ , _____ a generous amount of ice cubes to the blender. The ice will contribute to the refreshingly cool taste and thick texture of the smoothie. Alternatively, _____ ice with frozen fruit for a creamier consistency.

Step 6: _____ , _____ the ingredients on high for about 30 seconds to 1 minute, or until the texture reaches a smooth and creamy consistency. _____ the consistency by checking for any remaining chunks and _____ more milk or juice if you prefer a runnier consistency.

Step 7: _____ the smoothie by carefully pouring it into a glass. _____ it with additional fruits, a sprinkle of granola, or even a dash of honey for an extra touch of sweetness.

Use the provided word box to fill in the missing words in the paragraph.

Word Box

- | | | | |
|--------------|--------------|-------------|---------|
| ▷ Gather | ▷ Decorate | ▷ Serve | ▷ Blend |
| ▷ Finally | ▷ First | ▷ Test | ▷ Next |
| ▷ Substitute | ▷ After that | ▷ Remove | ▷ Add |
| ▷ Wash | ▷ Pour | ▷ Meanwhile | ▷ Chop |
| ▷ Then | | | |

Mission 9. Practice Time

In this mission, you will apply the concepts and skills you have just learned about procedure texts. Carefully follow the steps outlined below to complete the mission. Make sure to pay attention to the sequence of actions and use the appropriate time-order words and imperative sentences, as discussed.

- ▷ Think of a simple process or tips that you know well and would like to explain.
- ▷ Write your procedure text. Your text should include at least 6 steps.
- ▷ Use time-order words to order your steps logically.
- ▷ Each step should include at least one imperative sentence.
- ▷ After completing your procedure text, review the text and check if it follows a clear sequence and if the imperative sentences are correctly used.

Mission 10. Quiz

1. What should you focus on when writing a procedure text?
 - a. Giving a personal opinion
 - b. Describing the setting
 - c. Providing clear and logical steps
 - d. Creating suspense
 - e. Adding irrelevant details
2. How can the use of time-order words such as "first," "next," and "finally" affect the reader's understanding of the procedure?
 - a. They create a visual picture of the task being described.
 - b. They make the procedure sound less formal and more conversational.
 - c. They guide the reader through the steps in the correct sequence, ensuring clarity and coherence.
 - d. They make the steps sound more complicated and harder to follow.
 - e. They provide options for how to complete each step.
3. Read the following procedure text:

How to Make Chocolate Chip Cookies

Goal: To guide you through the process of making homemade chocolate chip cookies.

Material/Ingredients: Oven, mixing bowl, butter, sugar, eggs, vanilla extract, flour, baking soda, salt, chocolate chips, baking sheet, wire rack

Steps:

1. Preheat the oven to 350°F (175°C).
2. In a mixing bowl, cream together butter, sugar, and brown sugar.
3. Add eggs and vanilla extract, and mix well.
4. Stir in flour, baking soda, and salt.
5. Add chocolate chips and mix evenly.
6. Drop spoonfuls of dough onto a baking sheet.
7. Bake for 10-12 minutes or until golden brown.
8. Let the cookies cool on a wire rack.



In which step do you prepare the cookie dough and place it on the baking sheet?

- a. Step 1
- b. Step 2
- c. Step 4

d. Step 5

e. Step 6

4. Read the following procedure text:

How to Make Pancakes

Making pancakes from scratch is a fun and simple process that allows you to enjoy a warm, homemade breakfast. By following this easy recipe, you can create light and fluffy pancakes using just a few basic ingredients. Whether you enjoy them with syrup, fruit, or whipped cream, pancakes are a versatile and delicious treat.

Goal: The goal of this procedure is to guide you through the steps of making fluffy, delicious pancakes from scratch, using basic ingredients and clear, easy-to-follow instructions.

Materials/Ingredients: Flour, sugar, baking powder, eggs, milk, oil or butter for greasing, syrup or toppings

Steps:

- 1) First, mix the flour, sugar, and baking powder in a bowl.
- 2) Then, add eggs and milk, stirring until smooth.
- 3) Next, heat a pan and lightly grease it with oil or butter.
- 4) Pour batter into the pan, cooking each pancake until golden brown on both sides.
- 5) Finally, serve with syrup or toppings.



How does the procedure text suggest the ingredients should be handled in the process?

- a. Add all ingredients at once and mix.
- b. Mix dry ingredients, then add wet ingredients.
- c. Pour the batter directly into the pan without mixing.
- d. Heat the pan before preparing the ingredients.
- e. Grease the pan only after the pancakes are cooked.

5. Read the following procedure text:

How to Make Pancakes

Making pancakes from scratch is a fun and simple process that allows you to enjoy a warm, homemade breakfast. By following this easy recipe, you can create light and fluffy pancakes using just a few basic ingredients. Whether you enjoy them with syrup, fruit, or whipped cream, pancakes are a versatile and delicious treat.

Goal: The goal of this procedure is to guide you through the steps of making fluffy, delicious pancakes from scratch, using basic ingredients and clear, easy-to-follow instructions.

Materials Needed: Flour, Sugar, Baking powder, Eggs, Milk, Oil or butter for greasing, Syrup or toppings.

Steps:

- 1) First, mix the flour, sugar, and baking powder in a bowl.
- 2) Then, add eggs and milk, stirring until smooth.
- 3) Next, heat a pan and lightly grease it with oil or butter.
- 4) Pour batter into the pan, cooking each pancake until golden brown on both sides.
- 5) Finally, serve with syrup or toppings.



What would happen if the pancake batter is not mixed thoroughly before cooking?

- a. The pancakes will be crispy on the outside.
- b. The pancakes may have lumps and uneven texture.
- c. The pancakes will cook faster.
- d. The pancakes will have a smoother texture.
- e. The pancakes will be fluffier.

**Akses latihan soal
lainnya di sini yuk!**



Summary

Variety of expressions rather than repeatedly using the same one.

Using a variety of expressions in communication keeps conversations engaging and clear, preventing repetition and monotony. It improves understanding by conveying ideas in different ways, especially for complex topics. Additionally, it expands vocabulary, enhances language skills, and keeps the listener's attention.

a. How to use various expression?

- ▷ Use Synonyms (Different Words): Instead of using the same word repeatedly, try using synonyms to express the same idea.
- ▷ Change Sentence Structure: You can express the same idea in different ways by changing how you structure your sentence. For example:
- ▷ Add More Details or Context: Sometimes, you can provide the same information, but with more context or details, to make the response more varied and informative. For example:
- ▷ Use Different Forms of Expression: You can use various forms of expression, like examples, comparisons, or descriptions, to convey the same idea. For instance:
- ▷ Ask Questions and Make Statements in Different Ways: When discussing a topic, vary your responses by turning a statement into a question or using a positive and negative contrast. For example:

b. Common expression for everyday phrases:

- | | |
|--|---|
| ▷ Instead of saying " yes ": <ul style="list-style-type: none">• Sure!• I agree!• Exactly! | ▷ Instead of saying " No ": <ul style="list-style-type: none">• I disagree....• That's not correct!• Definitely not! |
| ▷ Instead of saying " Because ": <ul style="list-style-type: none">• For the reason that...• In light of...• Considering that... | ▷ Instead of saying " I don't know ": <ul style="list-style-type: none">• I'm unsure about that.• I can't say for sure.• It's unclear to me. |
| ▷ Instead of saying " I'm sorry ": <ul style="list-style-type: none">• I didn't mean to.• I take full responsibility.• I'm sorry for the inconvenience. | ▷ Instead of saying " Thank you ": <ul style="list-style-type: none">• Thanks.• I can't thank you enough.• I truly appreciate it. |
| ▷ Instead of saying " I understand ": <ul style="list-style-type: none">• I'm with you.• understood.• I take your point. | ▷ Instead of saying " Good ": <ul style="list-style-type: none">• Perfect.• Awesome.• Amazing. |

Procedure Text

A procedure text is a type of writing that provides a clear set of instructions or guidelines for performing a specific task or process. The main goal of a procedure text is to guide the reader through a series of actions,

explaining step-by-step how to do something. These texts are commonly used in everyday life for activities such as cooking, assembling furniture, or performing any task that requires clear, organized instructions.

Structure of a Procedure Text:

- ▷ Goal/Title
- ▷ Materials/Ingredients
- ▷ Steps/Instructions

The Types of Procedure Text (Manual and Tips)

1) Manuals (Instructional Procedures)

A manual is a detailed document that provides step-by-step instructions for assembling, using, or maintaining something. Manuals are often used for products such as appliances, electronics, or furniture.

Purpose of a Manual: Manuals are typically used to assemble or operate items correctly. They aim to prevent mistakes, reduce damage, and provide clear guidance to ensure the proper use of a product.

2) Tips (Informational Procedures)

Tips are general suggestions or advice on how to perform a task or improve a process. Unlike manuals, which are often very detailed, tips are often brief and more flexible. Tips are more about offering useful guidance or shortcuts for completing tasks in an effective and efficient way.

Purpose of Tips: Tips provide practical advice and useful information to improve how we do things or help us find shortcuts. They are not as detailed as manuals but still provide value by offering insightful suggestions.

Differences between Manuals and Tips

Aspect	Manuals	Tips
Content	Detailed instructions for specific tasks or processes	Short suggestions or general advice
Purpose	To guide through a step-by-step process, often involving a product	To help improve performance or efficiency in tasks
Details	Highly detailed with specific materials, tools, and steps	Less detailed, more about offering general advice
Examples	Furniture assembly guide, electronic manuals	Cooking tips, exercise tips, organization tips
Use	To assemble, operate, or maintain something	To provide useful advice or improvements for everyday activities

Time Order Words

In a procedure text, time-order words (also called sequence markers or transitional words) are used to indicate the order in which tasks should be completed. These words help guide the reader through the steps of the process, making it easier to follow and understand the sequence of actions.

To Begin/Start	To Continue/Move to the Next Step	To Show Simultaneous Actions	To Complete or Finish the Process
▷ First	▷ Next	▷ Meanwhile	▷ Finally
▷ To begin with	▷ Then	▷ At the same time	▷ In the end
▷ Initially	▷ After that	▷ While	▷ To finish

Imperative Sentence

An imperative sentence is a type of sentence that gives a command, request, or instruction. In a procedure text, imperative sentences are used to clearly and directly tell the reader what to do at each step of the process.

a. Characteristics of Imperative Sentences:

- ▷ They do not have a subject because the subject is understood (the subject is usually "you").
- ▷ They are typically direct and to the point, making the instruction clear and concise.
- ▷ Imperative verbs are used to give commands or instructions, such as "mix," "turn," "add," "stir," "pour," and "cut."

b. Examples of Imperative Sentences in Procedure Texts: Add the sugar to the mixture and stir well.

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LESSON 5:

THE NEW WAVE OF COMMUNICATION

Character of Pancasila Students

▷ **Active Listener**

Demonstrate understanding in both face-to-face and digital conversations by identifying key points, responding appropriately, and avoiding miscommunication.

▷ **Constructive Communicator**

Provide relevant, supportive, and respectful feedback in conversations and report discussions to maintain engagement and build clearer ideas collaboratively.



Introduction

Have you ever found yourself searching for the right words to keep a conversation alive or organize ideas into a clear, concise report? Mastering conversation strategies, report structures, and context-based vocabulary will sharpen your ability to express ideas effectively, whether you are chatting online, speaking face-to-face, or writing an analytical text.

Keywords: Conversation, Report, Vocabulary, Topic Sentence, Supporting Details, Coherence, Digital Context

The goals of this chapter are: Improving conversational skills, mastering report writing techniques, expanding vocabulary through context, and organizing ideas with clear topic and supporting sentences.

1. Grasp Context and Respond Appropriately in English

- ▷ Understand the context of spoken English in both digital and face-to-face conversations.
- ▷ Engage in conversations by identifying key details and responding with clarity and relevance.

2. Develop Skills for Sustaining Meaningful Conversations

- ▷ Utilize expressions and strategies to keep the conversation moving (e.g., follow-up questions, summarizing).
- ▷ Use Ice Breakers to Initiate and Sustain Conversations.
- ▷ Identify cues to maintain engagement and avoid awkward pauses in digital and face-to-face settings.

3. Analyze and Apply Report Writing in Digital Contexts

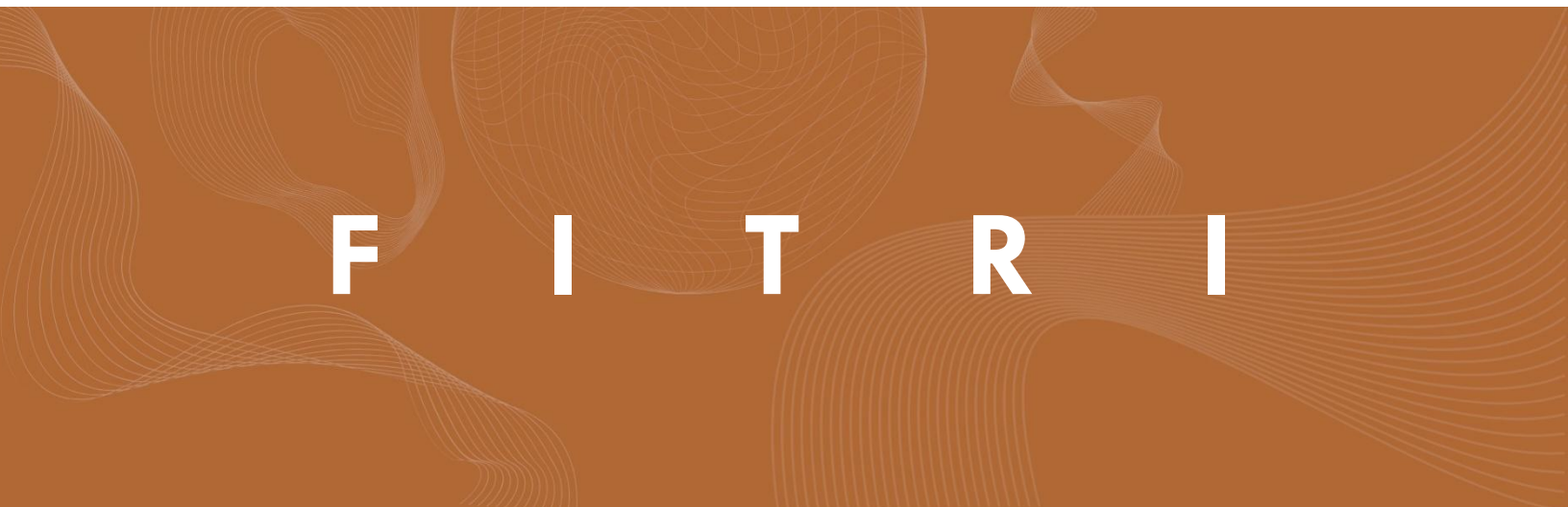
- ▷ Understand and identify the structure and components of a report text, including introduction, body, and conclusion.
- ▷ Apply objective and technical language to present factual information clearly and accurately.
- ▷ Develop and practice writing concise, well-organized reports supported by relevant data.

4. Understand the Meaning of Vocabulary in Context

- ▷ Use context clues from conversations, written texts, and reports to improve vocabulary understanding
- ▷ Practice applying new vocabulary in appropriate settings, both orally and in writing.
- ▷ Recognize the difference between generic terms and technical language in communication

5. Understand the Use of Topic and Supporting Sentences

- ▷ Learn to identify and use topic sentences to introduce the main idea of a paragraph.
- ▷ Understand how supporting sentences provide evidence and elaboration to reinforce the main idea.
- ▷ Practice organizing paragraphs with clear topic sentences and supporting details to enhance writing coherence.



F I T R I



1. Keeping the Flow Alive

In this unit, you will learn various strategies to maintain a conversation, including using icebreakers, guessing expressions, and telling funny or odd anecdotes. These skills will help you engage your audience, making conversations livelier and more interesting.

Mission 1. Reflecting on Responsible Digital Citizenship

Take a moment to carefully read the “Navigating the Digital World Responsibly” poster. After reading it, reflect on how each point might relate to your own online behavior and experiences. Consider how you use the internet and digital tools in your everyday life. Then, answer the following questions based on your personal reflection



After reading the poster, reflect on your own digital habits and online presence. Consider the following questions:

1. How do you protect your personal information online?
2. Have you ever encountered a situation online where you had to evaluate whether information was trustworthy? How did you handle it?
3. What steps do you take to manage your digital footprint? (e.g., what content you post or share online)
4. How do you communicate online in a respectful manner? Can you recall an experience where you promoted positive interactions?
5. How do you use social media, and what steps do you take to use it responsibly?
6. When participating in online communities, what safety precautions do you take to avoid security risks?

Mission 2. Living in the Digital World

Based on your reflections in previous mission, set goals for improving your digital habits. These goals could be focused on enhancing your online safety, communication, or social media use.

Example:

"I will update my privacy settings on all social media platforms."

Your digital habits goals:

1.
2.
3.
4.
5.

Mission 3. Identifying Technology Concepts Through Conversation

Below is a conversation between four people talking about technology. As you read, try to figure out what technology terms or concepts are being discussed, based on the context of the conversation, guess which technology-related term each person is referring to, based on the conversation context.

Adi: "So, I started using this service that allows me to store everything online. It's great because I can access my files from any device, no matter where I am."

Nuri: "That's so convenient! I've been using something similar for a while now. It's like a cloud system where all my files are just there, waiting for me whenever I need them."

Dimas: "I've heard of those, but I'm always a little skeptical about security. I mean, if everything is out there in the cloud, what if someone hacks into it?"

Vita: "I totally get you, Dimas. But most services these days use really strong security measures. They have encryption and even two-factor authentication, so it's pretty safe."

Adi: "That's reassuring. I also started paying for a service where I can watch movies and listen to music, and I don't have to store anything on my phone or laptop anymore. It's all streamed directly to me."

Nuri: "Oh, I know exactly what you're talking about. I use one of those too. It's awesome because you just pay for a subscription, and you can watch or listen to anything you want, without ever worrying about storage."

Dimas: "Sounds great, but I'm still a bit behind on this. I've been sticking to downloading stuff, and I don't know if I can trust paying a monthly fee for just access to content."

Vita: "I get where you're coming from, but honestly, it's way more convenient. And it's cheaper than buying everything individually. Plus, you can access it anywhere, so it's pretty flexible."

Adi: "Right, I love that I don't have to worry about storage. And speaking of technology, have you ever used those apps that let you view digital objects in the real world through your phone?"

Nuri: "Yes! I tried one where I could place virtual furniture in my living room before buying it. It was kind of like a game, but it helped me decide what to buy."

Dimas: "That's cool! I've seen a few apps like that. It's like you're interacting with the world around you, but through the lens of your phone. I think they call it augmented something, right?"

Vita: "Exactly, it's called augmented reality (AR). It's super fun, especially for games and apps that show you virtual things in the real world."

Adi: "That's really cool. I've been wanting to try it. But speaking of immersive experiences, have you tried those VR headsets yet? I heard they're amazing for gaming."

Nuri: "Oh, I've used one! It's incredible. When you put the headset on, it feels like you're actually inside the game. The experience is totally different from anything else."

Dimas: "I've seen people use VR for exercise too! It's like playing a game while getting a workout. It's kind of mind-blowing how immersive it can be."

Vita: "I think VR is the future of gaming, and not just for entertainment. Imagine using it for education or remote work. The possibilities are endless!"

After reading the conversation, match each person with the term they are referring to in the conversation, by drawing line between it.

Adi	→	Cloud Storage
Nuri		
Dimas		
Vita		
		Augmented Reality (AR)
		Virtual Reality (VR)
		Streaming Service

Knowledge Corner

Ice breakers are strategies or activities that are used to help people start a conversation and make the situation more comfortable. Imagine you're at a party, a meeting, or a classroom where you don't know anyone or the atmosphere feels tense. Ice breakers are the tools that help break the "ice" or tension, making it easier for people to talk to each other. In simple terms, ice breakers are questions, comments, or activities that make it easier to start a conversation, especially in situations where people may feel a little awkward or nervous.

The function of ice breakers is to initiate conversations and help people feel more comfortable when interacting with others, especially when they are in new social settings

- a. Opening questions: the first questions you ask to begin a conversation. These questions usually focus on something simple and easy for everyone to answer, like hobbies or interests.

Examples:

- ▷ "What do you like to do in your free time?"
- ▷ "Have you traveled anywhere recently?"
- ▷ "What's your favorite kind of music?"

- b. Responding to ice breakers

Different ways to respond to ice breakers	Examples
Asking for More Details	▷ "That sounds interesting! Can you tell me more about it?" ▷ "Wow, how did you get into that?" ▷ "I'd love to hear more! What happened next?"
Relating to the Other Person's Answer	▷ "I love hiking too! I went on a trail last weekend. What's your favorite hiking spot?" ▷ "I'm into photography as well. Do you have a favorite subject you like to capture?" ▷ "That sounds amazing! I also tried something similar last year. How was your experience compared to mine?"
Expressing Enthusiasm	▷ "That's awesome! I've always wanted to do that. How was it?" ▷ "No way, that's so cool! I've heard so much about that. How did it go?" ▷ "That sounds like a lot of fun! I can imagine how exciting that must be."
Expressing Surprise	▷ "Really? I had no idea! What was the best part about it?" ▷ "Oh, I didn't know that! How did you get started with it?" ▷ "Wow, that's unexpected! What inspired you to do that?"
Offering a Compliment	▷ "That's really impressive! You must be really talented!" ▷ "That's awesome! You must be very dedicated to learn that." ▷ "You're doing amazing! I bet it took a lot of practice."
Asking Follow-Up Questions	▷ "That's interesting! How do you manage your time with that?" ▷ "Sounds like a great experience! Would you do it again?" ▷ "That must have been fun! What did you learn from it?"
Showing Empathy or Understanding	▷ "I totally get that! I feel the same way when I do [insert activity]." ▷ "I know what you mean. It can be hard at first, but it gets easier with time." ▷ "That must've been tough, but it sounds like you handled it really well!"

Agreeing and Sharing Your Opinion	▷ "I totally agree! I think hiking is one of the best ways to relax." ▷ "I feel the same way! Cooking really helps me unwind after a long day." ▷ "I think that's so true! I've found that spending time outside makes all the difference."
Asking for Advice or Recommendations	▷ "That sounds great! Do you have any tips for someone just starting out?" ▷ "I've never tried that. Would you recommend it?" ▷ "That sounds amazing! What's the best way to get started with it?"
Showing Interest in Their Future Plans	▷ "That's great! What are your plans for next time? Are you going to try something bigger?" ▷ "Sounds exciting! Do you have any future projects lined up for that?" ▷ "I love that! Do you plan to continue doing it for a long time?"

Once you've started a conversation, it's important to keep it going and make it interesting. This is where expressions to guess what the other person means or might be interested in come into play. You also need to use certain expressions to help sustain (continue) the conversation.

Examples:

- | | |
|------------------------------|---------------------------|
| ▷ Could you be..... | ▷ Could it be.... |
| ▷ I'd imagine that..... | ▷ I wonder if..... |
| ▷ Do you think that..... | ▷ Is it possible that.... |
| ▷ It seems like..... | ▷ I bet that..... |
| ▷ What would you say if..... | |

Mission 4. Where Do the Ice Breakers Appear?

Read the conversation below carefully. The conversation is between two people discussing various topics related to the digital world. Pay attention to the questions and responses to identify where ice breakers are used to start and maintain the conversation.

Taylor: "Hey, Sam! Have you checked out the new social media app everyone's talking about?"

Sam: "Oh, hey Taylor! No, I haven't. What's it called?"

Taylor: "It's called 'Streamly'. It's all about sharing short videos. Have you ever tried posting videos online?"

Sam: "I've posted a couple of videos, but I usually just stick to watching others. What about you? Do you make a lot of content?"

Taylor: "Yeah, I've started doing some DIY videos. It's so much fun! Do you follow any influencers or creators online?"

Sam: "I do! I follow a few gamers. Have you ever watched live streams of people playing video games?"

Taylor: "Yes, I've watched some. It's crazy how interactive they can be with their audience. Do you play any games online?"

Sam: "I do! I play 'Fortnite' and 'Minecraft'. Do you play any multiplayer games?"

Taylor: "I'm more into solo games, but I've played a bit of 'Among Us' with friends. It's pretty fun. What's your favorite part of online gaming?"

Sam: "I like the community aspect, especially when I find new people to play with. How do you usually find people to play games with?"

Taylor: "I mostly find people through forums and groups on Discord. Speaking of which, have you used Discord for anything other than gaming?"

Sam: "Yeah, I'm in a few study groups on Discord. It's a great way to collaborate online. Do you think technology is changing the way we study?"

Taylor: "Definitely! I mean, we can access so much information online now, and we can learn in so many different ways. Have you ever taken an online course?"

Sam: "Yes, I took an online coding course last summer! It was awesome. Have you thought about learning something new online?"

Taylor: "I've been thinking about learning graphic design. I feel like it's a useful skill for creating digital content. Do you have any hobbies that involve technology?"

Sam: "I love photography! I've been experimenting with editing photos using different apps. How about you, do you create digital art?"

Taylor: "I've started dabbling in it. It's really fun, and there are so many apps for beginners. Maybe we could share some tips! What kind of photography do you focus on?"



After reading the conversation, identify the ice breakers used by both Taylor and Sam. Write down the specific questions or comments in the conversation!

Ice breakers in conversation:

1. *"Have you checked out the new social media app everyone's talking about?"*
2.
3.
4.
5.

Mission 5. Fill in the Blank

Read the scenario below carefully. In the conversation, fill in the blanks with the appropriate ice breakers, responses, and expressions to help guess and sustain the conversation. Pay attention to how the conversation flows and use expressions that can keep it going smoothly.

Scenario: You meet a traveler who has recently returned from an unknown place. You start the conversation with an ice breaker, then respond to their answers, and finally try to guess the mystery behind their journey.

Tika: "I've just returned from an incredible journey, but it's not a place I can easily describe."

Adam: " It is? That sounds exciting! Where did you go? (*Expression to show curiosity and ask for more details about the place*) That sounds exciting! Where did you go?"

Tika: "I went to a land surrounded by cliffs and mist. It's unlike any place I've seen before."

Adam: " _____ (*Expression to guess if it's an ancient or hidden place*) That's intriguing! Could it be an ancient hidden city or somewhere off the map?"

Tika: "It was definitely off the map. No modern technology worked there. I had to rely on old methods of navigation."

Adam: " _____ (*Expression to express that you think it was difficult or unsettling*) That must have been challenging! Does it ever feel eerie when there's no technology around?"

Tika: "Yes, at first it felt strange, but I got used to it. The locals taught me a lot about survival without gadgets."

Adam: " _____ (*Expression to show you think her experience was life-changing*) I bet that's a life-changing experience! What did they teach you about survival?"

Tika: "They showed me how to find food in the wild. They also taught me to read the stars for direction. It was fascinating."

Adam: " _____ (*Expression to guess if this was a remote tribe*) I wonder if this was a remote tribe. How did you communicate with them?"

Tika: "We communicated through gestures and symbols. They have their own language, but it's quite simple to understand once you know the basics."

Adam: " _____ (*Expression to comment on their lifestyle and ask if she felt safe*) It seems like they live a very different lifestyle from ours. Did you ever feel like you were in danger?"

Tika: "There were moments of uncertainty, especially when we ventured into the forest. But the most terrifying thing wasn't what we encountered—it was the unknown."

Adam: " _____ (*Expression to ask for more about the danger she faced*) What do you mean? Could it be something supernatural that kept you on edge?"

Tika: "I'm not sure, but there were sounds at night, strange and unexplainable. I wouldn't want to go back alone."

Adam: " _____ (*Expression to comment that the sounds are a mystery*) That sounds like a mystery waiting to be solved. What do you think those sounds were?"

Tika: "Maybe you're right. Perhaps I'll return one day and try to uncover the truth."

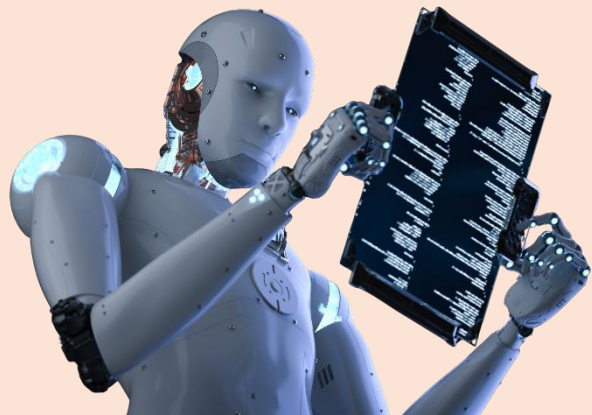
Mission 6. Tech Terms and Traits Challenge

In this mission, you will first read the provided report texts carefully. Each text will help you understand the key concepts of the terms related to technology and the digital world. After reading the text, you will need to match each term with its corresponding traits.

The Rise of Artificial Intelligence in Everyday Life

Artificial Intelligence (AI) has become a significant part of modern life, influencing industries such as healthcare, finance, and customer service. AI-powered systems can process vast amounts of data, make predictions, and automate tasks, improving efficiency and accuracy. For example, AI is used in virtual assistants, like Siri and Alexa, helping users perform tasks using voice commands. In healthcare, AI assists in diagnosing diseases by analyzing medical images and patient data. As AI continues to evolve, its applications are expected to expand, bringing both opportunities and challenges in terms of ethics, job displacement, and privacy concerns.

Social media platforms such as Facebook, Instagram, and Twitter have revolutionized communication, enabling people to connect globally in real-time. Social media provides a space for sharing opinions, promoting businesses, and engaging with content. However, it has also sparked debates about its impact on mental health, privacy, and misinformation. While social media can foster community building, it can also contribute to issues like cyberbullying and the spread of fake news. As social media use continues to rise, its effects on individuals and society as a whole remain a critical area of study.



The Impact of Social Media on Society

Social media platforms such as Facebook, Instagram, and Twitter have revolutionized communication, enabling people to connect globally in real-time. Social media provides a space for sharing opinions, promoting businesses, and engaging with content. However, it has also sparked debates about its impact on mental health, privacy, and misinformation. While social media can foster community building, it can also contribute to issues like cyberbullying and the spread of fake news. As social media use continues to rise, its effects on individuals and society as a whole remain a critical area of study.



The Evolution of E-Commerce

E-commerce, or online shopping, has transformed the way people buy and sell products. With the rise of platforms like Amazon, eBay, and Alibaba, consumers now have access to a wide variety of goods from around the world. E-commerce offers convenience, allowing customers to shop anytime, anywhere, without the need to visit physical stores. Moreover, businesses benefit from reduced overhead costs and expanded market reach. However, e-commerce also faces challenges, such as cybersecurity threats, customer trust issues, and the environmental impact of shipping. Despite these challenges, e-commerce is expected to continue growing and reshaping global retail.



Cybersecurity in the Digital Age

As more people and businesses engage online, cybersecurity has become a critical concern. Cybersecurity refers to the protection of internet-connected systems from cyberattacks, data breaches, and identity theft. Organizations invest heavily in security measures such as firewalls, encryption, and multi-factor authentication to safeguard their data. With the increasing sophistication of hackers, it is essential for individuals and businesses to remain vigilant. Cybersecurity education, regular software updates, and strong password practices are some of the steps that can be taken to protect against cyber threats. In an increasingly digital world, maintaining robust cybersecurity systems is vital for privacy and data protection.



The Future of 5G Technology

5G technology promises to revolutionize wireless communication, offering faster internet speeds, lower latency, and more reliable connections. This new network generation is expected to support innovations such as autonomous vehicles, smart cities, and the Internet of Things (IoT). With 5G, data transfer speeds could be up to 100 times faster than current 4G networks, enabling real-time communication and the rapid exchange of large files. However, the rollout of 5G faces challenges, including infrastructure costs, regulatory hurdles, and concerns over health impacts. Despite these obstacles, 5G is set to be a game-changer for many industries, enabling new applications and improving existing services.



Each term has 5 traits, and your task is to select the correct traits that best describe each term based on the text. Write the number of the trait next to the correct term.

Traits:

- | | |
|--|---|
| A. Used in virtual assistants, like Siri and Alexa | H. Protects data from cyberattacks and data breaches |
| B. Requires new infrastructure and regulatory approval | I. Offers faster internet speeds and lower latency |
| C. Provides a platform for businesses to market their products | J. Connects people globally in real-time |
| D. Diagnoses diseases by analyzing medical images | K. Reduces the need for physical stores |
| E. Involves securing online transactions and communications | L. Often used for entertainment, education, and socializing |
| F. Allows customers to shop 24/7 from anywhere | M. Uses encryption and firewalls for data protection |
| G. Continues to evolve with machine learning | N. Is expected to be up to 100 times faster than 4G |
| | O. Offers businesses a larger market reach |

Terms:

1. Artificial Intelligence (AI):

- ▷ (A). Used in virtual assistants, like Siri and Alexa
- ▷
- ▷

2. Social Media:

- ▷
- ▷
- ▷

3. E-Commerce:

- ▷
- ▷
- ▷

4. Cybersecurity:

- ▷
- ▷
- ▷

5. 5G Technology:

- ▷
- ▷
- ▷

Mission 7. Unveiling the Truth: Digital Literacy Statements

Read the following text about digital literacy carefully. After reading, review the statements provided and determine whether each one is True or False based on the information in the text. Write "True" or "False" next to each statement to mark your answers.

Digital Literacy in the Modern World



Digital literacy refers to the ability to effectively and critically navigate, evaluate, and create information using a range of digital technologies. In today's world, digital literacy is essential for success in personal, educational, and professional life. It involves understanding how to use computers, smartphones, tablets, and other digital devices, as well as being able to search for information online, communicate via email or social media, and protect personal data from security threats.

Being digitally literate goes beyond just knowing how to use devices; it also means understanding how to analyze digital information critically. In an age where fake news and misinformation can spread rapidly, digital literacy is crucial for identifying reliable sources of information. In addition to this, digital literacy involves understanding online etiquette and practicing responsible use of social media platforms. It also includes knowing how to ensure online privacy and security by using strong passwords, avoiding suspicious websites, and protecting personal information from cyberattacks.

In the professional world, digital literacy is a key skill. Many jobs now require proficiency in software applications such as word processing, spreadsheet management, and even more advanced software for data analysis or design. Digital literacy allows individuals to collaborate efficiently in a globalized work environment and enhances productivity by streamlining communication and task management. As the world becomes more connected through digital platforms, the demand for digital literacy will only continue to grow.

Statement	True/False
Digital literacy only involves knowing how to use computers and smartphones.	
Digital literacy helps in identifying reliable sources of information online.	
Digital literacy is unnecessary in professional life today.	
Protecting personal information online is part of being digitally literate.	
Digital literacy includes understanding online etiquette and social media use.	
Fake news and misinformation are not a concern in the digital world.	
Many jobs require digital literacy skills such as using software applications.	
Digital literacy helps in enhancing productivity and communication at work.	
Online security and privacy are not part of digital literacy.	
Digital literacy is only important for young people who use social media regularly.	

Knowledge Corner

In conversations, one of the best ways to keep things lively and engaging is by sharing funny or weird experiences. These types of stories can lighten the mood, make people laugh, and make your conversation much more memorable. But knowing how to tell these types of stories in a way that keeps people interested is key.

How to tell funny or weird stories:

- ▷ Use an opening sentence that grabs attention, like “You won’t believe what happened to me!” or “I’ve got a funny story for you!” This makes the listener curious and ready to hear more.
- ▷ Describe the situation briefly. Where were you? What were you doing? For example, “I was at a coffee shop when...,” or “I was walking down the street when...”
- ▷ Don’t just tell the facts. Add funny or quirky details that make the story more entertaining. For example, instead of just saying, “I dropped my ice cream,” you could say, “I was holding my ice cream cone like it was the most important thing in the world, and then—boom! —it fell right into the dirt.”
- ▷ When telling a funny or weird story, your energy matters. Use exaggeration or dramatic pauses to make the story more engaging. This helps to make your listener react, whether it’s laughing, gasping, or asking questions.

Mission 8. Sharing Laughter: Tell Your Funny Story

In this mission, you will read an example of a monologue where one person shares a funny or weird experience. Pay attention to how the story is told and how the listener responds. After studying the example, write your own funny or weird story, using a similar style. Make sure to include engaging details and think about how the listener would react to make the story more interesting and realistic.

You won’t believe what happened to me last weekend! I was at this cozy little coffee shop, sitting by the window, just enjoying my coffee and reading a book. Everything was peaceful, until, suddenly, the coffee machine started making these weird noises. I thought it was a malfunction at first, but then—boom! The machine exploded! It was like something straight out of a movie. Coffee shot up into the air, splattering everywhere. I was sitting there, frozen, covered in coffee, and the entire shop looked like it had been hit by a coffee storm.

And then, as if nothing strange had just happened, the barista, totally calm, looked at me and said, ‘I’m sorry, we ran out of milk.’ It was the strangest thing I’ve ever experienced in a coffee shop. I mean, how do you even react to that? I didn’t know whether to laugh or cry. Everyone else in the shop was laughing though, so I joined in. At least, on the bright side, they gave me a free coffee, so that’s something, right?

I still can’t believe it. I mean, who thinks that their coffee experience will turn into an accidental adventure like that? It’s one of those moments you never forget.



Now it's your turn to share your funny or weird experience. Think of a memorable moment that happened to you and write a short monologue (around 3-5 sentences) describing the event. Focus on making your story engaging and entertaining for the reader.

Mission 9. Term and Definition Match-Up

Read the definitions carefully and make sure you understand what each term represents. Then, match each term with the correct definition from the list. Write the corresponding term next to each definition. Afterward, review your answers to ensure each term is correctly matched with its definition.

Definition	Term
A method of storing, managing, and accessing data and applications over the internet, instead of using local storage devices or servers.	
A collection of massive datasets that are so large and complex that they require advanced tools for analysis, often used in business and technology sectors to uncover insights and trends.	
A field of computer science focused on creating systems or machines capable of performing tasks that typically require human intelligence, such as problem-solving and decision-making.	
A field of machine learning that allows systems to learn from data and improve over time without explicit programming, commonly used in areas like speech recognition and recommendation systems.	
A system that allows devices and objects to be interconnected and communicate over the internet, such as smart thermostats, wearable devices, and connected cars.	
A decentralized, secure, and transparent digital ledger used for recording transactions and data. It is most commonly known for its use in cryptocurrencies like Bitcoin.	
A technology that simulates a completely digital environment, allowing users to interact with and experience a virtual world, typically through a headset.	
The practice of protecting computers, servers, networks, and data from cyber threats such as hacking, viruses, and data breaches.	



Do You Know?

Laughter is not only a natural response to humor but also a powerful tool for improving our well-being. It's contagious, as hearing someone laugh can trigger laughter in others, thanks to mirror neurons in the brain. Laughter releases endorphins, the body's natural feel-good chemicals, which promote happiness and can reduce pain. It also helps lower stress by reducing cortisol levels, while boosting immune function by increasing antibodies and activating immune cells. In fact, even simulated laughter, such as in laughter yoga, can provide similar benefits, improving mood and alleviating stress. On average, adults laugh around 15-20 times a day, far less than children, who can laugh up to 300 times a day. Laughter not only improves our physical health but also strengthens social bonds, as shared laughter fosters connection and trust.



Mission 10. Quiz

1. Which of the following expressions is an effective ice breaker to start a conversation?
 - a. "I don't really know much about this."
 - b. "Can I ask you a question?"
 - c. "It's nice to meet you, I love your jacket!"
 - d. "What do you think about this event?"
 - e. "How are you feeling today?"

2. When you want to ask about someone's regular routine, which expression would be most appropriate?
 - a. "Do you ever think about the future?"
 - b. "Does it ever get difficult for you?"
 - c. "How do you feel about it?"
 - d. "Does it ever...?"
 - e. "What's your plan for tomorrow?"

3. If someone shares a funny story, which response would best sustain the conversation?
 - a. "That's amazing, I had a similar experience!"
 - b. "That's crazy! What happened next?"
 - c. "I don't know if I would have reacted that way."
 - d. "It seems like you had fun!"
 - e. "I'm not sure that could happen to me."

4. Which of the following expressions is used to ask for more information or clarification in a conversation?
 - a. "Could it be...?"
 - b. "Does it ever...?"
 - c. "Tell me more about that!"
 - d. "What do you think?"
 - e. "I wonder if...?"

5. Which expression is most directly used to ask someone to elaborate on what they just said in a conversation?
- a. "That's interesting, can you explain more?"
 - b. "I can't believe that!"
 - c. "What happened next?"
 - d. "Tell me more about that!"
 - e. "Wow, that's crazy!"

**Akses latihan soal
lainnya di sini yuk!**





2. Building Blocks of Communication

In this unit, you will dive into the structure of report texts, focusing on how to use generic terms and technical language to convey information accurately. You will also practice writing coherent paragraphs by ensuring unity and using supporting sentences to strengthen your arguments and ideas.

Mission 1. A Path to a Sustainable Future

Read the text below carefully. After reading, answer the following questions based on the information in the text. Be sure to refer back to the text to support your answers.

The Importance of Renewable Energy

Renewable energy refers to energy that is derived from natural sources that are replenished on a human timescale, such as solar, wind, geothermal, and hydropower. These sources are sustainable, meaning they do not deplete natural resources or contribute to environmental damage. Unlike fossil fuels, which release harmful emissions when burned, renewable energy sources produce little to no pollution. The shift to renewable energy is essential for addressing climate change and reducing the carbon footprint of human activities.



Solar energy, one of the most widely used renewable sources, is harnessed through solar panels that convert sunlight into electricity. Wind energy, generated by wind turbines, is another popular method of renewable energy production. Both solar and wind energy rely on natural phenomena, meaning they are abundant and available without the need for extraction from the Earth. Geothermal energy, which uses heat from beneath the Earth's surface, and hydropower, generated from flowing water, are additional key sources of renewable energy. These methods can be used to generate electricity or heat, reducing dependence on non-renewable resources.

Governments around the world are increasingly investing in renewable energy technologies to promote environmental sustainability, reduce greenhouse gas emissions, and achieve energy security. The development of renewable energy infrastructure is seen as a crucial step toward achieving a greener, more sustainable future for generations to come.

Answer the questions below:

1. How does the author emphasize the environmental benefits of renewable energy over fossil fuels? Provide examples from the text to support your answer.
2. In the second paragraph, the text describes different sources of renewable energy. How does the author use technical language to differentiate between these energy sources? Give at least two examples of such language.
3. What is the significance of the phrase "on a human timescale" when describing renewable energy sources? How does this phrase contribute to the understanding of renewable energy as a sustainable solution?
4. Explain how the author maintains unity in the second paragraph. How does each sentence build upon the previous one to explain different renewable energy sources?
5. If you were to expand this report, what additional information or examples would you include to further support the argument for renewable energy? Explain why these additions would be beneficial to the report's effectiveness.

Mission 2. Structure Breakdown of Report Text

Below is the breakdown structure of a report text. Your task is to identify each structure and answer the guided questions for each part. First, read the report carefully and then analyze the structure. For each section, answer the following guided questions.

the Impact of Digital Technology in Education	
1	Digital technology has transformed many aspects of modern life, and education is no exception. The integration of technology into educational settings, from online learning platforms to virtual classrooms, has changed the way students learn and teachers teach. Digital tools have made education more accessible, interactive, and flexible, breaking down geographical and economic barriers. As a result, technology plays an increasingly important role in shaping the future of education.
2	The use of online learning platforms such as Khan Academy, Coursera, and edX has provided students with access to a wide range of courses, allowing them to learn at their own pace and from the comfort of their homes. These platforms often offer courses in various subjects, from mathematics and science to arts and humanities, making education more accessible to people around the world. Another significant impact of digital technology is the development of virtual classrooms, where students and teachers can interact in real-time, regardless of their physical locations. Through platforms like Zoom or Google Classroom, students can attend lectures, participate in discussions, and submit assignments online. This has proven particularly valuable during the COVID-19 pandemic, where schools around the world shifted to remote learning. Furthermore, digital technology enables personalized learning experiences. Artificial intelligence and machine learning are being used to create intelligent tutoring systems that adapt to the needs of individual students, offering targeted support in areas where they may be struggling. This can help address the diverse learning needs of students, especially in large classrooms with varying levels of ability. While technology offers numerous benefits, there are also challenges to its implementation. The digital divide remains a significant issue, as not all students have access to the devices or internet connections required for online learning. Additionally, concerns about screen time, privacy, and data security have emerged as technology continues to play a larger role in education. In conclusion, digital technology has revolutionized education, making learning more flexible, accessible, and personalized. However, it is important for policymakers and educators to address the challenges that come with it, ensuring that all students can benefit from technological advancements in education.

Guided questions:

1. What is the main idea presented in first section?
2. How does the first section introduce the topic of digital technology in education?
3. How does the second section explain the role of online learning platforms in modern education?
4. If you were to reorganize the report, how would you adjust the order of the sections? Would you place the challenges first or last?
5. Based on what you have read, how do you think digital technology has impacted your own education?

Mission 3. Evaluating Cyberbullying Statements

Read the provided report text about cyberbullying, after reading the text, carefully evaluate each statement related to the report. Mark whether each statement is True or False and provide a clear justification for your answer by referencing specific details from the text.

The Impact of Cyberbullying



Cyberbullying refers to the use of digital platforms, such as social media, text messages, or online gaming, to harass, threaten, or manipulate others. It can involve actions such as sending hurtful messages, spreading false rumors, or deliberately excluding someone from online groups. Cyberbullying can happen anonymously, which often makes it more harmful because the victim may feel powerless to identify or confront the perpetrator. This type of bullying is becoming increasingly common due to the widespread use of technology among young people.

The impact of cyberbullying can be severe, affecting the mental and emotional well-being of victims. Victims of cyberbullying often experience feelings of isolation, depression, anxiety, and low self-esteem. In some cases, it can lead to more serious outcomes, such as self-harm or suicidal thoughts. Cyberbullying can happen on various online platforms, including social media sites like Instagram, Facebook, and Twitter, or through messaging apps like WhatsApp. It can also occur in online gaming communities, where players may be targeted by others in the virtual space. Schools and communities are increasingly taking steps to address cyberbullying through awareness campaigns, anti-bullying policies, and support systems for victims.

Your justifications should be based on the facts presented in the report, explaining why the statement is correct or incorrect.

Statement	True/False
Cyberbullying is a problem that only affects young people who are active on social media platforms like Instagram and Facebook.	False
Justification: <i>The report does not state that cyberbullying only affects young people. It highlights that cyberbullying is a widespread problem, especially among young people, but it also affects individuals regardless of age, particularly due to the increasing use of technology.</i>	
The anonymity provided by digital platforms in cases of cyberbullying tends to reduce the emotional harm to the victim.	.....
Justification:	
Cyberbullying primarily occurs through exclusion from online groups or sending hurtful messages, with little impact on the victim's emotional well-being.	.....
Justification:	
The emotional and psychological effects of cyberbullying are mostly short-term, and victims generally recover quickly without intervention	.....
Justification:	

Cyberbullying can lead to severe consequences like self-harm or suicidal thoughts, but it only affects those with pre-existing mental health issues.

Justification:

Online gaming communities are a significant space where cyberbullying occurs, but they have minimal impact compared to social media platforms.

Justification:

Anonymity in cyberbullying allows the victim to retaliate easily, as they can also choose to remain anonymous.

Justification:

Although schools and communities are increasingly aware of cyberbullying, they have yet to develop effective policies or support systems for victims.

Justification:

Knowledge Corner

A report text is a type of writing used to provide factual information about a specific topic. The purpose of a report is to describe, explain, or inform readers about a particular subject, often based on research or observation. Report texts are typically objective and neutral in tone, focusing on presenting the facts without personal opinions. They are structured in a clear and organized manner, making them easy for readers to follow.

a. Structure of report text:

- ▷ General Classification (Introduction): This section provides an introduction to the topic being discussed. It includes general information and defines what the report is about. The general classification serves to give the reader an overview of the subject.
- ▷ Description (Body): This section goes into more detail, describing specific characteristics, features, or aspects of the topic. The description should be well-organized and broken down into clear, focused paragraphs. It often includes examples, facts, statistics, and evidence that support the claims made in the classification.
- ▷ Conclusion (Optional): In some reports, there may be a brief conclusion that summarizes the key points and provides final insights or recommendations.

b. Example:

- ▷ Introduce what cyberbullying is.
- ▷ Describe the different forms of cyberbullying, its effects, and its impact on victims.
- ▷ Offer evidence or examples from studies, personal experiences, or case studies.

In writing report texts, generic terms and technical language are essential for making the text precise, clear, and professional.

- ▷ Generic terms refer to general words or phrases that describe concepts, categories, or actions in a broad sense. They help to simplify complex ideas and make the text accessible to a wider audience. In report texts, generic terms are often used to introduce and define topics before moving into more specific details.

Example: "Technology" (instead of mentioning specific technologies like AI or smartphones).

- ▷ Technical language refers to specific words or terminology used in a particular field or subject. This language is often more specialized and precise, ensuring that the report communicates detailed, accurate, and complex information. In report texts, technical language is used to explain or elaborate on specific concepts that are relevant to the topic at hand.

Example: In a report about cyberbullying, technical terms might include "anonymity," "online harassment," "emotional well-being," and "digital platforms."

Mission 4. Summarizing the E-Commerce Revolution

Read the following detailed report about online shopping. Focus on identifying the important facts and ideas that are presented in the text. Your task is to write a brief summary of the report you just read. Focus on identifying the main points and key findings discussed in the text.

The Growth of Online Shopping

Online shopping, also known as e-commerce, has become a dominant force in the retail industry in recent years. With the rise of the internet, smartphones, and digital payment systems, consumers now have the ability to shop for almost anything from the comfort of their homes. This trend has reshaped how people buy goods and services, offering unparalleled convenience and a wide variety of options. The online shopping market has grown exponentially, with millions of people shopping online every day across the globe.

The growth of online shopping has been fueled by several factors. One of the primary reasons is the convenience it offers. Consumers no longer need to visit physical stores, stand in long lines, or worry about store hours. With just a few clicks, they can browse a vast range of products, compare prices, and make purchases at any time of day or night. This convenience has made online shopping particularly appealing to busy individuals and those who live in remote areas.

Another significant factor driving the growth of online shopping is the availability of a wide range of products. Online retailers are not limited by physical space, so they can offer a much larger selection of goods compared to traditional stores. Shoppers can access products from international markets, giving them the opportunity to purchase items that may not be available locally. Many e-commerce platforms also provide product reviews and ratings from other customers, which can help consumers make more informed decisions.

Online shopping also offers various payment options, including credit cards, debit cards, digital wallets, and even cryptocurrencies. This flexibility makes it easier for consumers to complete transactions securely. Additionally, the rise of one-click purchases and saved payment information has streamlined the checkout process, making it even faster and more efficient.



However, despite its many advantages, online shopping comes with certain challenges. One of the primary concerns is fraud. Consumers may face risks such as identity theft, credit card fraud, or scams from unreliable sellers. To address these risks, many e-commerce platforms have implemented enhanced security measures, such as encryption and two-factor authentication. Additionally, return policies can be complicated, and some consumers are hesitant to buy products online due to the inability to physically inspect them before making a purchase.

Another challenge is delivery issues. While many online retailers offer fast shipping options, delays can still occur, especially during peak shopping seasons or in areas with limited infrastructure. Shipping costs can also be high, particularly for international orders. As a result, customers may sometimes end up paying more for shipping than the cost of the product itself.

Despite these challenges, online shopping continues to grow rapidly and is expected to shape the future of retail. With technological advancements, such as artificial intelligence and augmented reality, e-commerce platforms are constantly improving the shopping experience, making it more personalized and engaging. The future of online shopping looks bright, with continued growth in both product offerings and consumer participation. As long as issues like fraud, delivery, and returns are addressed, online shopping will continue to revolutionize the way people shop.

Your summary should be 5-7 sentences long, highlighting the major aspects of online shopping, such as its growth, convenience, payment options, challenges, and future developments.

Mission 5. Evaluating the Truth

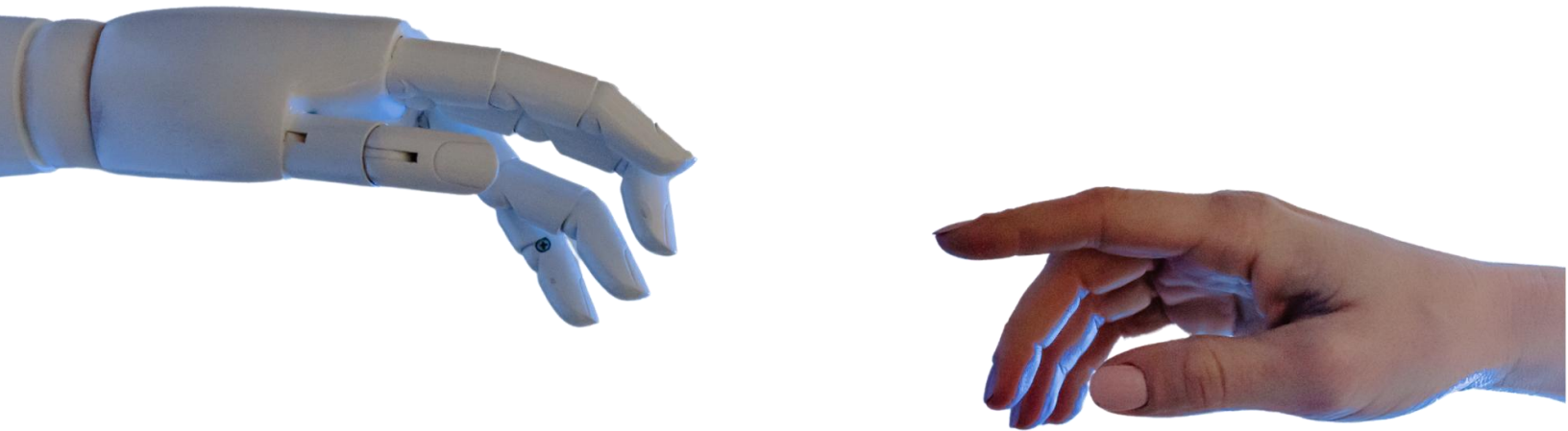
Read the following report about the growth of online shopping carefully. After reading, evaluate each statement related to the report and determine whether it is True or False. Mark your answers by writing "True" or "False" next to each statement.

Statement	True/False
The primary reason for the rapid growth of online shopping is the high quality of the products offered by online retailers.	
Online shopping allows consumers to purchase products from international markets, giving them access to goods that may not be available locally.	
Consumers are generally satisfied with online shopping, as all delivery issues have been resolved by e-commerce platforms.	
One of the challenges of online shopping is the ability to physically inspect the products before purchasing, which is often not possible.	
Online shopping platforms only offer payment options through credit and debit cards.	
Shipping costs and delivery delays are significant challenges faced by online shoppers, especially during peak shopping seasons.	
Many online retailers have implemented enhanced security measures to protect consumers from fraud and identity theft.	
Technological advancements like AI and augmented reality are expected to improve the online shopping experience and make it more personalized.	

Mission 6. The Questions Behind the Technology

Read the text below carefully. After reading the report, create a list of questions you would want to ask about the topics discussed. These questions should aim to deepen your understanding of AI's role in society and its potential impact on various industries.

The Rise of Artificial Intelligence in Everyday Life



Artificial Intelligence (AI) has rapidly evolved over the past decade, becoming an integral part of our daily lives. AI refers to the development of computer systems that can perform tasks that traditionally require human intelligence. These tasks include things like learning, decision-making, and problem-solving. As AI technology improves, it is being used in a wide range of industries, including healthcare, finance, transportation, and entertainment.

One of the most visible examples of AI is voice assistants like Siri, Alexa, and Google Assistant. These devices use AI algorithms to process speech, recognize commands, and perform actions like setting reminders or controlling smart home devices. Another growing area is autonomous vehicles—self-driving cars that use AI to navigate and make decisions in real time, eliminating the need for human drivers. AI is also making strides in the healthcare sector, with applications such as predictive diagnostics and personalized treatment plans that improve patient outcomes.

AI is also transforming the way businesses operate. Many companies are using AI-powered chatbots to improve customer service, as these bots can handle common inquiries efficiently, leaving human agents to focus on more complex tasks. In addition, AI is increasingly being used to analyze big data, enabling businesses to predict market trends, improve marketing strategies, and deliver personalized customer experiences. The possibilities of AI seem endless, but with its rapid advancement, there are also concerns about privacy, job displacement, and the ethical implications of AI decision-making.

As AI continues to evolve, it is clear that its influence will only grow, impacting more aspects of our lives. However, the challenge remains to balance the benefits of AI with careful regulation and ethical considerations, ensuring it serves society in a fair and responsible way.

Before writing your questions, consider the applications mentioned, concerns raised, and any future developments that you find intriguing. After making your list of questions, try to discuss them with your friends or teacher to explore the topic further and gain different perspectives.

1.
2.
3.
4.

Mission 7. A Path to a Sustainable Future

Read the following report about environmental impact of online shopping. As you read, pay attention to the generic terms (general words that describe broad concepts) and technical language (specific terms related to a particular field or subject).

Environmental Impact of Online Shopping



Online shopping has transformed the retail industry, making it more convenient for consumers. However, this growth in e-commerce has led to increased concerns about its environmental impact. From packaging waste to carbon emissions from delivery vehicles, online shopping has both positive and negative effects on the environment.

One of the primary environmental issues caused by online shopping is excessive packaging. Products are often packaged individually, leading to increased waste, which can be harmful to the environment. In fact, studies show that packaging waste in e-commerce is a

significant contributor to the overall waste generated by the retail industry. To address this, many companies are exploring more sustainable packaging options, such as biodegradable materials or reusable packaging.

Another concern is the carbon emissions generated by delivery vehicles. Online orders typically involve multiple delivery trucks, each carrying small quantities of products, which increases carbon emissions. Some believe that this is one of the most significant environmental impacts of online shopping. On the other hand, others argue that the emissions generated by a few delivery trucks may be less than those created by the millions of customers driving their cars to stores.

Finally, it's important to consider the role of consumer behavior in the environmental impact of online shopping. While some consumers prioritize sustainability when making online purchases, many still choose convenience over environmental concerns. As a result, companies are being encouraged to adopt greener practices, and consumers are being urged to consider the environmental consequences of their buying habits.

In conclusion, while online shopping offers many conveniences, its environmental impact cannot be overlooked. Retailers and consumers alike must take steps to reduce packaging waste and carbon emissions to make e-commerce more sustainable. With the growing demand for eco-friendly options, the future of online shopping may become more environmentally conscious.

Identify the generic terms and technical language used in the text. Generic terms are general words that introduce broad concepts, while technical language refers to specific terms used to describe specialized ideas or practices in a particular field.

Generic Terms	Technical Language
.....	
.....	
.....	
.....	
.....	

Knowledge Corner

Unity in a paragraph means that all the sentences within that paragraph work together to support and develop a single main idea or point. The paragraph should have a clear topic sentence (usually the first or second sentence) that introduces the main idea, and all the other sentences must be related to this central point.

Key Points of Unity:

- ▷ One main idea: Every paragraph should focus on just one idea or theme. If a paragraph introduces multiple ideas, it lacks unity.
- ▷ Coherence: The sentences should be logically connected, either through transitions or supporting details.
- ▷ Topic Sentence: The topic sentence is the sentence that introduces the main idea of the paragraph. All other sentences should relate directly to this idea.

Supporting sentences are the sentences in the paragraph that help explain, expand, or provide evidence for the main idea introduced in the topic sentence. These sentences should add more information, details, examples, or explanations to develop the idea further.

Key Points about Supporting Sentences:

- ▷ Explanation: Supporting sentences should explain the topic sentence in more detail. For example, if the topic sentence says, "Reading regularly helps improve cognitive skills," the supporting sentences might describe how reading improves focus, memory, and vocabulary.
- ▷ Examples and Evidence: They can include examples, facts, statistics, or personal experiences that back up the main idea. For example, "Research shows that children who read every day have better attention spans."
- ▷ Transition: Supporting sentences should flow logically from one to the next. This helps to maintain coherence in the paragraph.

Mission 8. Finding the Irrelevant Sentence

Read the following paragraphs carefully. Each sentence is numbered in parentheses. Some sentences in each paragraph are irrelevant or do not support the main idea. Your task is to identify which sentence(s) break the unity of the paragraph and explain why they do not fit.

1. "The impact of social media on teenagers is a topic of much debate (1). Many teenagers spend hours a day on platforms like Instagram, TikTok, and Snapchat (2). Social media can affect their mental health in both positive and negative ways (3). The mental health benefits of social media, such as the ability to connect with friends, are often overlooked (4). Social media has become an important way for teenagers to communicate with their peers (5). In addition to these, there are concerns about the rising cost of education (6). Many studies show that excessive use of social media can contribute to anxiety, depression, and poor sleep patterns in teenagers (7)."

2. "The environment is facing numerous challenges due to human activity (1). Air pollution is one of the major causes of global warming (2). Climate change is leading to more extreme weather patterns around the world (3). A person's lifestyle can have a significant impact on their carbon footprint (4). Governments and organizations around the world are taking steps to address climate change (5). These include reducing emissions, investing in renewable energy, and enforcing stricter environmental regulations (6). The cost of living has risen sharply in many urban areas (7)."

3. "Eating a balanced diet is essential for maintaining good health (1). Fruits and vegetables are an important part of a healthy diet (2). Regular physical activity is also a key factor in maintaining health (3). Drinking water is important for hydration and digestion (4). Eating junk food can lead to health issues such as obesity and heart disease (5). Fast food restaurants are becoming more popular across the world (6). Sleep plays a vital role in overall health and well-being (7)."
4. "The digital age has brought significant changes to the way we communicate (1). Emails, text messages, and social media have made it easier to connect with others (2). However, these technologies have also led to an increase in misinformation (3). People often share news without verifying its source, which can spread false information quickly (4). Traditional forms of communication, such as face-to-face meetings, are still important for building strong relationships (5). In some cases, technology has caused people to become more isolated and less engaged with their communities (6). The use of smartphones has become a habit for many people, making it difficult to disconnect (7)."

Identify which sentence(s) in each paragraph do not belong and break the unity of the paragraph and explain why these sentences do not support the main idea of the paragraph.

Example (based on paragraph 1):

Irrelevant Sentence(s): "In addition to these, there are concerns about the rising cost of education (6)."

Explanation: This sentence is off-topic because it shifts the focus from social media's impact on mental health to concerns about education costs. This breaks the unity of the paragraph.

Revised Paragraph: "The impact of social media on teenagers is a topic of much debate (1). Many teenagers spend hours a day on platforms like Instagram, TikTok, and Snapchat (2). Social media can affect their mental health in both positive and negative ways (3). The mental health benefits of social media, such as the ability to connect with friends, are often overlooked (4). Social media has become an important way for teenagers to communicate with their peers (5). However, excessive use of social media can contribute to anxiety, depression, and poor sleep patterns in teenagers (7)."



Do You Know?

Over 4.9 billion internet users: As of 2021, over 4.9 billion people worldwide use the internet, making up approximately 63% of the global population. This number is continuously growing as more people gain access to the internet.



Mission 9. Crafting a Paragraph with Supporting Details

Read the following topic sentence. Your task is to choose one topic then write a paragraph that supports this topic sentence using at least three supporting sentences. These supporting sentences should explain, elaborate, or provide examples that are directly related to the topic sentence.

Topic to choose:

- A. "Exercise is essential for maintaining both physical and mental well-being."
- B. "Technology has revolutionized the way we communicate, making interactions faster and more accessible."
- C. "Eating a balanced diet is crucial for maintaining a healthy lifestyle."
- D. "Social media has a profound impact on how people perceive and interact with others."
- E. "Learning a second language can open up new opportunities in both personal and professional life."
- F. "Volunteering helps build stronger communities and fosters a sense of social responsibility."
- G. "Traveling allows individuals to gain a deeper understanding of different cultures and lifestyles."

Example:

Topic Sentence: "Reading regularly helps improve cognitive skills."

Supporting Sentences:

- ▷ "Studies have shown that reading regularly enhances brain function by stimulating neural connections, which improves memory and concentration."
- ▷ "Reading also increases vocabulary, as encountering new words in context helps with retention and understanding."
- ▷ "People who read often are better at critical thinking, as they regularly analyze and evaluate different perspectives and arguments in books."

Paragraph:

Reading regularly helps improve cognitive skills. Studies have shown that reading regularly enhances brain function by stimulating neural connections, which improves memory and concentration. Reading also increases vocabulary, as encountering new words in context helps with retention and understanding. People who read often are better at critical thinking, as they regularly analyze and evaluate different perspectives and arguments in books. Overall, reading is an excellent way to keep the mind sharp and improve intellectual abilities.

Mission 10. Quiz

1. In a report about global warming, the sentence "The increase in greenhouse gases like carbon dioxide and methane is a key factor in global warming" is an example of which type of language?
 - a. Generic term
 - b. Technical language
 - c. General opinion
 - d. Supporting sentence
 - e. Paraphrased text

2. If the topic sentence of a paragraph is "Regular exercise is important for maintaining physical health," which of the following sentences would break the unity of the paragraph?
 - a. "Exercise improves circulation, helping the heart pump more efficiently."
 - b. "Strength training can also help improve bone density and muscle mass."
 - c. "Eating healthy foods is also crucial for maintaining physical health."
 - d. "Exercise increases energy levels and promotes overall well-being."
 - e. "Regular exercise reduces the risk of heart disease, diabetes, and obesity."

3. Given the topic sentence "Reading regularly improves cognitive abilities," which of the following sentences would best support the main idea?
 - a. "Reading can be done in various formats, such as physical books, e-books, and audiobooks."
 - b. "Regular reading helps improve memory, vocabulary, and critical thinking skills."
 - c. "Books are widely available in libraries and online stores."
 - d. "People who read regularly are often better at problem-solving and decision-making."
 - e. "Some people prefer to read fiction, while others enjoy non-fiction books."

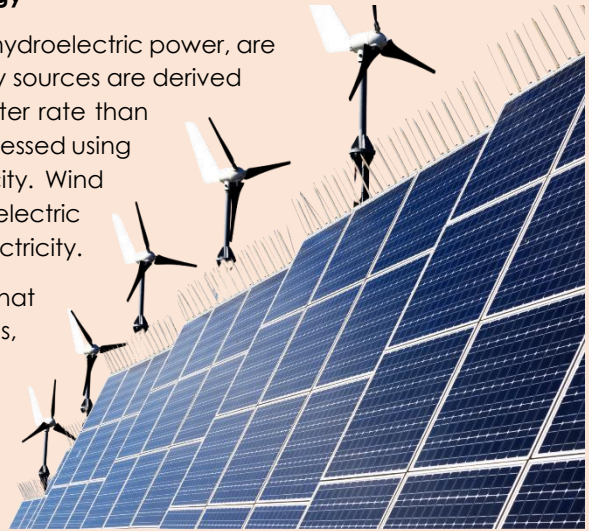
4. In a report on climate change, if the topic sentence is "The burning of fossil fuels is the leading cause of climate change," which of the following would be an appropriate supporting sentence?
 - a. "Reading can be done in various formats, such as physical books, e-books, and audiobooks."
 - b. "Regular reading helps improve memory, vocabulary, and critical thinking skills."
 - c. "Books are widely available in libraries and online stores."
 - d. "People who read regularly are often better at problem-solving and decision-making."
 - e. "Some people prefer to read fiction, while others enjoy non-fiction books."

5. Read the text below to answer the question!

The Benefits of Renewable Energy

Renewable energy sources, such as solar, wind, and hydroelectric power, are essential in combating climate change. These energy sources are derived from natural processes that are replenished at a faster rate than they are consumed. Solar energy, for example, is harnessed using photovoltaic cells that convert sunlight into electricity. Wind energy is captured through turbines, while hydroelectric power uses the force of flowing water to generate electricity.

One of the main advantages of renewable energy is that it produces little to no pollution. Unlike fossil fuels, renewable energy sources do not release harmful gases into the atmosphere, which significantly reduces their environmental impact. Additionally, renewable energy is sustainable and abundant, meaning it will not deplete over time, unlike non-renewable resources like coal or oil.



Despite the clear benefits, the transition to renewable energy faces several challenges. The initial cost of setting up renewable energy infrastructure, such as solar panels or wind turbines, can be high. There is also the issue of energy storage, as renewable energy is often dependent on weather conditions. For example, solar power can only be generated during the day, and wind power is dependent on wind speed.

However, technological advancements are making it increasingly feasible to rely on renewable energy. As renewable energy technologies improve and become more affordable, more countries and companies are investing in sustainable energy solutions. The shift toward renewable energy is crucial for ensuring a cleaner, more sustainable future for generations to come.

What is the main idea of the passage, and how does the author support this idea with specific details?

- a. The importance of renewable energy sources is emphasized, with the author providing examples like solar, wind, and hydroelectric power, explaining their benefits, challenges, and the technological advancements that make renewable energy more accessible.
- b. Renewable energy is expensive and difficult to use, making it an impractical solution for combating climate change.
- c. Solar energy is the most effective renewable energy source, and it should replace all other forms of energy.
- d. The main problem with renewable energy is that it is too unpredictable, and it cannot provide a reliable source of power.
- e. E. Renewable energy technologies are only viable for countries with high levels of wind or sunlight, limiting their use in other regions.

**Akses latihan soal
lainnya di sini yuk!**



Summary

Ice Breakers in Conversation

Ice breakers are strategies or activities that are used to help people start a conversation and make the situation more comfortable. Imagine you're at a party, a meeting, or a classroom where you don't know anyone or the atmosphere feels tense. Ice breakers are the tools that help break the "ice" or tension, making it easier for people to talk to each other. In simple terms, ice breakers are questions, comments, or activities that make it easier to start a conversation, especially in situations where people may feel a little awkward or nervous.

The function of ice breakers is to initiate conversations and help people feel more comfortable when interacting with others, especially when they are in new social settings

a. Opening questions:

Examples:

- ▷ "What do you like to do in your free time?"
- ▷ "Have you traveled anywhere recently?"
- ▷ "What's your favorite kind of music?"

b. Responding to ice breakers

Different ways to respond to ice breakers	Examples
Asking for More Details	▷ "That sounds interesting! Can you tell me more about it?"
Relating to the Other Person's Answer	▷ "I love hiking too! I went on a trail last weekend. What's your favorite hiking spot?"
Expressing Enthusiasm	▷ "That's awesome! I've always wanted to do that. How was it?"
Expressing Surprise	▷ "Really? I had no idea! What was the best part about it?"
Offering a Compliment	▷ "That's really impressive! You must be really talented!"
Asking Follow-Up Questions	▷ "That's interesting! How do you manage your time with that?"
Showing Empathy or Understanding	▷ "I totally get that! I feel the same way when I do [insert activity]."
Agreeing and Sharing Your Opinion	▷ "I totally agree! I think hiking is one of the best ways to relax."
Asking for Advice or Recommendations	▷ "That sounds great! Do you have any tips for someone just starting out?"
Showing Interest in Their Future Plans	▷ "That's great! What are your plans for next time? Are you going to try something bigger?"

Expression for guessing/sustain conversation

Once you've started a conversation, it's important to keep it going and make it interesting. This is where expressions to guess what the other person means or might be interested in come into play. You also need to use certain expressions to help sustain (continue) the conversation.

Examples:

▷ Could you be.....

▷ I'd imagine that.....

▷ Could it be....

▷ I wonder if.....

Report Text

A report text is a type of writing used to provide factual information about a specific topic. The purpose of a report is to describe, explain, or inform readers about a particular subject, often based on research or observation. Report texts are typically objective and neutral in tone, focusing on presenting the facts without personal opinions. They are structured in a clear and organized manner, making them easy for readers to follow.

c. Structure of report text:

▷ General Classification (Introduction).

▷ Description (Body):

▷ Conclusion (Optional).

In writing report texts, generic terms and technical language are essential for making the text precise, clear, and professional.

▷ Generic terms refer to general words or phrases that describe concepts, categories, or actions in a broad sense. They help to simplify complex ideas and make the text accessible to a wider audience. In report texts, generic terms are often used to introduce and define topics before moving into more specific details.

▷ Technical language refers to specific words or terminology used in a particular field or subject. This language is often more specialized and precise, ensuring that the report communicates detailed, accurate, and complex information. In report texts, technical language is used to explain or elaborate on specific concepts that are relevant to the topic at hand.

Unity Paragraph & Supporting Sentences

Unity in a paragraph means that all the sentences within that paragraph work together to support and develop a single main idea or point. The paragraph should have a clear topic sentence (usually the first or second sentence) that introduces the main idea, and all the other sentences must be related to this central point.

Supporting sentences are the sentences in the paragraph that help explain, expand, or provide evidence for the main idea introduced in the topic sentence. These sentences should add more information, details, examples, or explanations to develop the idea further.

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LESSON 6:

SPEAK FOR THE EARTH

Character of Pancasila Students

▷ **Critical Thinker**

Evaluate environmental and social issues thoughtfully by analyzing texts and using logical reasoning to build strong arguments.

▷ **Persuasive Communicator**

Present ideas clearly and convincingly by using examples, emotive language, and solid reasoning to influence others in both writing and speaking.



Introduction

What can you do to make people care more about the environment or speak up about important issues? Understanding how to express your ideas clearly and support them with strong arguments will help you communicate your opinions with confidence and purpose. Strengthening your ability to persuade others can inspire positive change in your community.

Keywords: Argument, Evidence, Persuade, Environment, Exposition

The goals of this chapter are: Developing skills to express ideas clearly by supporting them with examples, understanding the structure and language features of analytical exposition texts, enhancing the use of emotive language in both writing and speaking, and applying critical thinking to draw conclusions and craft compelling, well-supported arguments.

1. Understand and analyze context

- ▷ Grasp the broader implications of environmental and social issues through texts.
- ▷ Recognize the context in which ideas are expressed and evaluate their impact.
- ▷ Understand the meaning of specific terms in context, particularly in environmental and argumentative texts.

2. Engage in effective communication through examples

- ▷ Learn to use examples to clarify and support arguments during conversations and discussions.
- ▷ Apply the "example" strategy to sustain dialogues and encourage deeper engagement with the topic.

3. Express and support statements convincingly

- ▷ Use evidence and reasoning to back up claims in discussions and written arguments.
- ▷ Strengthen verbal and written communication by proving statements with clear examples.

4. Understand the fundamentals of analytical exposition

- ▷ Recognize the structure and purpose of analytical exposition texts.
- ▷ Learn how to identify key components of an analytical text, such as thesis, argumentation, and conclusion.

5. Write well-structured analytical texts

- ▷ Develop the skill to organize thoughts and present ideas clearly in written form.
- ▷ Create analytical exposition texts that logically present arguments and conclusions, supported by evidence and examples.

F I T R I



1. Planting Ideas, Cultivating Change

In this unit, you will learn how to clearly express your ideas by using examples to support your statements. You will also explore how to craft a strong thesis for argumentative texts and understand the elements that make an argument convincing and well-structured.

Mission 1. The Insights from the Poster

Read the poster “the Importance of Protecting Forest” below carefully. After reading, answer the following questions based on the information presented in the poster.

01 The Importance of Protecting Forests

02 CALL TO ACTION!

The future of our planet depends on the protection of our forests. You can help by supporting sustainable products, reducing deforestation, and raising awareness. Join local tree planting efforts, choose eco-friendly products, and advocate for stronger environmental policies. Every small action counts in ensuring a greener, healthier planet for future generations.

03 Key Points:

- **Biodiversity:** Forests are home to 80% of terrestrial species, supporting countless plants and animals.
- **Climate Regulation:** Forests absorb CO₂ and release oxygen, helping to combat climate change.
- **Water Conservation:** They regulate water cycles, prevent floods, and ensure clean water for communities.
- **Livelihoods:** Over 1.6 billion people depend on forests for resources like food, shelter, and medicine.
- **Soil Protection:** Forests prevent soil erosion, protect agriculture, and maintain healthy ecosystems.

 fitri.my.id

Questions:

1. Considering the connection between forests and biodiversity, what might be the long-term consequences of losing 80% of terrestrial species due to deforestation?
2. Given the role of forests in providing resources for 1.6 billion people, what would be the economic and social consequences of large-scale deforestation for these communities?
3. The poster calls for immediate action in response to forest destruction. What do you think are the most significant barriers to achieving these goals on a global scale, and how can we overcome them?
4. The poster suggests various actions individuals can take to help protect forests. Which action do you think would have the biggest impact?
5. How can we ensure that our support for sustainable products is genuinely contributing to forest protection?
6. In your opinion, what would be the consequence if we didn't take immediate action to protect forests?

Mission 2. A Critical Comparison

Read the three product descriptions below. Each product is related to forest protection and sustainability, but they vary in their environmental impact. After reading the descriptions, answer the following questions critically, thinking about the long-term effects of your choices on the environment, especially forests.

Eco-Friendly Paper Bags

These paper bags are made from 100% recycled paper and are fully biodegradable. They are marketed as a sustainable alternative to plastic bags, helping to reduce plastic waste that harms the environment. However, to make the paper bags, trees need to be cut down, and the process of recycling the paper still requires energy. The company claims that their paper bags are produced sustainably with minimal environmental impact.



Bamboo Toothbrush



This bamboo toothbrush is made with a biodegradable bamboo handle and nylon bristles. Bamboo grows quickly and doesn't require large amounts of water or pesticides, making it an eco-friendly choice for reducing plastic waste. The company promotes it as a plastic-free alternative for personal care products, emphasizing its sustainability and environmental benefits. However, some of the bristles are still made of plastic, and bamboo production requires transportation, which adds to its carbon footprint.

Palm Oil-Free Vegan Soap

This soap is made without palm oil, a commodity that contributes significantly to deforestation in tropical regions. The company claims that by using alternative oils such as coconut and olive oil, they are supporting sustainable farming practices and helping to protect endangered species and ecosystems. However, the production of coconut and olive oil can also lead to land degradation if not done responsibly, and the packaging is made from plastic.



Now answer the questions below:

1. Which product do you believe has the least environmental impact, and why?
2. What factors would you prioritize when choosing an environmentally friendly product?
3. In your opinion, is using products like these enough to address environmental issues, or is a larger, systemic change needed?
4. How can you educate others about the environmental impact of everyday products like the ones discussed in this activity?
5. What do you think is the role of businesses and governments in ensuring products are truly sustainable?

Mission 3. Discussing Waste and Forest Protection

Read the conversation below carefully. After reading, answer the following questions based on the content and context of the conversation about the importance of reducing plastic waste and protecting forests. Make sure to support your answers with specific details from the conversation.

Alex: You know, I've been thinking a lot lately about plastic pollution and how it's affecting the environment. We've all heard about how it harms marine life, but what about forests? A lot of plastic waste ends up in forests too, often because people just dump their trash. For instance, I recently saw an image of plastic bags caught in trees, and it really hit me how even our forests are suffering from this issue.



Jordan: Yeah, it's shocking how something so small can have such a big impact. I was reading that over 8 million tons of plastic enter the oceans every year. That's just the plastic that's accounted for. But, you're right—it's not just the oceans that are affected. Forests are being impacted in ways we don't always think about. The trees and wildlife suffer, and it also prevents forests from thriving, which disrupts the whole ecosystem. For example, plastic takes hundreds of years to decompose, so it just accumulates, especially in places that aren't being properly managed.

Alex: Exactly! And it's not just about plastic bags or bottles—think about all the plastic packaging we use every day. Even when we try to recycle, it doesn't always work because not all plastic is recyclable. I heard that in some countries, people are even burning plastic waste, which releases harmful chemicals into the air and soil. It's a terrible cycle, and it's hard to break unless we really start taking action.

Jordan: You're so right. I think one thing that would help is reducing single-use plastics. It's easy to grab a plastic bottle or a plastic bag, but there are alternatives. For instance, reusable bags and water bottles are simple but effective ways to reduce waste. In some countries, they've already banned plastic bags, and it's made a noticeable difference. I think if more people made those small changes, we'd see less plastic waste overall.

Alex: I agree with you. The switch to reusable products is such an easy change to make. But I also think that to really tackle this issue, we need stronger policies in place. Governments need to create more sustainable solutions, like better recycling programs or stricter regulations on plastic production. It's not just about what we as individuals can do—it's about having systems that support sustainable choices.

Jordan: Right, it needs to be a combined effort. Individual actions can make a big difference, but policy changes and corporate responsibility are just as important. For example, if we encourage more companies to use biodegradable or eco-friendly packaging, it would reduce the amount of plastic that ends up in our forests. And governments could help by providing incentives for businesses to switch to sustainable practices.

Alex: That's a good point. And I think public awareness is key too. A lot of people don't even realize how much plastic they use on a daily basis or how damaging it can be. If people started to see the full picture—how plastic affects everything from oceans to forests—maybe they'd be more motivated to make changes. Like, instead of using plastic straws at a restaurant, they could choose a paper or reusable one. Small actions, when done collectively, can have a huge impact.

Jordan: Exactly! It's all about shifting our mindset. We need to make these changes not just for ourselves but for the future. It's not going to happen overnight, but with education, awareness, and action, we can make a real difference. After all, protecting our forests is protecting our planet—and that's something we all need to care about.

Alex: I couldn't agree more. Every little action count, and it starts with each of us making more conscious choices. If we all did our part, even in small ways, we could really reduce the amount of plastic that ends up in our forests and oceans.

Jordan: It's all connected, right? From the air we breathe to the water we drink—it all comes back to taking care of the earth. So, let's keep talking about it, spreading awareness, and encouraging people to think about their choices. It's time to act before it's too late.

Now answer this questions:

1. How does Alex express the idea that plastic waste is harmful to both oceans and forests?
2. How does Jordan explain the importance of small, individual changes like using reusable products?
3. What specific actions do they suggest governments should take to reduce plastic waste?
4. What solutions do they propose for making businesses more responsible for their plastic usage?
5. What personal actions do Alex and Jordan mention as ways to reduce plastic waste?
6. What methods do they think could help educate people about the dangers of plastic pollution?

Mission 4. Expressing Ideas Clearly with Supporting Examples

Choose one of the following topics related to environmental sustainability and conservation. After selecting your topic, write a paragraph and make sure to provide specific examples that illustrate the significance of your chosen topic, and explain how it contributes to a more sustainable and environmentally-friendly future.

Topic options:

- ▷ Option 1: The Importance of Reducing Plastic Waste
- ▷ Option 2: The Role of Renewable Energy in Combating Climate Change
- ▷ Option 3: Why Tree Planting is Essential for the Environment
- ▷ Option 4: How Sustainable Agriculture Contributes to a Healthier Planet
- ▷ Option 5: The Benefits of Eco-Friendly Transportation (e.g., electric cars, biking, public transport)

Writing guide:

- ▷ Clearly state your main idea or argument (e.g., "Reducing plastic waste is crucial for protecting our environment").

- ▷ Provide at least two examples that support your argument (e.g., “Plastic waste harms wildlife by choking marine animals, and it takes hundreds of years to decompose”).
- ▷ Use facts or specific examples that help strengthen your statement and provide evidence for your point.

Topic: The Importance of Reducing Plastic Waste

Reducing plastic waste is crucial for protecting our environment. Every year, millions of tons of plastic are produced and discarded, much of it ending up in oceans and forests. For example, plastic bags often get stuck in trees, harming not just the trees but also wildlife. A study showed that around 100,000 marine animals die each year from plastic ingestion. Another example is the time it takes for plastic to decompose—some plastics can take up to 1,000 years to break down. This long-lasting impact means that plastic waste continues to harm ecosystems long after it's discarded. By switching to reusable bags and bottles, we can significantly reduce plastic waste and its harmful effects on our planet.

Knowledge Corner

Expressing an idea clearly means conveying your thoughts in a way that is easy to understand. This involves presenting your main idea logically, using simple and direct language, and organizing your points effectively. Giving examples is important because they clarify abstract ideas, making them easier to understand. Examples also strengthen arguments by adding credibility and persuasion, as they support ideas with concrete evidence. Additionally, examples engage the audience, making the content relatable and interesting, and they demonstrate the real-world relevance of concepts, showing how ideas apply in practical situations.

a. How to express ideas clearly by giving examples:

- ▷ Begin by stating your main idea clearly and concisely. This sets the stage for the reader or listener to understand the core message of your argument.
- ▷ After you've stated your main idea, provide specific examples that help illustrate and support your point. These examples should be relevant, clear, and easy to understand.
- ▷ After giving your examples, explain how they reinforce or prove your main point. This helps the audience see the connection between the idea and the example, ensuring they understand the significance of the examples.
- ▷ You don't always have to use the same type of example. You can use statistics, personal experiences, real-world situations, or scientific research to support your ideas.
- ▷ Your examples should be clear and directly related to your main point. Avoid overcomplicating or including irrelevant details that might confuse the audience.

b. Expressions for giving examples:

- | | | |
|------------------|-----------------------------|-------------------------------|
| ▷ For example, | ▷ This can be seen in | ▷ A case in point is |
| ▷ For instance, | ▷ A good example of this is | ▷ This can be demonstrated by |
| ▷ Such as | ▷ Consider the case of | ▷ To give an example, |
| ▷ Like | ▷ One example of this is | ▷ Let's look at |
| ▷ To illustrate, | ▷ Take, for instance, | |

Mission 5. Argument Mapping

Read the conversation carefully. Answer the following questions and fill in the table with the main argument presented by each character (Anna, David, Eva, and James). Be sure to identify the key points each character makes to support their perspective.

Anna: I firmly believe that banning single-use plastics is crucial for protecting our planet. We have known for decades that plastic waste is a major contributor to pollution, especially in oceans. Plastics don't biodegrade, and they accumulate in ecosystems, causing irreversible damage. Take the Great Pacific Garbage Patch, for example—it's an area in the ocean that is filled with millions of tons of plastic waste. Every year, millions of marine animals die from ingesting plastic or becoming entangled in it. We need to ban single-use plastics, like plastic bags and straws, to reduce this environmental disaster.

David: While I agree with the general idea of reducing plastic waste, I don't think a complete ban on single-use plastics is the right solution. I mean, think about the consequences. Banning plastic bags and straws sounds good in theory, but we need to consider the alternatives. For instance, paper bags may seem like a better option, but they require more energy to produce and contribute to deforestation. In fact, the production of paper bags releases more carbon than plastic, so we could be trading one environmental issue for another. Moreover, banning plastic without providing viable alternatives may not solve the problem but simply create new ones.

Eva: David, I see where you're coming from, but I think you're missing the bigger picture. Yes, alternatives to plastic have their own environmental costs, but they are still much better than plastic. Paper bags, for example, are biodegradable, and their environmental impact is far less than the hundreds of years it takes for plastic to break down. The key is to shift towards reusable options, not just to swap one disposable item for another. When we ban plastic bags, people will start to use cloth bags or reusable containers, which are a much more sustainable choice in the long run. We need to push for those alternatives and make sure that reusable options are widely available.

James: I agree with Eva on the long-term benefits of reusable products. But I also think we need a broader perspective here. The issue with plastic isn't just that it takes years to decompose—it's the fact that we consume so much of it without thinking about the consequences. If we focus solely on banning plastic bags and straws, we're addressing just a small part of a much larger issue. We should look at systemic changes, such as improving recycling programs and encouraging companies to take responsibility for the products they manufacture. Moreover, governments need to incentivize businesses to innovate and find sustainable packaging alternatives. Changing consumer behavior is important, but it also requires a broader shift in policy and industry practices.

Anna: That's a valid point, James. And I agree that there should be more focus on corporate responsibility and improving the recycling infrastructure. But we can't wait for everything to fall into place before we act. Every year, tons of plastic waste continue to pollute our ecosystems and harm wildlife. By starting with the ban on single-use plastics, we can create momentum for broader changes, while showing industries and governments that consumers care about sustainability. It's not about waiting for the perfect solution; it's about taking the first step and building from there.

David: You both make good points, but I still think we need to tread carefully. While I agree that plastic pollution is a huge problem, I'm concerned that banning one product after another could create unintended consequences. We need to make sure that the solutions we put in place are both effective and sustainable. Otherwise, we could end up with another environmental issue on our hands. That's why I'm advocating for more research and development into biodegradable plastics and more efficient recycling systems—these could be a better middle ground than an outright ban.



Eva: David, I understand your concern about unintended consequences, but the urgency of the plastic crisis can't be ignored. We've seen the damage plastic does to our ecosystems for decades, and it's not slowing down. The solutions may not be perfect, but they are a step in the right direction. Once we start with banning single-use plastics and encouraging reusable options, we can keep refining the system. We'll get to the point where we'll have better alternatives in place—biodegradable plastics and efficient recycling—but we need to act now to reduce plastic pollution.

Answer the question below!

1. What evidence does she provide to support her stance on banning single-use plastics? How does she explain the urgency of the situation?
2. How does David address the potential environmental impact of alternatives like paper bags?
3. What examples or reasoning does Eva use to support her stance on the benefits of banning single-use plastics and shifting to reusable options?
4. What is James' position on the issue? How does he expand the discussion beyond just banning plastic?
5. Identify specific examples or evidence used by Anna, David, Eva, and James. How does each one add weight to their argument?

Identifying Arguments in the Conversation

Name	Argument
Anna	<i>(Write Anna's argument about banning single-use plastics)</i>
David	<i>(Write David's argument against banning single-use plastics)</i>
Eva	<i>(Write Eva's counterargument in favor of banning single-use plastics and using alternatives)</i>
James	<i>(Write James' argument about systemic change and broader solutions to the plastic problem)</i>

Mission 6. The Insights from the Poster

Read the thesis statements carefully, then match each piece of evidence to one of the thesis statements above. For each match, provide a short explanation (1-2 sentences) of why the evidence supports the thesis. Make sure to analyze how each piece of evidence directly connects to and strengthens the main argument presented in the thesis.

Thesis/statements:

Thesis 1: "Eating a plant-based diet is essential for improving personal health and reducing environmental impact."

Thesis 2: "Recycling should be mandatory in all cities to reduce waste and protect the environment."

Thesis 3: "Education should focus more on environmental sustainability to prepare future generations for the challenges of climate change."

Thesis 4: "Public parks and green spaces are essential for improving mental health and overall well-being."

Thesis 5: "The reduction of single-use plastic is crucial for the future of our oceans and marine life."

Example:

Statement 1 – Evidence A

Evidence A supports Thesis 1 ("Eating a plant-based diet is essential for improving personal health and reducing environmental impact") because it highlights the significant reduction in carbon footprint achieved through a plant-based diet, directly supporting the claim about environmental benefits.

Match the evidence to each thesis statement:

- A. "A study published in the Journal of Environmental Science showed that a plant-based diet reduces an individual's carbon footprint by up to 50% compared to a meat-based diet."
- B. "Research from the American Heart Association found that plant-based diets lower the risk of heart disease by 32%, primarily due to lower levels of cholesterol and fat."
- C. "A 2018 report by the United Nations revealed that livestock farming is responsible for 14.5% of global greenhouse gas emissions, which is more than the entire transportation sector combined."
- D. "In countries like Germany, where recycling is mandatory, the recycling rate has reached over 60%, significantly reducing landfill waste and conserving resources."
- E. "The Environmental Protection Agency (EPA) reports that recycling aluminum saves up to 95% of the energy required to produce new aluminum, making it a critical component of energy conservation."
- F. "The World Health Organization reports that living near green spaces is linked to improved mental health, particularly in urban areas where access to nature is limited."
- G. "A study in the journal Environmental Health Perspectives found that regular visits to parks can reduce symptoms of depression and anxiety by up to 30%, providing both physical and psychological benefits."
- H. "The Ocean Conservancy's 2019 report revealed that plastic waste is responsible for

- I. "According to the National Geographic Society, the U.S. alone generates more than 250 million tons of trash every year, but only about 30% is recycled. If recycling were mandatory, this number could rise significantly."
- J. "A 2020 survey by the National Environmental Education Foundation found that 60% of teachers felt that environmental education increased students' interest in science and social studies."
- K. "Countries that prioritize environmental education, like Sweden and Finland, have produced significant advancements in renewable energy adoption, demonstrating the connection between education and action on sustainability."
- L. "A study by UNESCO showed that students who engage with environmental issues are more likely to adopt sustainable behaviors as adults, such as conserving water and reducing waste."
- M. "Research conducted by the University of Illinois found that spending time in natural environments can lower stress levels and improve mood by reducing cortisol levels."
- N. "A 2018 study from the Ellen MacArthur Foundation found that if current plastic consumption trends continue, by 2050, there will be more plastic in the ocean than fish by weight."
- O. "Several cities, like San Francisco and Vancouver, have implemented successful plastic bag bans that have dramatically

killing over a million marine animals every year, including sea turtles, dolphins, and seabirds."

reduced plastic waste in local waterways and oceans."

Mission 7. Thesis Development

Choose a topic provided below create a thesis statement for it. Make sure the thesis statement is a clear and concise sentence that presents the main idea or argument of your essay.

Topics option:

1. The Importance of Reducing Plastic Waste
2. Protecting Forests for a Sustainable Future
3. The Role of Renewable Energy in Combating Climate Change
4. The Impact of Overfishing on Marine Life
5. Sustainable Agriculture: Balancing Food Production and Environmental Protection

After selecting your topic, develop a strong thesis statement. Your thesis should clearly express the main idea or argument you want to make about the topic. Make sure your thesis is specific and debatable, providing a foundation for your essay.

Topic: The Importance of Reducing Plastic Waste

Thesis Statement:

"Reducing plastic waste is an essential step toward protecting the environment, as it significantly reduces pollution in our oceans and landfills, conserves precious natural resources, and mitigates the harmful effects of plastic on wildlife. By adopting sustainable alternatives, promoting recycling, and raising awareness about the environmental impact of plastic, we can take meaningful action to reduce waste and preserve ecosystems for future generations."



Do You Know?

Forests play a crucial role in the global carbon cycle. Through photosynthesis, trees and plants absorb large amounts of CO₂, helping to reduce the impact of greenhouse gases. This makes forest ecosystems essential for regulating Earth's climate.



Knowledge Corner

- a. A thesis is the central claim or main idea of an argumentative text. It states the writer's position on a particular issue and guides the structure of the entire argument. Essentially, the thesis serves as the foundation upon which the entire argument is built.
- b. A good argument is persuasive, well-structured, and supported by evidence. It is built on solid reasoning and includes clear, logical connections between ideas.
- c. What makes an argument strong:
 - ▷ The argument should be clearly expressed, so the reader understands the point being made. There should be no confusion about what the writer is trying to argue.
 - ▷ Good arguments are supported by strong evidence such as facts, statistics, research studies, examples, or expert opinions. These support the claims and make the argument more convincing.
 - ▷ A good argument follows logical reasoning. Each claim should be backed up with evidence that leads naturally to the conclusion. Logical fallacies, such as jumping to conclusions or making unsupported claims, weaken an argument.
 - ▷ A strong argument acknowledges opposing viewpoints (counterarguments) and provides reasons for why those opposing views are less valid or less convincing. This shows that the writer has considered multiple perspectives and strengthens their own position by addressing potential objections.
 - ▷ A good argument is well-organized, with logical flow from one idea to the next. Each paragraph should focus on a single point, and the ideas should build on one another.
 - ▷ A good argument should be convincing and engaging. The writer should be able to persuade the reader to consider or accept their position. Emotional appeals (without being manipulative) can also play a role in persuasion, particularly when discussing issues like environmental protection or social justice.

Mission 8. Quiz

1. Which of the following is an essential characteristic of a good thesis statement?
 - a. It should be vague and open-ended.
 - b. It should provide a clear stance on the issue.
 - c. It should include multiple topics and avoid being specific.
 - d. It should be written at the end of the essay.
 - e. It should leave the reader unsure about the writer's position.
2. What is the purpose of using examples in an argumentative text?
 - a. To introduce new unrelated topics.
 - b. To clarify and strengthen the main argument.
 - c. To confuse the reader and create ambiguity.
 - d. To summarize the entire argument.
 - e. To weaken the writer's stance.
3. Why is it important to address counterarguments in an argumentative text?
 - a. To confuse the reader and weaken the main argument.
 - b. To avoid discussing opposing views.
 - c. To show that the writer is open-minded and considers all perspectives.
 - d. To make the argument longer without adding substance.
 - e. To distract the reader from the main thesis.
4. Which of the following is a characteristic of a strong thesis statement in an argumentative text?
 - a. It is broad and covers multiple topics.
 - b. It is specific and directly addresses the issue.
 - c. It is vague and leaves room for interpretation.
 - d. It avoids taking a clear stance.
 - e. It provides background information without making a claim.
5. What role does evidence play in a strong argument?
 - a. It makes the argument longer but not necessarily stronger.
 - b. It helps to back up the main points and makes the argument more convincing.
 - c. It distracts the reader from the thesis statement.
 - d. It makes the argument more emotional and less rational.
 - e. It is unnecessary if the writer's opinion is strong enough.

**Akses latihan soal
lainnya di sini yuk!**





2. Connecting Ideas through Analytical Thought

In this unit, you will focus on how to effectively draw conclusions in analytical expositions, using appropriate language features. You will also practice using emotive language to influence your audience, enhancing your ability to write compelling and persuasive analytical texts.

Mission 1. Drawing Conclusions

Read the following analytical exposition text carefully. After reading, identify the conclusion presented in the text and then write a clear conclusion that summarizes the key points discussed, reinforcing the main argument or stance.

The Importance of Renewable Energy

Renewable energy sources, such as wind, solar, and hydro power, are essential for ensuring the long-term sustainability of our planet. As fossil fuels deplete and their environmental impact grows, renewable energy offers a cleaner, more sustainable alternative. Wind, solar, and hydro power produce little to no greenhouse gases or pollutants, making them key solutions to reducing carbon emissions and combating climate change. By reducing our dependence on fossil fuels, we can significantly lower the amount of harmful emissions released into the atmosphere, which in turn helps slow global warming and protect natural ecosystems.

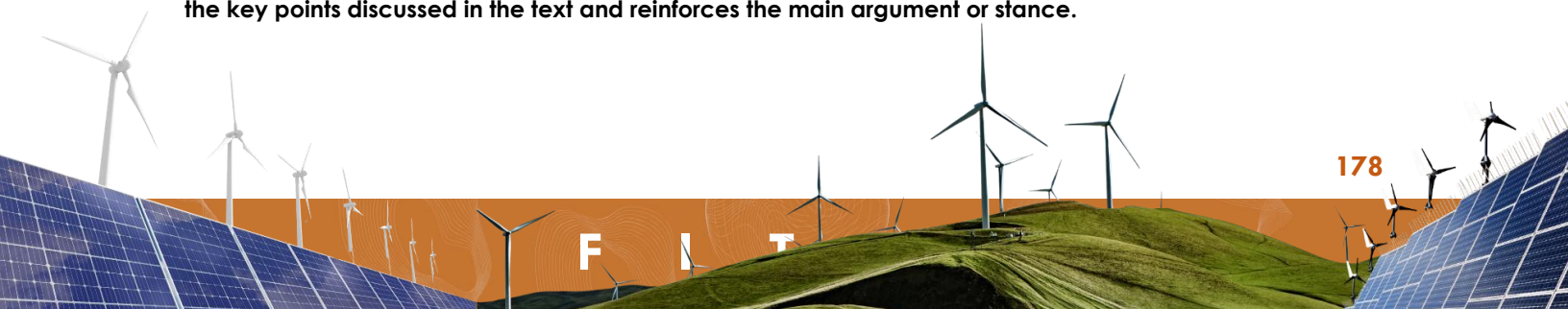
One of the major advantages of renewable energy is its ability to decrease pollution, particularly air and water pollution, which is heavily associated with the burning of coal, oil, and natural gas. These sources of energy have contributed significantly to environmental degradation, affecting both human health and biodiversity. With renewable energy sources, we can move toward cleaner methods of power generation that not only protect the environment but also improve public health by reducing air pollution-related illnesses such as respiratory problems and heart disease.

However, despite the clear environmental benefits, the transition to renewable energy faces some challenges. One of the most significant barriers is the high initial cost of setting up renewable energy infrastructure, such as solar panels, wind turbines, and hydroelectric plants. These technologies require substantial investment and research before they can be scaled up to meet global energy demands. Additionally, renewable energy sources can sometimes be inconsistent or intermittent; for example, solar energy generation depends on sunlight, and wind energy depends on wind conditions, which can vary. This makes energy storage and grid integration more complex, requiring further advancements in technology.

Nevertheless, the long-term benefits of renewable energy far outweigh these challenges. Not only do they offer a cleaner and more sustainable future, but they also help boost economies by creating new industries and job opportunities. As the demand for renewable energy grows, so does the potential for innovation in technology, making energy systems more efficient and accessible. Moreover, renewable energy can help reduce the geopolitical and economic instability associated with fossil fuel dependence, giving countries more energy security and independence.

In conclusion, renewable energy is crucial for the sustainability of our planet, despite the challenges it faces. By transitioning away from fossil fuels and embracing renewable sources, we can mitigate the effects of climate change, reduce pollution, and create a more secure energy future. While high initial costs and technological barriers remain, the long-term environmental, economic, and social benefits make renewable energy a necessary investment for a sustainable world. As technology improves and becomes more affordable, the widespread adoption of renewable energy is becoming an increasingly realistic and beneficial goal for the global community.

After reading, identify the conclusion presented in the text. Then, write a clear conclusion that summarizes the key points discussed in the text and reinforces the main argument or stance.



Mission 2. Statement Check

Read the two analytical exposition texts carefully. After reading, create a list of statements based on the key points and arguments presented in both texts. For each statement, indicate whether it is True or False based on the information from the texts. After evaluating each statement, write a brief explanation (1-2 sentences) to support your answer, referencing specific details from the texts to justify your choice.

The Importance of Renewable Energy



Renewable energy is becoming an increasingly essential solution to combat climate change and reduce our reliance on fossil fuels. Solar, wind, and hydropower are examples of clean energy sources that can significantly reduce greenhouse gas emissions, one of the leading causes of global warming. These renewable resources, unlike fossil fuels, produce little to no air pollution, making them a key factor in preserving the environment.

The transition to renewable energy has already shown promising results. According to the International Energy Agency (IEA), global

renewable energy capacity grew by over 7% in 2020, with countries around the world investing more in cleaner energy. Solar power, in particular, has become one of the most widely used sources of renewable energy, with its cost dropping significantly in the last decade due to advances in technology and efficiency. Wind power, too, has gained momentum, particularly in countries with strong coastal winds.

However, the widespread adoption of renewable energy does face certain challenges. One of the main barriers is the initial cost of setting up renewable energy systems such as wind turbines, solar panels, and hydropower plants. These systems require substantial upfront investment, which can be a deterrent for some countries or businesses, particularly in developing regions. Additionally, renewable energy production is often dependent on weather conditions, making it less reliable than traditional fossil fuel-based energy sources, which are available 24/7. Still, advancements in energy storage technologies, such as large-scale battery systems, are working to address these limitations and make renewable energy more feasible as a mainstream solution.

Despite these challenges, the benefits of renewable energy far outweigh the difficulties. By transitioning to clean energy sources, we can not only reduce carbon emissions but also create long-term economic growth by promoting green jobs and sustainable industries. The transition to renewable energy is crucial for the health of the planet and future generations.

The Impact of Deforestation on Biodiversity

Deforestation is one of the most pressing environmental challenges today, with profound impacts on biodiversity and the overall health of ecosystems. Forests are home to approximately 80% of all terrestrial species, providing vital habitats for both plants and animals. When forests are destroyed, species lose their homes, and ecosystems are disrupted, leading to the endangerment or extinction of many species. According to the World Wildlife Fund (WWF), deforestation is a key driver of biodiversity loss, with species such as the orangutan and the jaguar being at risk due to habitat destruction.

In addition to threatening wildlife, deforestation also contributes significantly to global climate change. Trees absorb carbon dioxide (CO₂) from the atmosphere, a process that helps regulate the Earth's climate. When forests are cleared, the stored carbon is released back into the atmosphere, which

exacerbates global warming. This effect is particularly detrimental in tropical rainforests, which play a crucial role in maintaining the Earth's carbon balance. In fact, tropical forests are estimated to store around 25% of the world's carbon.

The causes of deforestation are varied, with agriculture, urbanization, and illegal logging being some of the main drivers. As demand for land to grow crops and livestock increases, forests are cleared to make way for agriculture, often leading to soil degradation and loss of soil fertility. Additionally, illegal logging continues to be a major problem in many countries, with forests being destroyed for timber and other valuable resources.

Efforts to combat deforestation are underway in many regions, with governments and NGOs working to promote sustainable land management practices and reforestation initiatives. For instance, in countries like Brazil, policies such as the Forest Code have been introduced to regulate land use and reduce deforestation. On the international level, initiatives like the REDD+ program aim to provide financial incentives to countries that reduce emissions from deforestation and forest degradation. However, more needs to be done to address the root causes of deforestation and ensure the protection of the world's remaining forests.



Statements check:

Text 1:

Statement	True/False	Explanation
Renewable energy sources like solar and wind produce little to no pollution, making them a crucial solution to climate change.	True	Renewable energy sources are clean and do not produce harmful pollutants like fossil fuels.
Solar power is one of the most expensive renewable energy sources to implement.		
Renewable energy production is always reliable, unlike fossil fuels.		
The adoption of renewable energy sources globally increased by more than 7% in 2020.		
The transition to renewable energy only has environmental benefits and no economic impact.		

Text 2:

Statement	True/False	Explanation
Deforestation primarily threatens wildlife by removing their habitats.	True	Deforestation destroys the habitats of many species, leading to population declines and extinction.
Trees in tropical rainforests do not play a significant role in regulating the Earth's climate.		
Deforestation is caused by a variety of factors including agriculture, urbanization, and illegal logging.		
The Forest Code in Brazil is a policy aimed at increasing deforestation rates.		
Reforestation and sustainable land management practices can help mitigate the effects of deforestation.		

Knowledge Corner

A conclusion should encapsulate the main points without introducing new information or arguments, giving a sense of closure to the reader. It reinforces the writer's position and makes a final, persuasive statement about the issue discussed.

Key expression for drawing a conclusion:

- | | | |
|------------------|---------------|--------------------------|
| ▷ In conclusion, | ▷ Ultimately, | ▷ To conclude, |
| ▷ To summarize, | ▷ Therefore, | ▷ All things considered, |
| ▷ In summary, | ▷ Thus, | ▷ As a result, |

Mission 3. Writing an Analytical Exposition

Read the passage carefully from the analytical exposition provided below. Identify the language features used in the text, such as formal language, technical terms, facts, and opinions, and explain how they impact the argument being made. Afterward, answer the reflection questions at the end to further analyze the use of language in supporting the argument.

The Impact of Urbanization on the Environment

Urbanization has significantly altered natural landscapes and ecosystems across the globe. As cities grow, natural spaces are replaced with concrete, roads, and buildings, leading to the destruction of vital ecosystems. While urbanization has contributed to economic development by creating jobs, enhancing infrastructure, and improving access to education and healthcare, it has also resulted in negative environmental impacts, including deforestation, increased pollution, and the loss of biodiversity. The rapid expansion of cities has led to the clearing of forests, wetlands, and agricultural lands to make way for residential and commercial properties, further exacerbating environmental problems.

One of the most immediate effects of urbanization is deforestation, which reduces the number of trees that are essential for absorbing carbon dioxide from the atmosphere. In fact, deforestation is responsible for

around 20% of global carbon emissions. The destruction of forests also causes a loss of habitat for many species, pushing them closer to extinction. As forests are cleared, wildlife is displaced, and ecosystems are disrupted. For example, the destruction of the Amazon rainforest has been linked to the extinction of several plant and animal species that rely on this delicate ecosystem.



Pollution is another major concern linked to urbanization. As cities grow, the demand for energy, transportation, and industrial production increases, leading to higher levels of air pollution and waste generation. Urban areas are responsible for a significant portion of global carbon emissions, and air quality in densely populated cities often fails to meet health standards. The increased use of fossil fuels for transportation contributes to rising levels of greenhouse gases in the atmosphere, which accelerate climate change. Moreover, the expansion of cities results in more solid waste, much of which ends up in landfills or in the oceans, further damaging the environment.

In addition to air and waste pollution, urban heat islands are becoming an increasingly serious environmental issue. Urban heat islands occur when cities become significantly warmer than surrounding rural areas due to the absorption of heat by buildings, roads, and other structures. This phenomenon not only raises temperatures in cities but also increases energy consumption as people use more air conditioning, contributing to further environmental degradation. The increased temperatures in urban areas also have negative health effects, including higher rates of heat-related illnesses and the exacerbation of respiratory problems due to poor air quality.

Urbanization also strains water resources. As more people move into cities, the demand for clean water increases, leading to over-extraction of local water supplies. Additionally, urbanization often leads to the contamination of water sources due to industrial waste, sewage, and runoff from streets. Cities with limited or outdated infrastructure may struggle to provide clean, safe water to residents, leading to water scarcity and potential health risks.

To address these growing challenges, sustainable urban planning and green infrastructure are essential. Urban planners must focus on creating cities that are more sustainable, resilient, and environmentally friendly. This includes the use of renewable energy sources, like solar and wind, to reduce reliance on fossil fuels. Cities should also invest in green spaces, such as parks and urban forests, to mitigate the impact of urban heat islands and improve air quality. Green infrastructure, such as green roofs, permeable pavements, and rainwater harvesting systems, can help manage stormwater runoff and reduce water contamination.

Furthermore, governments, businesses, and communities must collaborate to promote sustainable transportation options such as public transit, cycling, and walking, reducing the carbon footprint of urban mobility. Additionally, encouraging energy-efficient buildings and reducing waste through recycling and composting can help minimize the environmental impact of cities.

The challenges associated with urbanization are significant, but they are not insurmountable. By adopting sustainable urban planning practices, investing in green technologies, and promoting environmental awareness, we can create cities that are both livable and environmentally responsible. In the long term, these efforts will help preserve the natural world for future generations.

Language features:

Language Feature	Examples (from the text)	Explanation
Formal language		
Technical terms		
Facts		
Opinions		
Supporting statements		

Mission 4. Understanding Analytical Exposition Text

Read the following passage carefully (provided below) and answer the questions based on the text. Make sure to refer back to the passage to support your answers with specific details from the text.

The Impact of Electric Vehicles on the Environment



The shift to electric vehicles (EVs) is widely considered one of the most significant steps toward reducing global carbon emissions and mitigating climate change. Electric vehicles are powered by electricity rather than gasoline, which means they produce zero emissions during operation. In contrast to traditional vehicles, which emit harmful pollutants such as carbon dioxide, nitrogen oxides, and particulate matter, EVs offer a cleaner, more sustainable alternative that could revolutionize the transportation sector.

In recent years, the global demand for electric vehicles has surged, driven by advances in battery technology, increasing concerns about air quality, and government policies that promote sustainability.

According to the International Energy Agency (IEA), global EV sales reached 3 million units in 2020, and experts predict that this number will continue to grow as more countries adopt stricter emissions standards and provide incentives for electric vehicle adoption.

Despite the clear environmental benefits of electric vehicles, the widespread adoption of EVs faces several challenges. One of the primary concerns is the high upfront cost of electric vehicles. While the cost of EVs has decreased in recent years, it is still higher than that of traditional vehicles, making them less accessible to many consumers. Additionally, the production of EV batteries involves the extraction of materials like lithium, cobalt, and nickel, which can have environmental impacts, including habitat destruction and pollution. Moreover, EVs are only as green as the energy that powers them. In regions where the electricity grid relies on fossil fuels, the environmental benefit of EVs is significantly reduced.

Nevertheless, these challenges are not insurmountable. The increasing adoption of renewable energy sources, such as wind and solar power, will further enhance the environmental benefits of electric vehicles. Additionally, advancements in battery recycling and the development of more efficient and sustainable manufacturing processes are helping to address some of the environmental concerns associated with EV production.

In conclusion, electric vehicles represent a crucial step toward achieving a cleaner, more sustainable future. While challenges remain, the long-term benefits of EVs—reduced emissions, cleaner air, and a lower reliance

on fossil fuels—far outweigh the drawbacks. By investing in electric vehicle infrastructure and continuing to improve battery technology, we can ensure that electric vehicles play a key role in reducing global carbon emissions and combating climate change.

Answer the questions below:

1. What is the main argument presented in the text?
2. What evidence does the writer provide to support the argument for electric vehicles?
3. What challenges related to the adoption of electric vehicles are discussed in the text?
4. How does the writer address the environmental concerns associated with electric vehicle production?
5. How does the conclusion reinforce the argument made in the body of the text?
6. What language features are used to make the argument more convincing?
7. Do you think the writer effectively addresses counterarguments about electric vehicles?

Knowledge Corner

An analytical exposition is a type of expository writing that presents and defends an argument about a particular issue. The goal of an analytical exposition is to persuade the reader by presenting well-structured, evidence-based arguments in support of a specific point of view or stance. It typically focuses on analyzing a topic, issue, or situation, and the writer presents their opinion or thesis, supported by facts, examples, and evidence.

a. Analytical exposition consists (structure of analytical exposition):

- ▷ Thesis: The thesis is the central claim or the main argument of the exposition. It introduces the topic and presents the writer's position on that topic. The thesis must be clear, debatable, and focused. It is typically found in the introduction of the exposition.
- ▷ Argument (body): The arguments are the reasons or points that the writer presents to support the thesis. These arguments should be well-reasoned, logically organized, and backed up with evidence such as facts, statistics, examples, or expert opinions.
- ▷ Conclusion/reiteration: The conclusion or reiteration restates the thesis and summarizes the main arguments. It reinforces the writer's position and provides a final statement on the issue. The conclusion is essential for summarizing the exposition and giving it closure. In some cases, the writer may also suggest further action or discuss the long-term consequences of the issue.

b. Language features:

- ▷ Formal Language: Analytical expositions use formal language to maintain an objective and professional tone. This helps the writer stay focused on logical reasoning rather than emotional appeals.
- ▷ Technical Terms: Technical terms related to the subject matter help clarify complex ideas and contribute to the precision of the argument.
- ▷ Facts and Evidence: Arguments are strengthened by the inclusion of facts, statistics, research findings, and real-world examples.
- ▷ Opinions and Reasoning: While the writer's opinion is presented, it is supported by logical reasoning and credible evidence to persuade the reader.
- ▷ Cause and Effect: Analytical expositions often include cause-and-effect relationships to explain how one factor influences another.

Mission 5. Identifying Emotive Language

Read each sentence carefully and identify the emotive language used in each one. Then, fill in the table by listing the emotive language and the emotion it evokes, explaining how the language influences the reader's feelings.

Sentence	Emotive Language	Emotions
"The relentless destruction of the rainforest has left an irreparable mark on our planet."	"Relentless," "Irreparable"	Sadness, Urgency
"It is truly heartbreaking to see so many animals facing extinction because of human activity."		
"Every day, millions of tons of plastic are carelessly discarded, choking our oceans and killing wildlife."		
"If we don't act now, we are condemning future generations to a world ravaged by climate change."		
"The devastating effects of deforestation are felt by communities who rely on the forests for their livelihoods."		

Knowledge Corner

Emotive language refers to words or phrases that are used to evoke an emotional response in the reader or listener. It is often used in persuasive writing or speeches to appeal to the feelings of the audience, making the message more compelling and powerful.

a. Key features of emotive language

- ▷ Evokes Emotions: Emotive language is carefully chosen to stir specific emotions in the audience, such as anger, sympathy, fear, joy, sadness, or hope. These emotions can influence the reader's attitude toward a subject and make them more likely to agree with the argument being presented.
- ▷ Influences the Tone: The tone of a piece of writing can be dramatically altered by the use of emotive language. For example, using words like "tragic" or "heartbreaking" creates a sad, emotional tone, while words like "exhilarating" or "joyful" create a positive, uplifting tone.
- ▷ Strengthens Arguments: When used effectively, emotive language can enhance an argument by making it more engaging and memorable. It allows the writer or speaker to connect with the audience on a deeper level, making them feel personally invested in the issue.
- ▷ Creates a Sense of Urgency: Emotive language is also used to create a sense of urgency or importance. By using emotionally charged words, the writer can encourage the audience to take immediate action or view the issue as critical.

b. Examples:

- ▷ Positive Emotions: Words like "inspiring," "exciting," "joyful," and "hopeful" create optimism and a positive emotional response.

Example: "The inspiring efforts of young activists are transforming the future of environmental conservation."

- ▷ Negative Emotions: Words like "devastating," "heartbreaking," "tragic," and "shocking" elicit sadness, anger, or sympathy.

Example: "The devastating effects of deforestation are being felt worldwide as countless species face extinction."

- ▷ Urgency or Strong Opinions: Words like "urgent," "crucial," "unacceptable," and "unthinkable" create a sense of immediacy or necessity.

Example: "It is unthinkable that we are still allowing plastic to be dumped into our oceans."

Mission 6. Analysing Emotive Language

Read the following sentences carefully. Each sentence contains either a positive, negative, or urgent strong opinion. Analyze each sentence by identifying whether the opinion is positive, negative, or urgent. Highlight the emotive language that expresses the opinion and explain how it conveys the intended emotion or sense of urgency.

Sentence	Type of emotive language	Emotive language
"The recent efforts to protect endangered species have been incredibly inspiring and show that positive change is possible."	Positive	"Incredibly inspiring"
"It is unacceptable that millions of people still suffer from hunger, despite the abundance of food in the world."		
"We must take immediate action to address the climate crisis before it becomes irreversible."		
"The new policies promoting renewable energy are a great step forward, and they will benefit both the environment and the economy."		
"If we don't act now, we will be doomed to face even worse environmental consequences in the future."		
"The lack of action on plastic pollution is shameful and reflects a total disregard for future generations."		



Do You Know?

Coral reef ecosystems are among the most biodiverse and productive ecosystems on the planet. They provide habitat, breeding grounds, and shelter for thousands of marine organisms despite occupying a small portion of the ocean.



Mission 7. Quiz

1. Which of the following expressions is most appropriate to use when drawing a conclusion in an analytical exposition?
 - a. For example
 - b. On the other hand
 - c. First of all
 - d. In conclusion, it is clear that...
 - e. As told in the story

2. Which sentence best represents the purpose of an analytical exposition?
 - a. To entertain the reader with a personal story
 - b. To describe a place in detail
 - c. To convince the reader of a particular opinion using logical arguments
 - d. To narrate a series of past events
 - e. To compare two products in an advertisement

3. Which of the following language features is not typical in an analytical exposition?
 - a. Present tense verbs
 - b. Modal verbs like "should" or "must"
 - c. Technical and formal vocabulary
 - d. Dialogue and character interaction
 - e. Connective words such as "therefore" or "however"

4. Which sentence contains emotive language that could be used in an analytical exposition?
 - a. The Earth rotates around the sun.
 - b. Recycling is a method used to reduce waste.
 - c. It is outrageous that companies still pollute rivers without punishment.
 - d. Some cities have more recycling bins than others.
 - e. I saw a recycling campaign last week.

5. Which sentence below shows a combination of a conclusion and emotive language in an analytical exposition?
- a. Plastic is used in many products.
 - b. People should recycle more often.
 - c. Therefore, it is unacceptable to ignore the damage plastic pollution causes to marine life.
 - d. Recycling is a government policy.
 - e. We must all use plastic wisely.

**Akses latihan soal
lainnya di sini yuk!**



Summary

Expression of Giving Examples

Expressing an idea clearly means conveying your thoughts in a way that is easy to understand. This involves presenting your main idea logically, using simple and direct language, and organizing your points effectively. Giving examples is important because they clarify abstract ideas, making them easier to understand. Examples also strengthen arguments by adding credibility and persuasion, as they support ideas with concrete evidence. Additionally, examples engage the audience, making the content relatable and interesting, and they demonstrate the real-world relevance of concepts, showing how ideas apply in practical situations.

a. How to express ideas clearly by giving examples:

- ▷ Clarify abstract ideas
- ▷ Strengthen arguments
- ▷ Engage the audience
- ▷ Show real-world relevance

b. Expressions for giving examples:

- | | | |
|-----------------|-----------------------------|-----------------------|
| ▷ For example, | ▷ This can be seen in | ▷ A case in point is |
| ▷ For instance, | ▷ A good example of this is | ▷ Like |
| ▷ Such as | ▷ Consider the case of | ▷ To give an example, |

Expression of Giving Examples

- a. A thesis is the central claim or main idea in an argumentative text. It presents the writer's stance on an issue and structures the entire argument, acting as the foundation for the argument.
- b. A good argument is persuasive, well-structured, and supported by evidence. It is based on solid reasoning and maintains clear, logical connections between ideas.
- c. What Makes an Argument Strong:
- ▷ Clarity: The argument should be clearly expressed, so the reader understands the writer's position without confusion.
 - ▷ Evidence: Strong arguments are backed by reliable evidence like facts, statistics, research studies, examples, or expert opinions, making the argument more convincing.
 - ▷ Logical Reasoning: Claims should be supported by evidence that logically leads to the conclusion. Avoid logical fallacies that weaken the argument.
 - ▷ Addressing Counterarguments: A strong argument considers opposing viewpoints and refutes them, showing that the writer has thought about different perspectives and strengthens their position.
 - ▷ Organization: The argument should have a logical flow, with each paragraph focusing on a single point and ideas building on one another.
 - ▷ Engagement and Persuasion: The argument should be convincing, with emotional appeals (when appropriate) to persuade the reader, especially on topics like social justice or environmental protection.

Drawing conclusion

A conclusion should encapsulate the main points without introducing new information or arguments, giving a sense of closure to the reader. It reinforces the writer's position and makes a final, persuasive statement about the issue discussed.

Key expression for drawing a conclusion:

- | | | |
|------------------|---------------|--------------------------|
| ▷ In conclusion, | ▷ Ultimately, | ▷ To conclude, |
| ▷ To summarize, | ▷ Therefore, | ▷ All things considered, |
| ▷ In summary, | ▷ Thus, | ▷ As a result, |

Analytical Exposition

An analytical exposition is a type of expository writing that presents and defends an argument about a particular issue. The goal of an analytical exposition is to persuade the reader by presenting well-structured, evidence-based arguments in support of a specific point of view or stance. It typically focuses on analyzing a topic, issue, or situation, and the writer presents their opinion or thesis, supported by facts, examples, and evidence.

a. Analytical exposition consists (structure of analytical exposition):

- ▷ Thesis: The thesis is the central claim or the main argument of the exposition. It introduces the topic and presents the writer's position on that topic. The thesis must be clear, debatable, and focused. It is typically found in the introduction of the exposition.
- ▷ Argument (body): The arguments are the reasons or points that the writer presents to support the thesis. These arguments should be well-reasoned, logically organized, and backed up with evidence such as facts, statistics, examples, or expert opinions.
- ▷ Conclusion/reiteration: The conclusion or reiteration restates the thesis and summarizes the main arguments. It reinforces the writer's position and provides a final statement on the issue. The conclusion is essential for summarizing the exposition and giving it closure. In some cases, the writer may also suggest further action or discuss the long-term consequences of the issue.

Emotive Language

Emotive language is used to evoke an emotional response in the reader or listener, often employed in persuasive writing or speeches to make the message more compelling.

a. Key Features of Emotive Language:

- ▷ Evokes Emotions: Emotive language stirs specific emotions like anger, sympathy, fear, or joy, influencing the reader's attitude and making them more likely to agree with the argument.
- ▷ Influences the Tone: It alters the tone of writing, such as creating a sad tone with words like "tragic" or a joyful tone with words like "exhilarating."
- ▷ Strengthens Arguments: Emotive language enhances arguments by making them more engaging and relatable, helping the audience connect with the issue.
- ▷ Creates a Sense of Urgency: It can encourage immediate action or highlight the importance of an issue by using emotionally charged words.

b. Examples:

- ▷ Positive Emotions: Words like "inspiring," "exciting," and "hopeful" evoke optimism.

Example: "The inspiring efforts of young activists are transforming the future of environmental conservation."

- ▷ Negative Emotions: Words like "devastating," "tragic," and "heartbreaking" elicit sadness or anger.

Example: "The devastating effects of deforestation are being felt worldwide as countless species face extinction."

- ▷ Urgency or Strong Opinions: Words like "urgent," "unacceptable," and "unthinkable" create a sense of urgency.

Example: "It is unthinkable that we are still allowing plastic to be dumped into our oceans."

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