



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
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BAHASA INGGRIS

English for Change



SMA/MA KELAS XI

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KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI

2022

SMA/MA KELAS XI

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Republik Indonesia**

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Bahasa Inggris: English for Change untuk SMA/MA Kelas XI

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Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, termasuk Pendidikan Khusus. Buku yang dikembangkan saat ini mengacu pada Kurikulum Merdeka. Kurikulum ini memberikan keleluasaan bagi satuan/program pendidikan dalam mengimplementasikan kurikulum dengan prinsip diversifikasi sesuai dengan kondisi satuan pendidikan, potensi daerah, dan peserta didik.

Pemerintah dalam hal ini Pusat Perbukuan mendukung implementasi Kurikulum Merdeka di satuan pendidikan dengan mengembangkan buku siswa dan buku panduan guru sebagai buku teks utama. Buku ini dapat menjadi salah satu referensi atau inspirasi sumber belajar yang dapat dimodifikasi, dijadikan contoh, atau rujukan dalam merancang dan mengembangkan pembelajaran sesuai karakteristik, potensi, dan kebutuhan peserta didik.

Adapun acuan penyusunan buku teks utama adalah Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran yang ditetapkan melalui Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi No. 262/M/2022 Tentang Perubahan atas Keputusan Mendikbudristek No. 56/M/2022 Tentang Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran, serta Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 033/H/KR/2022 tentang Perubahan Atas Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka.

Sebagai dokumen hidup, buku ini tentu dapat diperbaiki dan disesuaikan dengan kebutuhan dan perkembangan keilmuan dan teknologi. Oleh karena itu, saran dan masukan dari para guru, peserta didik, orang tua, dan masyarakat sangat dibutuhkan untuk pengembangan buku ini di masa yang akan datang. Pada kesempatan ini, Pusat Perbukuan menyampaikan terima kasih kepada semua pihak yang telah terlibat dalam penyusunan buku ini, mulai dari penulis, penelaah, editor, ilustrator, desainer, dan kontributor terkait lainnya. Semoga buku ini dapat bermanfaat khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Desember 2022
Kepala Pusat,

Supriyatno
NIP 196804051988121001

Preface

This book is dedicated to you, English learners in Grade XI. We name the book, *English for Change*, for two reasons. First, the goal of your learning is improving your communicative competencies in English. Furthermore, we believe in the idea that “when there is learning, there is change and becoming” (Dewey 1920, 111). In learning a new language, you change: from less to more competent users of the language, for example. By engaging yourselves with the learning materials and activities in the book, you gradually attain the competencies, which allow you to experience a change in your life now and in the future.

Second, the idea of change experienced in the process and as a result of learning is in line with the philosophy of *Merdeka Belajar* and the goal of *Kurikulum Merdeka*. The word merdeka here was generated from Ki Hajar Dewantara’s philosophy of human emancipation through education. It underlines how education should enable learners to be emancipated individuals: capable of living independently, standing tall on their strength, and managing their life in an organized manner without being ordered by any other party. English language learning will contribute to your gradual change of becoming emancipated individuals.

The book is divided into five units with different themes, including digital safety (Unit 1), environmental awareness (Unit 2 and 4), nutrition and wellness (Unit 3), and financial literacy (Unit 5). They will enrich your repertoire and equip you to become more emancipated individuals and active members of your society. Each unit has six lessons following the six language skills mandated by the curriculum: listening, speaking, reading, viewing, writing, and presenting. Each lesson has its learning objective(s); they work together to attain the target competencies. Overall, English learning in Grade XI is targeted at helping you achieve the B1 level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

With the goal of your English learning in mind, we designed your learning activities following a Genre-Based Approach (GBA). Specifically, the activities are framed within five stages, namely: Building Knowledge of the Field (BKoF), Modeling of Text (MoT), Joint Construction of Text (JCoT), Independent Construction of Text (ICoT), and Linking Related Texts (LRTs). We wrote the stages' names in each lesson to promote your metalanguage and self-regulated learning. With the stages in mind, you know what to expect, perform accordingly, and plan for the next. Note that self-regulated learning is one of the dimensions of *Profil Pelajar Pancasila*.

Through *English for Change*, you experience active learning, specifically cooperative learning (CL). The 17 CL techniques in the book will help you to attain the competencies and another dimension of *Profil Pelajar Pancasila* namely *gotong royong* (mutual cooperation). You will be accountable for your learning and perform *gotong royong* to optimize your peers' learning. Through GBA and CL, you gradually gain 21 Century Skills, including critical thinking, creativity, collaboration, communication, leadership, productivity, and social skills.

Located between MoT and JCoT, we present two featured activities: 1) What Have You Learned So Far? and 2) A Mid-Lesson Reflection. We place the two activities there to prepare yourselves before JCoT and perform individually/in pairs at ICoT. The first featured activity helps you recall the newly learned materials. The second helps you to see the relevance of the materials and life outside school; you are also engaged in issues related to the themes and develop in yourselves: Pancasila values.

Finally, we would like to acknowledge *Pusbuk* for allowing us to experience a collaborative writing journey and complete this book. Our acknowledgment also goes to our universities/schools for their support during our writing process. We were grateful to have great reviewers whose feedback made this book stronger and to have worked with a devoted production team (editor, illustrator, and designer). We dedicate *English for Change* to you, English learners in Indonesia. We wish that you gradually become emancipated learners as you are using the book.

The Writers

Table of Content

Kata Pengantar	iii
Preface	v
List of Picture	ix
List of Table	xiii
What's in Each Unit?	xiv
Unit 1 Digital Literacies and My Identities	1
Mind Mapping the Unit.....	2
Listening	3
Speaking.....	10
Reading.....	15
Viewing.....	24
Writing	31
Presenting.....	39
An End-of-Unit Reflection.....	44
Unit 2 Love Your Environment	45
Mind Mapping the Unit.....	46
Listening	47
Speaking.....	56
Reading.....	63
Viewing.....	73
Writing	85
Presenting.....	91
An End-of-Unit Reflection.....	96
Unit 3 Healthy Life for a Healthy Future	97
Mind Mapping the Unit.....	98
Listening	99



Speaking.....	105
Reading.....	111
Viewing.....	121
Writing	126
Presenting.....	131
An End-of-Unit Reflection.....	136
Unit 4 Indonesian Environmental Figures	137
Mind Mapping the Unit.....	138
Listening	139
Speaking.....	145
Reading.....	151
Viewing.....	160
Writing	167
Presenting.....	174
An End-of-Unit Reflection.....	180
Unit 5 Personal Money Management	181
Mind Mapping the Unit.....	182
Listening	183
Speaking.....	189
Reading.....	200
Viewing.....	208
Writing	217
Presenting.....	223
An End-of-Unit Reflection.....	228
Prosedur Cooperative Learning (CL).....	230
Glossary	236
References.....	241
Index.....	250
Profil Pelaku Perbukuan.....	254

List of Picture

Picture 1.1	Social interaction in daily life.....	3
Picture 1.2	Kalis Mardiasih writer, storyteller, editor, and activist	9
Picture 1.3	Joshua Irwandi photographer and finalist of Pulitzer Prize	9
Picture 1.4	Students' activity in their learning.....	10
Picture 1.5	Figuring out the purposes of a social media post.....	15
Picture 1.6	Maudy Ayunda, singer, actor, and educator.....	16
Picture 1.7	Greysia Polii, badminton player	20
Picture 1.8	Aan Mansyur, writer	22
Picture 1.9	A catchphrase about reading.....	25
Picture 1.10	Greta Thunberg, environmental activist	31
Picture 1.11	Paola (Paolita) Merrill, artist	32
Picture 1.12	<i>Terasering</i> of Indonesia	36
Picture 1.13	Name tent.....	37
Picture 1.14	Drafting for a social media post.....	39
Picture 2.1	Organized and unorganized waste	47
Picture 2.2	Piles of waste in urban area.....	56
Picture 2.3	Piles of waste in mountain area.....	56
Picture 2.4	Piles of waste in beach area	56
Picture 2.5	Piles of waste in the house.....	56
Picture 2.6	Piles of waste in industrial area.....	56
Picture 2.7	Unorganized rubbish bin at school	62
Picture 2.8	People are queuing at a waste bank	62
Picture 2.9	A woman is planting flowers in the garden.....	62
Picture 2.10	Solid waste management	64
Picture 2.11	Different types of waste	65
Picture 2.12	Students are discussing about descriptive text.....	67
Picture 2.13	Plastic waste in the 50's	70
Picture 2.14	Selling used things	72

Picture 2.15	Queuing at the waste bank.....	74
Picture 2.16	Weighting plastic waste.....	74
Picture 2.17	Planning the future.....	75
Picture 2.18	Sorting out waste.....	75
Picture 2.19	Compiling sorted waste	77
Picture 2.20	Polluted beach.....	83
Picture 2.21	Different punctuation, different meaning	89
Picture 2.22	Giving a presentation.....	91
Picture 3.1	Eating junk food	99
Picture 3.2	Discussion at school.....	100
Picture 3.3	Discussion in the classroom	102
Picture 3.4	Screenshot of the video “The Debate between cooked versus Raw Food”	104
Picture 3.5	Cycling.....	109
Picture 3.6	Wise word about healthy life.....	111
Picture 3.7	A family is jogging.....	112
Picture 3.8	Doctor and patient	116
Picture 3.9	The Importance of consuming fruit.....	122
Picture 3.10	Fruit habit consumption	122
Picture 3.11	Local fruits	124
Picture 3.12	Common fruits	125
Picture 3.13	Screenshot of the video Health Hazards of Junk Food – The Doctors.....	126
Picture 3.14	Graphic organizer about healthy life	129
Picture 3.15	Gardening.....	130
Picture 3.16	Speech Performance.....	131
Picture 4.1	Watching TV	139
Picture 4.2	The students are watching video from a cell phone	141
Picture 4.3	Aeshnina Azzahra	142
Picture 4.4	Pak Sadiman	146
Picture 4.5	In the classroom	151
Picture 4.6	Laetania Belai Djandam	154
Picture 4.7	Salsabila Khairunnisa	157

Picture 4.8	Aeshnina Azzahra	158
Picture 4.9	Tasya Kamila	159
Picture 4.10	A Granny plants some trees	161
Picture 4.11	WH Question Thinking cloud.....	164
Picture 4.12	Five ways to go green.....	165
Picture 4.13	Isabel Wijsen (left) & Melati Wijsen (right).....	167
Picture 4.14	Young environmental activists.....	167
Picture 4.15	Swietenia Puspa Lestari	170
Picture 4.16	Young environmentalists and their action	172
Picture 4.18	Farwiza Farhan	172
Picture 5.1	Traditional methods of saving.....	183
Picture 5.2	100 clothes are sold/day	189
Picture 5.3	50 clothes are sold/day.....	189
Picture 5.4	Cash for payment	190
Picture 5.5	Credit card for payment.....	190
Picture 5.6	Rp60.000,-	190
Picture 5.7	Rp200.000,-	190
Picture 5.8	Shopping at traditional market.....	190
Picture 5.9	Shopping at the mall	190
Picture 5.10	Crowds of buyers.....	190
Picture 5.11	A few buyers.....	190
Picture 5.12	Shopping online.....	197
Picture 5.15	Graduation Ceremony	197
Picture 5.13	Shopping at a mall	197
Picture 5.14	Shopping at a retail store	197
Picture 5.16	Planning for a holiday	197
Picture 5.17	Future investment	197
Picture 5.18	Prices for painting.....	197
Picture 5.19	House for sale.....	197
Picture 5.20	Land for sale.....	197
Picture 5.21	Prambanan Temple	198
Picture 5.22	Mendut Temple.....	198
Picture 5.23	Borobudur Temple.....	198

Picture 5.24	Old-styled telephone.....	198
Picture 5.25	Old-styled electric lamp.....	198
Picture 5.26	Old-styled car	198
Picture 5.27	Listening using earphone	198
Picture 5.28	Direct Communication.....	198
Picture 5.29	Communication through letter.....	198
Picture 5.30	Comparison of saving for shopping and for going on a vacation	199
Picture 5.31	Comparison of online shopping and offline shopping	199
Picture 5.32	Savings book and ATM card	200
Picture 5.33	Entering an ATM booth	205
Picture 5.34	Banking transaction	208
Picture 5.35	ATM transaction	208
Picture 5.36	Saving receipt.....	208
Picture 5.37	ATM receipt	208
Picture 5.38	Graphic organizer on personal money management	209
Picture 5.39	10 ways to save money in high school	211
Picture 5.40	Differences between traditional and modern banking	214
Picture 5.41	Good habit of saving.....	218
Picture 5.42	Ways to save water-an analogy of saving money	218
Picture 5.43	Process of online shopping.....	221
Picture 5.44	Taking an online transportation.....	222
Picture 5.45	Mind map on a good presentation	224

List of Table

Table 2.1	The power of five senses	53
Table 2.2	Adjective phrases	57
Table 2.3	Meaning of adjective phrases	57
Table 2.4	Word order in adjective phrases	59
Table 2.5	Parts of speech	66
Table 2.6	Meaning of Words.....	76
Table 2.7	K-W-L table	80
Table 2.8	Member’s Ideas in Synthesizing.....	82
Table 2.9	Explanation of punctuation.....	86
Table 3.1	Expressions for giving and defending opinions	101
Table 3.2	The structure of the analytical exposition text.	114
Table 4.1	Expressions for starting, continuing, and ending a transactional conversation.....	140
Table 4.2	Guidelines to Have a Powerful Presentation.....	176
Table 5.1	The /-st/ sound	191
Table 5.2	Internet vs Traditional Banking.....	215
Table 5.3	Dos and Don’ts in Delivering a Presentation	225
Table 5.4	Strengths and Weaknesses	226

What's in Each Unit?

The book has five units, namely:

Unit 1 Digital Literacies and My Identities

Unit 2 Love Your Environment

Unit 3 Healthy Life for a Healthy Future

Unit 4 Indonesian Environmental Figures

Unit 5 Personal Money Management

On the cover of each unit, you will see an essential question that indicates the focused issue and the target learning materials:

Unit 1 How do digital literacies help shape my future identities?

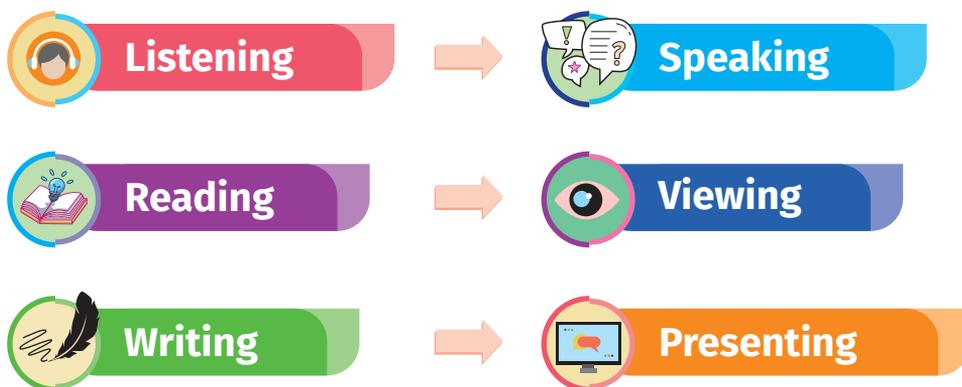
Unit 2 What can you do for your environment?

Unit 3 How important is healthy living?

Unit 4 How to save the earth?

Unit 5 Why is financial literacy important?

Each unit is arranged into six lessons, namely:



In each lesson, you will see the following components.

Learning Objective(s)

Each lesson has one or multiple learning objectives derived from the curriculum document. It tells you the focused learning materials and what you will be able to accomplish at the end of the lesson.

GBA Stages

The activities in each lesson are arranged following GBA's five learning stages.

1. Building knowledge of the field (BkoF)

At this stage, you develop the knowledge of the content and context of particular texts. You also build a critical orientation to text by not just learning about the genre but being critical of its usage (de Oliveira and Lan 2014)

Activity 2

Work in groups of six. Make a list of your own opinions around youth's use of digital technologies, social media, and online spaces for learning and becoming (i.e., constructing your future identities). Next, with the list at hand, learn further via **Inside-Outside Circle!** What is it? Your teacher will explain how it works.

Modeling of Text

Activity 3a

Carefully read the following materials.

Pronunciation: Word Stress

Why is word stress important?

1. Stressing the wrong syllable in a word can make the word very difficult to hear and understand.
2. Stressing a word differently can change the meaning or type of word.
3. Even if the speaker can be understood, mistakes with word stress can make the listener feel irritated, or perhaps even amused, and could prevent good communication from taking place.

Marking stress is one of the ways to practice avoiding mistakes with word stress.

Source: The British Council LearningEnglish.com, n.d.

Follow your teachers' instructions on what to do next with the text.

Unit 1 Digital Literacies and My Identities 11

Listening

Learning Objective:

By the end of this lesson, you are able to correctly categorize expressions (stating opinions, agreeing, and disagreeing) used in a spoken transactional conversation that you listen to.

Building Knowledge of the Field

Activity 1

Look at each of the pictures. Answer the question: What are the people doing?

Picture 1.1
Social interaction in daily life

Speaking

Learning Objective:

By the end of this lesson, you are able to use suitable expressions for stating opinions, agreeing and disagreeing in a spoken transactional conversation with your peers.

Building Knowledge of the Field

Activity 1

Look at the picture. Next, answer the following question. What are these students doing?

Picture 1.4
Students' activity in their learning

Now, work in pairs. Recall what you learned from your last Listening Lesson. You might want to use the following questions to help you:

1. What did you specifically learn from the lesson?
2. Why do you need to learn them?
3. Which part of the lesson do you find the most meaningful?

2. Modeling of text (MoT)

This stage guides you to investigate the key features of a sample text of the genre (Hyland 2004 in Mauludin 2020).

3. Joint construction of text (JcoT)

Collaboration is a key word in this stage, which means that you work together with your classmates in pairs or small groups to make meanings of a text or construct a text. In the process, your teacher provides you with clarification, further explanations, additional information, etc.

What Have You Learned So Far?

In your notebook, write down with your own words the importance of word stress along with the examples from your own or others' experience.

A Mid-Lesson Reflection

Not all of us, perhaps including you, dare to speak our mind, especially in public. Think of any possible cause to that and how to mend them.

Your teacher will use **Jot Thoughts** to help you and your classmates come up with the causes along with the ways to mend each of them. She/he will explain to you how **Jot Thoughts** works.

Joint Construction of Text

Activity 5

Work in pairs. Study the following situations.

Situation 1

You have a miscommunication problem with a new online friend. You know you need help. That is why you go to a classmate you trust because of her/his experience. You ask for her/his opinions. Listen and respond to what she/he says.

Situation 2

You just uploaded a new book review video on your social media. Not long after that, you receive a harsh comment about the video from someone you do not know. You feel bad about it. You go to a classmate you trust, ask for her/his opinions, and respond accordingly.

Unit 1 Digital Literacies and My Identities 13

4. Independent construction of text (ICoT)

At this stage, you independently make meanings of a text or construct a text.

What Have You Learned So Far?

In your notebook, write down with your own words the importance of word stress along with the examples from your own or others' experience.

A Mid-Lesson Reflection

Not all of us, perhaps including you, dare to speak our mind, especially in public. Think of any possible cause to that and how to mend them.

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Joint Construction of Text

Activity 5

Work in pairs. Study the following situations.

Situation 1

You have a miscommunication problem with a new online friend. You know you need help. That is why you go to a classmate you trust because of her/his experience. You ask for her/his opinions. Listen and respond to what she/he says.

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Unit 1 Digital Literacies and My Identities 12

5. Linking Related Texts (LRTs)

In the last stage, you look at different kinds of genre that have been learned (Mauludin 2020). You also see how the genres play roles in your life. LRTs stage provides enrichment to your language learning.

Here's what to do:

1. Prepare a dialog with your partner based on one of the above situations
2. Make sure you use the expressions you learned in the Listening Lesson
3. Pay attention to the word stress in your pronunciation
4. Perform the dialog in front of your teacher and peers
5. Listen to their feedback for your performance.

Independent Construction of Text

Activity 6

Similar to what you did in **Activity 5**, here you also work in pairs. First, study the situation:

Your best friend comes to you. She/he is asking for your opinion about using social media. Her/his parents always think that joining an online fanbase is unsafe. Tell her/him your opinions and be ready with her/his responses.

Here's what to do next:

1. Work with your partner, videotape the dialog (expected length: 1-2 minutes)
2. Upload the video on your social media
3. Tag your partner and teacher

Linking Related Texts

Activity 7

A Public Figure's English

There must be at least one Indonesian public figure whose English catches your attention. Individually, follow the instructions:

1. Focus on one of those public figures
2. Find her/his online videos, especially in the occasions where she/he uses English

14 Bahasa Inggris: English for Change untuk SMA/MA Kelas XI

Featured Learning Activities

Between MoT and JCoT, you will do the following two activities, which prepare yourself before working collaboratively at JCoT and perform individually or in pairs at ICoT.

What Have You Learned So Far?

In this activity, you recall the learning materials you have just learned at the MoT stage and see the relevance with your life.

What Have You Learned So Far?

In your notebook, write down with your own words the importance of word stress along with the examples from your own or others' experience.

A Mid-Lesson Reflection

Not all of us, perhaps including you, dare to speak our mind, especially in public. Think of any possible cause to that and how to mend them.

Your teacher will use **Jot Thoughts** to help you and your classmates come up with the causes along with the ways to mend each of them. She/he will explain to you how **Jot Thoughts** works.

Joint Construction of Text

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Situation 2

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Unit 1 Digital Literacies and My Identities 13

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Joint Construction of Text

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Unit 1 Digital Literacies and My Identities 13

A Mid-Lesson Reflection

You reflect on what you have learned and make meanings out of it. This activity also promotes *Profil Pelajar Pancasila*.

An End-of-Unit Reflection

At the end of each unit, you will do a reflection activity through which you gain the takeaways of the whole lessons from each unit.

An End-of-Unit Reflection

What I have learned from this unit: _____

The material(s) I understand the most: _____

Material(s) that I want to learn more: _____

My opinion about this unit: _____

Bahasa Inggris: English for Change untuk SMA/MA Kelas XI



Scope and Sequence

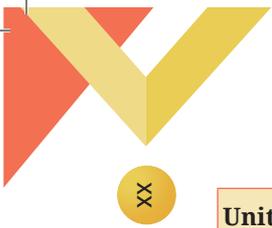
Unit 1: Digital Literacies and My Identities

Theme	Topic	Listening	Speaking	Reading	Viewing	Writing	Presenting	Language Features
Digital Safety	Digital Literacies for Youth's Identity Construction	Expressions (stating opinions, agreeing, and disagreeing) used in a spoken transactional conversation	Expressions for stating opinions, agreeing and disagreeing used in a spoken transactional conversation	Author's/ content creator's purpose in their multimodal text (i.e., social media post)	Evidence-based inferences to comprehend implicit information in a multimodal text (i.e., social media post)	1. subject questions for an interactive and engaging social media caption; 2. interactive and engaging caption on social media with the correct use of subject questions	A talk about social media's contents with correct transitional words and suitable graphic organizer for showing sequences	<i>Vocabulary:</i> Words related to social media post, engagement, and interaction <i>Pronunciation:</i> Word stress <i>Grammar:</i> Subject questions, transitional words for showing sequences

Unit 2: Being an Environmental Caretaker

Theme	Topic	Listening	Speaking	Reading	Viewing	Writing	Presenting	Language Features
Environmental Awareness	Preserving Our environment	Types of expressions that relate to issues of domestic waste	Adjective phrases in a monologue or dialogue about domestic waste	Main ideas and the writer's purpose in a descriptive text	The core and specific information in a descriptive text	Vocabulary of five senses in a descriptive text	A digital or non-digital poster about an interesting place to visit	<p>Vocabulary: Words related to issues of domestic waste; verbs related to five senses; types of waste</p> <p>Grammar: Present tense; adjective phrases</p>





Unit 3: Healthy Life for a Healthy Future

Theme	Topic	Listening	Speaking	Reading	Viewing	Writing	Presenting	Language Features
Nutrition and Wellness	Healthy Life for a Healthy Future	Expressions of giving and defending opinion used in a spoken transactional conversation	Expressions of giving and defending opinion used in a spoken transactional conversation	Main ideas and author's purpose in an analytical exposition text	Detailed information in a multimodal analytical exposition text	Analytical exposition text about healthy life using suitable conjunctions	Analytical exposition text in a group debate	<i>Vocabulary:</i> Words related to healthy life <i>Pronunciation:</i> Sentence stress <i>Grammar:</i> Simple present tense, internal conjunction

Unit 4: Indonesian Environmental Figures

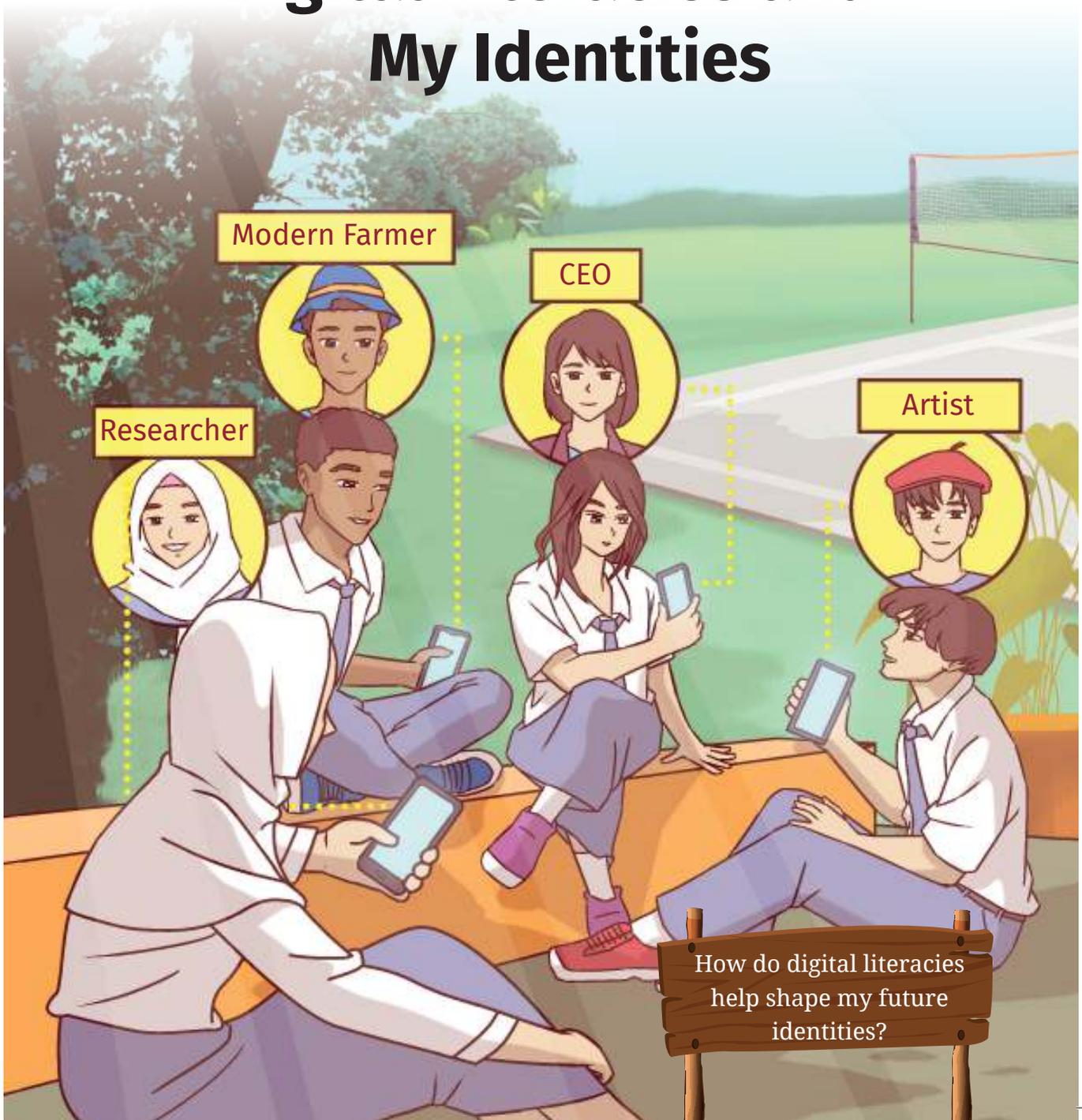
Theme	Topic	Listening	Speaking	Reading	Viewing	Writing	Presenting	Language Features
Environmental Awareness	Indonesian Environmental Figures	Expressions for starting, continuing, and ending a transactional conversation	Expressions for starting, continuing, and ending a transactional conversation with the correct use of intonation	Main ideas and author's purpose in a narrative text	Detailed information in a narrative text.	A linear narrative text about an environmental figure and correct use of simple past tense	A digitally or non-digitally designed poster about an environmental figure	<p><i>Vocabulary:</i> Words related to environmental preservation</p> <p><i>Pronunciation:</i> The grammatical function of intonation in English</p> <p><i>Grammar:</i> Simple past tense</p>



Unit 5: Personal Money Management

Theme	Topic	Listening	Speaking	Reading	Viewing	Writing	Presenting	Language Features
Financial Literacy	Personal money Management	Types of expressions used in a procedure text about personal money management	Superlatives in a monologue or dialogue about personal money management	Main ideas and writer's purpose in a procedure text about personal money management	The core and detailed information in a procedure text about personal money management	Generic structure of procedure text about personal money management	A digitally or non-digitally designed poster about personal money management	<p><i>Vocabulary:</i> Words and phrases related to personal money management</p> <p><i>Grammar:</i> Imperatives; comparative and superlative adjectives and adverbs</p>

Digital Literacies and My Identities



Mind Mapping the Unit



Keywords

- social interaction/discussion
- digital literacies
- future identities
- word stress
- multimodal text
- authors/content creators' purposes
- implicit information
- inference
- subject question
- social media caption/post
- transitional words
- graphic organizer



Listening

Learning Objective:

By the end of this lesson, you are able to correctly categorize expressions (stating opinions, agreeing, and disagreeing) used in a spoken transactional conversation that you listen to.

Building Knowledge of the Field



Activity 1

Look at each of the pictures. Answer the question: What are the people doing?



Picture 1.1
Social
interaction
in daily life



 Work individually. Write your answer here. An example is given to you.

Example: *The students are engaged in a conversation with their peers.*

Picture 1 _____

Picture 2 _____

Picture 3 _____

 Next, work in pairs through **Think-Pair-Share**. Your teacher will explain how it works.



Activity 2

 Work individually. In the following table, list down the top three reasons for having discussions in our day-to-day life. Completing the table will help you in the next activity.

Reason #1
Reason #2
Reason #3



Activity 3

 Now work in groups of four. Do **RallyRobin**. Your teacher will explain how it works. Before you start it, make sure you are ready to explain the above reasons to your partner. Listen to her/him, too.

Modeling of Text



Activity 4



Work individually. Carefully read the following materials.

Expressions for Stating Opinion, Agreeing, and Disagreeing

Expressions for stating opinion, agreeing, and disagreeing are used especially when we are engaged in a discussion. Here are some examples:

Stating Opinion

I think...../I don't think.....

I believe...../I don't believe.....

In my opinion,

For me,

Personally, I think.....

Agreeing

That's right!

Absolutely!

Exactly!

I couldn't agree more!

I see exactly what you mean!

You're right. That's a good point.

Disagreeing

I don't agree!

I totally disagree!

Absolutely not!

That's not right!

I'm not sure about that.

Source: The British Council: LearnEnglishTeens, n.d.

Next, consult your dictionary if you find any unfamiliar words or phrases in the materials above. Finally, listen to your teacher's brief explanation on the three categories of the expressions.



Activity 5



Work in groups of four. Study the following sentence:

Research shows that social media platforms enable us to express, explore, and experiment with our identities (Gündüz, 2017), including future/imagined ones such as our dream jobs.

Next, answer the question: What do you think of the above sentence?

Here's what to do to answer it:

1. Do **RoundRobin!** Your teacher will explain how it works
2. Make sure you have your answers ready before starting your group's **RoundRobin**. So, draft them in your notebook if necessary
3. Listen to your group members and respond to their answers
4. Do active listening
5. Throughout **RoundRobin**, practice using the three categories of expressions you have previously learned



Activity 6a



This is individual work. Follow the instructions:

1. Carefully listen to the recording. You can find it through the link or scan the QR code on page 266.
2. Listen again
3. Complete the table by identifying the expressions for stating opinion, agreeing, and disagreeing used by the speakers in their conversation

For each category, one expression is given as an example.

Stating Opinion	Agreeing	Disagreeing
I am convinced that...	That's how I see it, too.	Your idea is worth considering, but...



Activity 6b



Individually, answer this question: Are there any other expressions for stating opinion, agreeing, and disagreeing that you know? Write them down in your notebook. Your understanding of the three categories of expressions will help you to succeed in doing the next activity.



Activity 7



This is individual work. Carefully read the expressions of agreeing and disagreeing (number 1 to 5) and five statements of opinion in Column A. Next, match them by writing in Column B: a number representing the most suitable expression of agreeing or disagreeing for each statement in Column A. One has been done for you. After the matching activity, challenge yourself to elaborate on your agreement or disagreement based on the opinions stated in column A.

1 I have to say, I disagree with you.

4 That makes sense!

2 I agree with that.

5 That's true.

3 I couldn't agree more.

A	B
I think digital technologies significantly help us to connect globally with youth from all over the world.	5
I think not all students are aware of how digital spaces can support their personal interests.	
I guess our information and communication technology (ICT) lessons should show us how to make the best use of digital technologies for a better life.	
I argue that students should start to use technology as producers, such as to create software, not just as consumers.	
I don't agree that parents use their fear of technology, such as becoming addicted and wasting time, to prevent their kids from using social media and online spaces for learning.	



What Have You Learned So Far?

In your notebook, write down what you have learned so far in this Listening Lesson along with the reasons why you need them in your English learning and beyond.

A Mid-Lesson Reflection

Some people have their own preferences and choices, including not to be on any social media. *Why do you think we need to respect theirs?* Think about it. Share your thoughts with one or two of your classmates. Attentively, listen to what they say. Learn from each other's thoughts.

Joint Construction of Text



Activity 8



Work in groups of four. Listen to the dialog of three people talking about how technology, social media, and online spaces are tools for youth's learning and becoming. You can find it through the link or QR code on page 266.

After listening to the audio, with your group members, list down the expressions for stating opinion, agreeing, and disagreeing used by the speakers in the dialog. Write them down in your notebook. Compare your notes with your group members'. Consult your teacher if you have any questions related to the expressions used in the dialog.

Independent Construction of Text



Activity 9



You have learned how to state your opinion, show your agreement and disagreement. It is time for you to work individually. Follow the steps:

1. Watch your favorite episode of a talk show on YouTube
2. Identify the expressions used by the host and the guest

Copy the table in Activity 6 to help you. It has the three categories of expressions you learn in this lesson. **Notes:** If you have limited access to the Internet, consult with your teacher. She/he will give you alternative work to do.

▶ Linking Related Texts ◀



Activity 10

A Favorite Public Figure

Look at the following photos of two accomplished figures who utilize their social media for constructing their identities and shaping the world.

 Individually, answer the following questions. Write your answers in your notebook:

1. Do you have any idols or favorite public figures?
2. If so, do you follow her/his social media?
3. If you do, is there any of her/his statement or opinion posted on her/his social media that struck you the most?
4. What does her/his statement say?
5. What do you think of the statement?



Picture 1.2 Kalis Mardiasih
writer, storyteller, editor, and activist

Source: Screenshot of IG @kalis.mardiasih
(June 23, 2022)



Picture 1.3 Joshua Irwandi
photographer and finalist of Pulitzer Prize

Source: Screenshot of IG @joshirwandi
(September 13, 2021)



Speaking

Learning Objective:

By the end of this lesson, you are able to use suitable expressions for stating opinions, agreeing and disagreeing in a spoken transactional conversation with your peers.

Building Knowledge of the Field



Activity 1

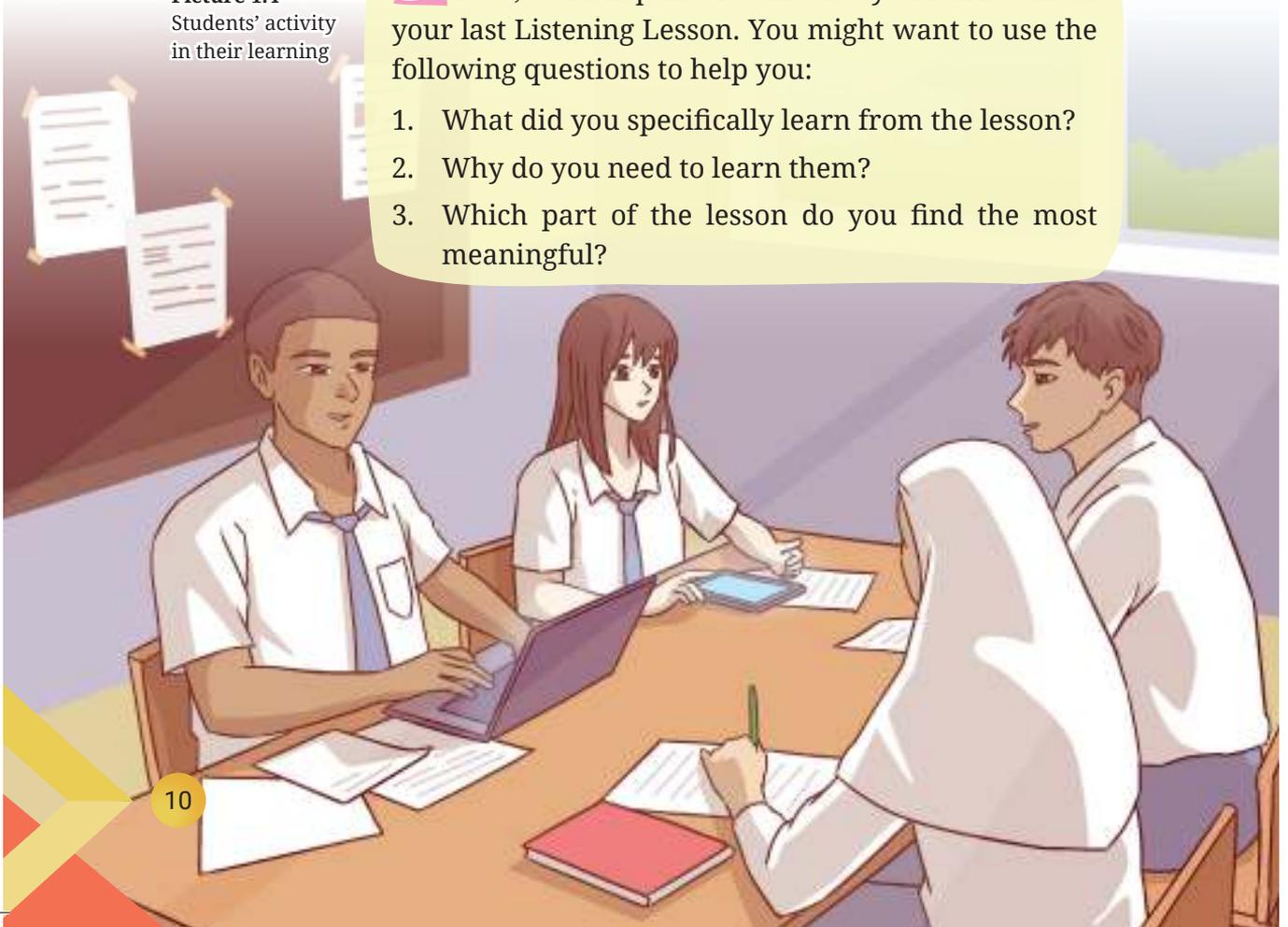
Look at the picture. Next, answer the following question. What are these students doing?

Picture 1.4
Students' activity
in their learning



Now, work in pairs. Recall what you learned from your last Listening Lesson. You might want to use the following questions to help you:

1. What did you specifically learn from the lesson?
2. Why do you need to learn them?
3. Which part of the lesson do you find the most meaningful?





Activity 2



Work in groups of six. Make a list of your own opinions around youth's use of digital technologies, social media, and online spaces for learning and becoming (i.e., constructing your future identities). Next, with the list at hand, learn further via **Inside-Outside Circle!** What is it? Your teacher will explain how it works.

Modeling of Text



Activity 3a

Carefully read the following materials.

Pronunciation: Word Stress

Why is word stress important?

1. Stressing the wrong syllable in a word can make the word very difficult to hear and understand.
2. Stressing a word differently can change the meaning or type of word.
3. Even if the speaker can be understood, mistakes with word stress can make the listener feel irritated, or perhaps even amused, and could prevent good communication from taking place.

Marking stress is one of the ways to practice avoiding mistakes with word stress.

Source: *The British Council: LearnEnglishTeens, n.d.*

Follow your teachers' instructions on what to do next with the text.



Activity 3b

Take a look at the three words with multiple syllables. Pay attention to the use of a short vertical line above and immediately before the syllable being emphasized.

opinion /əˈpɪn.jən/

agree /əˈɡriː/

disagree /dɪs.əˈɡriː/

Now, individually, practice pronouncing each of the three words with the correct stress.



Activity 4



Work in groups of four. You will learn through **Team Jigsaw**. It is a stimulating way of cooperating with your classmates. Your teacher will explain further about it.

Here's what to do before you start. Consult your online or offline dictionary for two purposes:

1. To get the meanings of each of the words
2. To know how to pronounce each of them, specifically the stress

Focus only on the words assigned to your group.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
agree	disagree	think	believe	argue	see
sure	true	opposite	afraid	right	certain
view	point	doubt	mean	sense	case

Have fun with your **Team Jigsaw** groups! Remember, focus on how to pronounce the above words with the correct stress.

What Have You Learned So Far?

In your notebook, write down with your own words the importance of word stress along with the examples from your own or others' experience.

A Mid-Lesson Reflection

Not all of us, perhaps including you, dare to speak our mind, especially in public. Think of any possible cause to that and how to mend them.

Your teacher will use **Jot Thoughts** to help you and your classmates come up with the causes along with the ways to mend each of them. She/he will explain to you how **Jot Thoughts** works.

Joint Construction of Text



Activity 5



Work in pairs. Study the following situations.

Situation 1

You have a miscommunication problem with a new online friend. You know you need help. That is why you go to a classmate you trust because of her/his experience. You ask for her/his opinions. Listen and respond to what she/he says.

Situation 2

You just uploaded a new book review video on your social media. Not long after that, you receive a harsh comment about the video from someone you do not know. You feel bad about it. You go to a classmate you trust, ask for her/his opinions, and respond accordingly.

Here's what to do:

1. Prepare a dialog with your partner based on one of the above situations
2. Make sure you use the expressions you learned in the Listening Lesson
3. Pay attention to the word stress in your pronunciation
4. Perform the dialog in front of your teacher and peers
5. Listen to their feedback for your performance.

Independent Construction of Text



Activity 6



Similar to what you did in **Activity 5**, here you also work in pairs. First, study the situation:

Your best friend comes to you. She/he is asking for your opinion about an issue. Her/his parents always think that joining an online fanbase is useless. Tell her/him your opinions and be ready with her/his responses.

Here's what to do next:

1. With your partner, videotape the dialog (expected length: 1–2 minutes)
2. Upload it on your social media
3. Tag your partner and teacher

Linking Related Texts



Activity 7

A Public Figure's English

There must be at least one Indonesian public figure whose English catches your attention.  Individually, follow the instructions:

1. Focus on one of those public figures
2. Find her/his online videos, especially in the occasions where she/he uses English

3. Observe her/his English
4. Pay attention to her/his word stress
5. Answer the question: What do you think of her/his use of word stress?
6. Write the results of your observation in your notebook



Reading

Learning Objective:

By the end of this lesson, you are able to suitably identify an author's/ content creator's purpose in their multimodal text (i.e., social media post).

Building Knowledge of the Field



Activity 1a

Look at the picture. Then, answer the following questions:

1. Which one is your most preferred social media platform?
2. Why do you prefer that particular platform?

Share your answers with a classmate next to you.

Well, I think...

So, what seems to be the purpose of this post?

Picture 1.5
Figuring out the purposes of a social media post



 Next, individually, answer the following questions in your notebook:

1. What's your dream job?
2. Do you have someone famous whose job is your dream job?
3. If you do, do you follow any of her/his social media?
4. If you do, tell us about one of her/his job-related posts that inspire you the most?
5. What's the overall purpose of her/his posts on social media?



Activity 1b



Finally, work in groups of four or five. Share your answers with your group members through **RoundRobin**.

Note: If you are not into social media, consult with your teacher for an alternative activity.



Activity 2

Look at the following photo of Maudy Ayunda.

Picture 1.6 Maudy Ayunda, singer, actor, and educator

Source: Screenshot of IG @maudyayunda/rebeccaouphotography (June 9, 2021)



Do you know her? If you don't, do some simple online search about her. Or, if you do not have your phone/computer with you, ask a classmate who does to give you some information about her. Here's one of her social media entries:

My two years at Stanford taught me many things. Accounting, finance – you name it. But I also learned to shift my perspective on what leadership truly is.

Source: @maudyayunda, March 9, 2022

Discuss the entry with your classmate through **Think-Pair-Share**. Then, answer to the following question: *What might be Maudy's purpose for posting the tweet?*

Modeling of Text

In this Reading Lesson, you will study the different purposes that authors and content creators display in their work.



Activity 3

 This is individual work. Carefully read the following materials. Then, listen to your teacher's explanation.

Authors' Purposes

In general, authors have one or more of the following purposes displayed in their writing:

- To persuade: a) convincing the reader of the merits of a certain point of view, b) persuading the reader to agree with this point of view, and c) subsequently taking a particular course of action,
- To inform: a) enlightening their readership about a real-world topic, b) providing lots of facts, and c) educating readers on a given topic,

- To entertain: keep things as interesting as possible,
- To explain: a) telling the reader how to do something, b) revealing to them how something works, c) communicating a method or a process,
- To describe: a) describing something [or someone] in more detail than be conveyed in a photograph alone and b) getting us beyond the one-dimensional appearance of things [people].

Source: *Literacy Ideas for Teachers and Students, n.d.*

Content Creators' Purposes

In today's digital age, people also use digital platforms and online spaces especially social media for identity construction, i.e., shaping their imagined identities such as professional identities (e.g., media influencer, writer, chef, scientist, fashion designer, etc.).

Thus, they—creators—use their social media for various purposes, including:

- Sharing thoughts and images,
- Enhancing a sense of connection with others,
- Learning new things, especially with others,
- Sharing authentic stories,
- Engaging in social storytelling,
- Asserting agency, i.e., the need to assert oneself and make decisions based on personal interest and values (Locke, 2015),
- Building identity narratives (stories of their developing self),
- Co-authoring identity narratives,
- Interacting identity narratives.

Source: *Granic, Morita, Scholten 2020*



Activity 4

The following text is from a post written by a teenage blogger. Read it carefully.

The Blogging Algorithm Works

*First and foremost, with blogging the algorithm works. Any of you who use Instagram will know it takes a lot of trial and error to finally have a post 'blow up'. With blogging, as long as you are equipped with the right tools, **your blog post can easily blow up**. If it is good content it will be pushed to the top of search results, be over everyone's Pinterest feed, and get good response. My yoga post, that I made at the start of the year, astonished me by getting over a 100 likes (when I usually get 20). It took off because I added the right tags, quality photos and conveyed a positive message. Unlike with Instagram, where a post can have all the correct criteria, yet still flop.*

Source: Catherine, 2020



This is individual work. Based on the above text, complete the following table. Refer to the information about authors' and content creators' purposes in **Activity 3**. After the table is completed, follow the discussion led by your teacher.

What's the topic?	What's the purpose of the content creator's blog post?	What might be the whole (including the other parts not shown here) blog post about?





Activity 5

Carefully read the following inspiring social media post by Greysia Polii, an athlete and Chair of Athlete Commission. Her original post is in Indonesian language. The following is the translated version.



Picture 1.7 Greysia Polii, badminton player

Source: Screenshot of IG @greyspolii/raphaelsachetat (May 11, 2022)

If someone asks what is the benefit of becoming Chair of Athlete Commission? Honestly, I don't really have the answer. One thing for sure, I am here to learn and to serve. Learning does not mean that it is for myself but it is for the benefit of many people. It is to learn technical things that I have never done before. It is learning to negotiate, giving opinion, giving aspiration, and serving with all my heart. During my journey, there will be pros and cons. It really doesn't matter. I will keep doing this noble task with my best attitude. We all hope that badminton will be loved and favored more by everyone in the world.

Source: @greyspolii, May 11, 2022



Now, turn to a classmate next to you. Keep in mind the materials presented in **Activity 3** as the two of you discuss the following:

1. The topic of Greysia Polii's Instagram post
2. The overall purpose of her post

What Have You Learned So Far?

In your notebook, write down what you have learned so far in this Reading Lesson along with the reasons why you need them in your English learning and beyond.

A Mid-Lesson Reflection

 This is individual work. Carefully read the following: Your friends and followers on social media do not always get the purpose of your posts/captions. You might get misunderstood but you do not always have the time and energy to clarify things. What are some of the strategies that you have to stay confident in social media? List them down in your notebook. **Note:** If you do not have it or you are not into social media, consult with your teacher for an alternative activity.

Joint Construction of Text



Activity 6

Jein Setiyanto Hendri is an Indonesian author whose books, *Kita dan Kata* and *ini tentang segala yang aku kira tidak akan pernah baik-baik saja*, were well-received by Indonesian youths. Look at one of his social media entries. His original post is in Indonesian language. The following is the translated version.

I always see myself competing to outperform others. Then I'm tired. I'm tired. I'm disappointed because I always lose. I too often make a race arena that makes me stress myself.

Source: @setiyantohendri, December 29, 2021

 With your partner from **Activity 4**, talk about the purpose of his caption. Offer your explanation. Discuss with her/him the similarities and/or differences in your answers/ explanations, if there are any. Consult your teachers if you have any difficulties in the process. Finally, individually write your answer and explanation in your notebook.



Activity 7

Aan Mansyur is another author whose work is well-known among Indonesian youths. One of his social media posts has the following photo. The following is the translated version of his post, which is originally in Indonesian language.



after a long day of sitting in front of the computer and only getting one bad paragraph. writing is painful –

Source: (@aanmansyur, October 17, 2018)

Picture 1.8 Aan Mansyur, writer

Source: Screenshot of IG @aanmansyur (2018)

Next, follow the instructions:

1. Similar to what you did in Activity 5, identify the purpose of Aan's post above
2. Provide your explanation
3. Write them down in your notebook
4. Do it on your own this time
5. Exchange your work with your classmate's after you have finished it
6. Ask her/him to comment on your work
7. Do the same for her/his work. Focus on how the explanation or evidence support the purpose that she/he identified.
8. Ask your teacher if you have any questions/difficulties in the process of commenting on your classmate's work.

Independent Construction of Text



Activity 8

 After working with a classmate, it is time for you to work individually. Follow the instructions:

1. Go to your role model's social media
2. Pick one of her/his posts; one that inspires you to pursue your dream job
3. Take a screenshot of the post
4. Save the link to the post for a proper citation/rule of attribution when needed later
5. Identify her/his purpose for posting it on social media
6. Provide some explanation
7. Write them down in your notebook

Note: If you have limited access to the Internet, consult with your teacher for an alternative activity.

Linking Related Texts



Activity 9

 Individually, follow the instructions:

1. If she/he is a public figure as well, your role model might have social media from multiple platforms
2. Observe if her/his posts display similar purpose(s) across platforms
3. Write the results of your observation in your notebook

Note: If you have limited access to the Internet, consult with your teacher for an alternative activity.





Viewing

Learning Objective:

By the end of this lesson, you are able to make evidence-based inferences to comprehend implicit information in a multimodal text (i.e., social media post).

Building Knowledge of the Field



Activity 1a



This is individual work. Follow the instructions:

Read the following questions carefully. Answer each of them in a few sentences: 1) How was your last Reading Lesson? 2) How do you like it? 3) Which learning activity do you like the most? 4) Which learning materials from the lesson do you remember the most?



Activity 1b

Next, follow the steps:

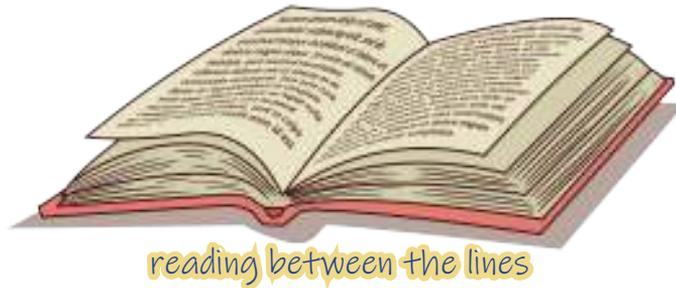
1. Double check your sentences. Save them for your social media caption.
2. Think of a photo from your smart phone's gallery that goes well with your sentences.
3. Post them (the caption and photo) on your social media

Note: If you are not into social media, consult with your teacher for an alternative activity.



Activity 2

You must have heard this saying or catchphrase:



Picture 1.9 A catchphrase about reading



Talk about its meaning with a classmate next to you. You might want to do some online searches as well. Take some notes in your notebook. Do so individually. Share what you have written there with a classmate.

Your Viewing Lesson is about this important skill: reading between the lines or making inferences. Let's get started!

Modeling of Text



Activity 3a

Read the following materials about implicit information and making inferences.

Implicit information is information that is implied or suggested, but not communicated directly. In order to comprehend implicit information, we make inferences.



Making inferences is the process of drawing a conclusion based on the available evidence plus previous knowledge and experience.

Source: Literacy Ideas for Teachers and Students, n.d.

For inferential skills to be truly mastered, an initial understanding of the text should be the first priority.

Inferences can be made with regard to: feelings, motives, behaviors/ actions (how, when, where, why), relationships, impression of personality (based on appearance, dialogue, movement, description), impression of an object/place/atmosphere, the state of things, opinions, reactions, predictions, events – what does or doesn't happen (how, when, where, why, who), morals/ messages, vocabulary used/grammar and punctuation (authorial intent), and time/era story is set.

Source: OneEducation, n.d.

Based on the above concepts, the following is key when making inferences:

- having an initial understanding of the text,
- providing evidence from the text,
- having previous knowledge,
- having previous experience.



Activity 3b



This is group work. To better understand the above materials, follow your teacher's instructions. With your group members, you will work cooperatively through **Numbered-Heads Together**.



Activity 4



This is individual work. However, your teacher will closely guide you through the process. In this activity, you recall what you learned from the previous Reading Lesson about content creators' purposes as reflected in their posts. You will then connect it with what you have just learned about making inferences to comprehend implicit information. Recall the purpose of Maudy Ayunda's social media entry from your Reading Lesson. It serves as your initial understanding of the text. Based on it, make an inference to recognize a piece of implicit information: Maudy's personality traits.

What is your initial inference about her personality traits? Write it down here:

Use the following prompts and the available spaces to guide you further in the inference-making process.

1. Did you find any evidence from the entry to support your initial interference about Maudy's personality trait? _____

2. Do you have any previous information about Maudy? _____

3. Do you have any previous experience related to Maudy's work (e.g., books, songs, movies, and talks)? _____

Finally, based on your initial understanding of Maudy's social media entry, evidence from the post, your previous knowledge, and previous experience with her work, answer the following questions:

1. Do you now have the same inference as your initial inference about Maudy's personality traits?
2. If so, why is that the case?



Use the space provided to write your answers.

If that is not the case, write down the new inference in the space provided:

Note: Consult your teacher if you and your peer have any difficulties in the process of making the inferences.

What Have You Learned So Far?

In your notebook, briefly answer the following questions with your own words:

1. What is implicit information?
2. How does implicit information relate to inference?
3. What do we need to have as we are making inference?

A Mid-Lesson Reflection

Having a reading habit is good for our personal growth. Yet, sometimes distractions get in the way. What strategies do you usually use to deal with distractions when reading? Why do you pick those strategies? Write your answers in your notebook.

Joint Construction of Text



Activity 5

This activity is similar to what you did in the previous activity, **Activity 4**. What makes it different is that this time you work with your peers to make inferences. Recall the purpose of Aan Mansyur's social media

entry from your Reading Lesson. It serves as your initial understanding of the text. Based on it, make an inference to recognize a piece of implicit information: His work ethic.

What is your initial inference about his work ethic? Write it down here:

Use the prompts and the spaces provided to guide you further.

Did you find any evidence from the post? _____

Do you have any previous information about him and his work (e.g., books)? _____

Do you have any previous experience related to him and his work (e.g., books)? _____

Finally, based on your initial understanding of his social media post (i.e., his main purpose), evidence from the post, your previous knowledge, and previous experience related to his work, answer the following questions. Use the space provided to write your answers.

Do you now have the same inference as your initial inference about his work ethic as a creator?

If so, why is that the case?

If that is not the case, write down the new inference in the space provided:



Independent Construction of Text



Activity 6

 This is individual work. Now that you have practiced making inference for comprehending implicit information with your peers, it is time to do it on your own. Follow the instructions:

1. Revisit Greysia Polii and Jein's Instagram posts from your Reading Lesson
2. Look at them one more time
3. Choose one of them as your focus in this activity
4. Follow the same steps that you took in **Activity 4** and **Activity 5**
5. Take notes in your notebook

The implicit information that you have to work on is: How she/he handles negativity from netizens.

Linking Related Texts



Activity 7

 This is individual work. Reading between the lines has been this viewing lesson's theme. Think of why the skill is significant for youth in this digital age, especially in constructing their dream/imagined identities. You might want to do some online search, interview a friend, watch videos, read articles, etc. to get the answers. Take some notes in your notebook. Next, synthesize them. Write the synthesis result for your social media post/caption for the day. What does it read? See what your friends/followers have to say about your post/caption. **Note:** If you do not have it or you are not into social media, consult with your teacher for an alternative way of sharing the result of your synthesis.



Writing

Learning Objective:

By the end of this lesson, you are able to: 1) correctly formulate subject questions for your interactive and engaging social media caption; 2) post an interactive and engaging caption on your social media with the correct use of subject questions.

Building Knowledge of the Field



Activity 1



Work in groups of four. Follow the instructions:

1. Talk about a world-class inspiring youth such as Greta Thunberg (look at her photo in the following), a climate and environment activist
2. Make sure your choice is different from the other groups
3. Check her/his social media account and select one post there that is the most engaging and interactive
4. Provide your group's explanation for the choice
5. Do **One Stray**

Follow your teacher's guidelines for doing it.



Picture 1.10 Greta Thunberg, environmental activist

Source: Screenshot of IG @gretathunberg (March 9, 2022)



Activity 2

Look at the following Instagram photo and caption by an American artist named Paola (Paolita) Merrill:



Picture 1.11 Paola (Paolita) Merrill, artist

Source: Screenshot of IG @the_cottage_fairy (December 18, 2021)

Is there snow where you live? I definitely love spring most, but winter does feel quite magical. I always think about stepping into Narnia when the snow is freshly fallen. I decided to read my first ever scary story, *Coraline*, and follow it up with a collection of ghostly tales for adults that was recommended to me. I have never successfully gotten through a spooky book, maybe this will be the first! I'm a big chicken, anything scares me. That's why I'm starting with a children's book haha! Do you like scary stories, or have any recommendations?

Now, turn to a classmate. Talk about the following:

1. What makes Paola's post engaging and interactive
2. Your ideas to make it more engaging and interactive
3. In your notebook, take some notes from your discussion

Modeling of Text



Activity 3

Read the following tips for writing effective captions.

The Key to Writing Killer Captions for Social Media

Ask a Question

An important part of building a social media presence is engagement, or your interaction with followers, as it is a proven way to gain more “likes” and comments, and generally boost interest in your platform. A great way to do this is to add a simple question to your caption about a specific element of your post and encourage your viewers to respond: “What do you prefer?” or “What is your favorite ___?” This gives them the positive feeling of being involved.

(British Council, n.d.)

Next, read the above text once more. Consult your dictionary to get the meanings of the following words (nouns) and noun phrase:

social media presence	followers
engagement	interest
interaction	platform
caption	viewers

Next, follow your teacher’s next instruction.





Activity 4



This is individual work. After reading the tips, go back to Activity 2. Look at Paola's Instagram post once again. Specifically, take a closer look at the questions in her caption. Use your notebook for answering the following questions:

1. How many questions do you see in her caption? List them down.
2. In your opinion, what's the function of each question in her caption?



Activity 5

A type of question that we can use in our social media posts to boost engagement and interaction with our friends/followers is subject question. What is it? Read the following information.

What are subject questions?

Subject questions are questions we ask when we want information about the subject of something. The subject of a sentence is the person or thing that performs the action. We use subject questions to ask who or which person or thing does something: for example, "Who rode the train to work?" and "Which fruits make the best juice?"

Subject questions follow the same subject-verb structure as statements. "Who rode the train to work?" for example, has the same structure as its statement form would have: "I rode the train to work." Unlike some kinds of questions, we do not invert the subject and verb in subject questions. You can usually identify a subject question by looking for the word "who" or "which" at the beginning of it. But, not all questions beginning with these words are subject questions.

Source: VoA Learning English, 2018



Activity 6

Go back to Activity 2. Look at Paola's Instagram post one last time. Based on what she says in her caption, generate three (3) subject questions that you can offer to make her caption more engaging and interactive.

 Individually, list down the questions. One question is given as an example: *Who likes reading spooky books?*

1. _____
2. _____
3. _____

Next, compare your questions with your classmate(s). Give feedback to each other. Consult your teacher when needed.

What Have You Learned So Far?

Complete the table. Use your own words to do so.

How does asking questions in your social media captions help boost interaction and engagement with your friends/followers?	Why having subject questions in your social media captions can help boost interaction and engagement with your friends/followers?



A Mid-Lesson Reflection

As social beings, we need others' presence and support for our growth. We do the same for their growth. This means we need to respect them during face-to-face interaction and in online spaces. In your notebook, list down ways to show and uphold respect, specifically in our online interaction with others.

Joint Construction of Text

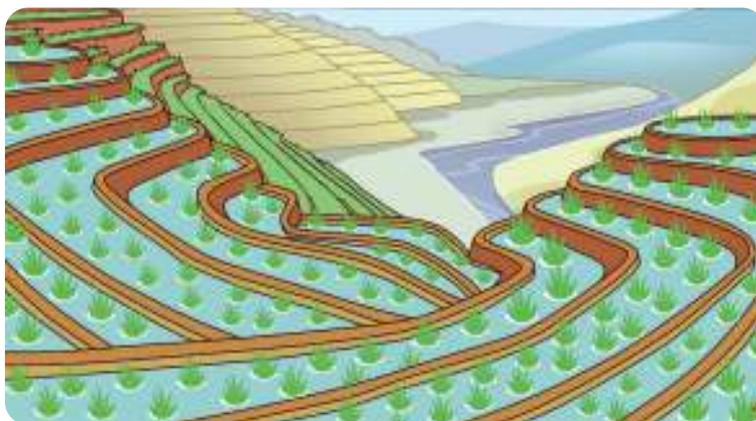


Activity 7



Work in groups of four or five. Look at the picture. Follow the instructions:

1. Act as if you had a traveling company
2. Prepare a social media post based on the given picture
3. Engage your followers with the post
4. Formulate correct subject questions to accompany the picture
5. Use your notebook to draft your subject questions
6. Consult your teacher if you have any difficulties in the process of drafting your subject questions.
7. Share the questions with your group members via **Jot Thoughts**



Picture 1.12 *Terasering* of Indonesia



Activity 8



Work in the same group as you did in **Activity 7**. Follow the instructions:

1. Prepare an A4 paper for a name tent for each group member
2. Write your dream job on the front side of the tent



Picture 1.13 Name tent

3. Based on what you have in mind about your dream job, prepare as many subject questions as possible
4. Draft them in your notebook
5. Share the questions with your group members through **RoundRobin**
6. After **RoundRobin**, select one to three questions that you like the most
7. Use them for your social media captions
8. Select a photo from your smart phone's photo gallery that you think suits your caption
9. Post them (caption and photo) on your social media
10. Tag your teacher on your post and ask her/him to comment on it

Note: Consult your teacher if you do not have or choose not to have any social media account.

Independent Construction of Text



Activity 9



This is individual work. Follow the instructions:

1. Think of a job that you dream of, for example: a journalist in an international media



2. Find out how to get there; all it takes to be an international journalist
3. Do so by making use of your social media
4. To engage and interact with your social media friends/followers, use three subject questions in your caption
5. Draft them in your notebook
6. Select a photo from your smart phone's photo gallery that suits your caption
7. Post them (caption and photo) on your social media

Note: Consult your teacher if you do not have or choose not to have any social media.

▶ Linking Related Texts ◀



Activity 10



This is individual work. Follow the instructions:

1. As a follow up for **Activity 9**, observe your social media friends/followers' responses/comments to your post
2. Pay attention to the contents of their responses/comments
3. Take some notes in your notebook
4. Compare your notes with a classmate's notes, specifically the one who uses a different social media platform
5. Pay attention to the tone of the comments across social media platforms
6. Write the results of your comparison in your notebook

Note: Consult your teacher if you do not have or choose not to have any social media.



Presenting

Learning Objective:

By the end of this lesson, you are able to talk about the process of drafting and posting contents on your social media with correct transitional words and suitable graphic organizer for showing sequences.

Building Knowledge of the Field



Activity 1

 This is individual work. Look at the following picture. Next, read the two questions carefully. Write your answers in your notebook:

1. How does the above picture relate to you?
2. How do you usually draft your social media posts?



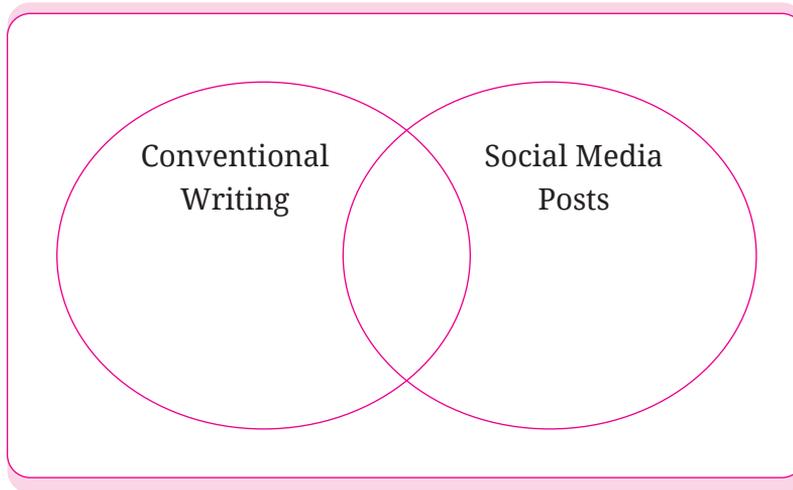
Picture 1.14
Drafting
for a social
media post



Activity 2



This is individual work. Answer the question through the Venn diagram: *How does conventional writing differ from social media posts?* When it is ready, compare your work with a classmate next to you.



Modeling of Text



Activity 3



This is individual work. There are moments in your daily life when people want to hear about how you use digital technologies and literacies for learning and for shaping your future identities. The following materials will help to equip you to shine in those moments. Read them carefully.

The first is about transitional words for showing sequence.

Transitional Words for Showing Sequence

Transitional words and phrases connect and relate ideas, sentences, and paragraphs. They assist in the logical flow of ideas as they signal the relationship between sentences and paragraphs. They develop, relate, connect and move ideas.

Of the many categories of transitional words, our focus here is on ones for showing sequence. Some of them are: *first, second, (etc.), finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually.*

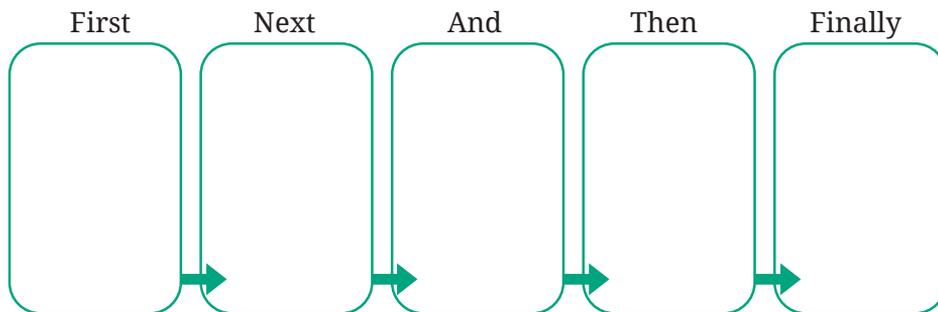
Source: Miami Dade College, n.d.

The next is about graphic organizers, specifically its type for showing sequences.

Graphic Organizer for Showing Sequence

Graphic organizer plays a significant role in a presentation. It allows you to effectively create meaningful structures, make relationships of ideas, and have precise information. But depending on the context, the organizers have a variety of uses. One of them is for showing sequences.

There are many examples of this type of graphic organizer. You can find them online. An example is displayed in the following:



Source: Opinaldo 2015; TeamTomEducation, 2017



Activity 4

 This is individual work. Now that you have learned the two, transitional words and graphic organizer for showing sequence, follow the instruction:

1. Go back to your work for **Activity 9** (stage: *Independent Construction of Text*) of your last Writing Lesson



2. In your notebook, list down the steps that took you to finally post the photo and caption on your social media
3. Use correct transitional words in your work



Activity 5

Next, based on your work above (**Activity 4**), create a graphic organizer for showing sequences in your textbook. You can use the sample from Activity 3 (stage: *Modeling of Text*) or use any other of similar type that you found online.

What Have You Learned So Far?

In your notebook, write in a few words what you have learned so far in this Presenting Lesson. Also, explain how they are relevant with you and your daily life.

A Mid-Lesson Reflection

The following is a social media caption by Adam Grant, a well-known American author and organizational psychologist. Read it carefully. Next, in your notebook, answer the question: How does the quote relate to your presenting lesson that you are doing right now?

The most meaningful way to succeed is to help others succeed.

Source: @AdamMGrant, October 24, 2022

Joint Construction of Text



Activity 6



This is pair work. Follow the instructions:

1. Read the situation:
You want to know great social media accounts that are specifically dedicated to update the latest knowledge and innovation about your dream job. Use your social media to get the information from your friends/followers who share the same interests or dream jobs with you.
2. Draft/craft the post carefully
3. Post it on your social media
4. Share the process of drafting and posting it via a graphic organizer for showing the sequence
5. Display the graphic organizer in your notebook
6. Based on the graphic organizer you created, talk about the process with a classmate
7. Use transitional words for showing sequence in your talk
8. Listen to each other
9. Take some notes
10. Give feedback to each other and consult your teacher when needed.

Note: If you do not have it or you are not into social media, consult with your teacher for an alternative activity.

Independent Construction of Text



Activity 7



This is individual work. Follow the instructions:

1. Study the situation:
Gradually, you gain an understanding of the importance of having a role model in shaping your future identity, i.e., in the process of

your becoming. You want to increase your peers' understanding of the same issue via your social media.

2. Draft/craft the post carefully
3. When it is ready, upload it on your social media
4. Share the process of drafting and posting it via a graphic organizer for showing sequence
5. Display the graphic organizer in your notebook
6. Based on the graphic organizer you created, prepare a 1-2 minute talk about the process
7. In your talk, use transitional words for showing sequence
8. Video record your talk
9. Upload it on one of your social media accounts.

Note: If you do not have it or you are not into social media, consult with your teacher for an alternative activity.

Linking Related Texts



Activity 8

 This is individual work. Go to your school library or any local library in which you are a member. Browse their collections of magazines or newspapers. Find a section there that features a successful or impactful figure in Indonesia. Pay attention to the description of how people around her/him contribute to the success. Take some notes in your notebook. In the next lesson, share with your classmates what you have written.



An End-of-Unit Reflection



Activity 9

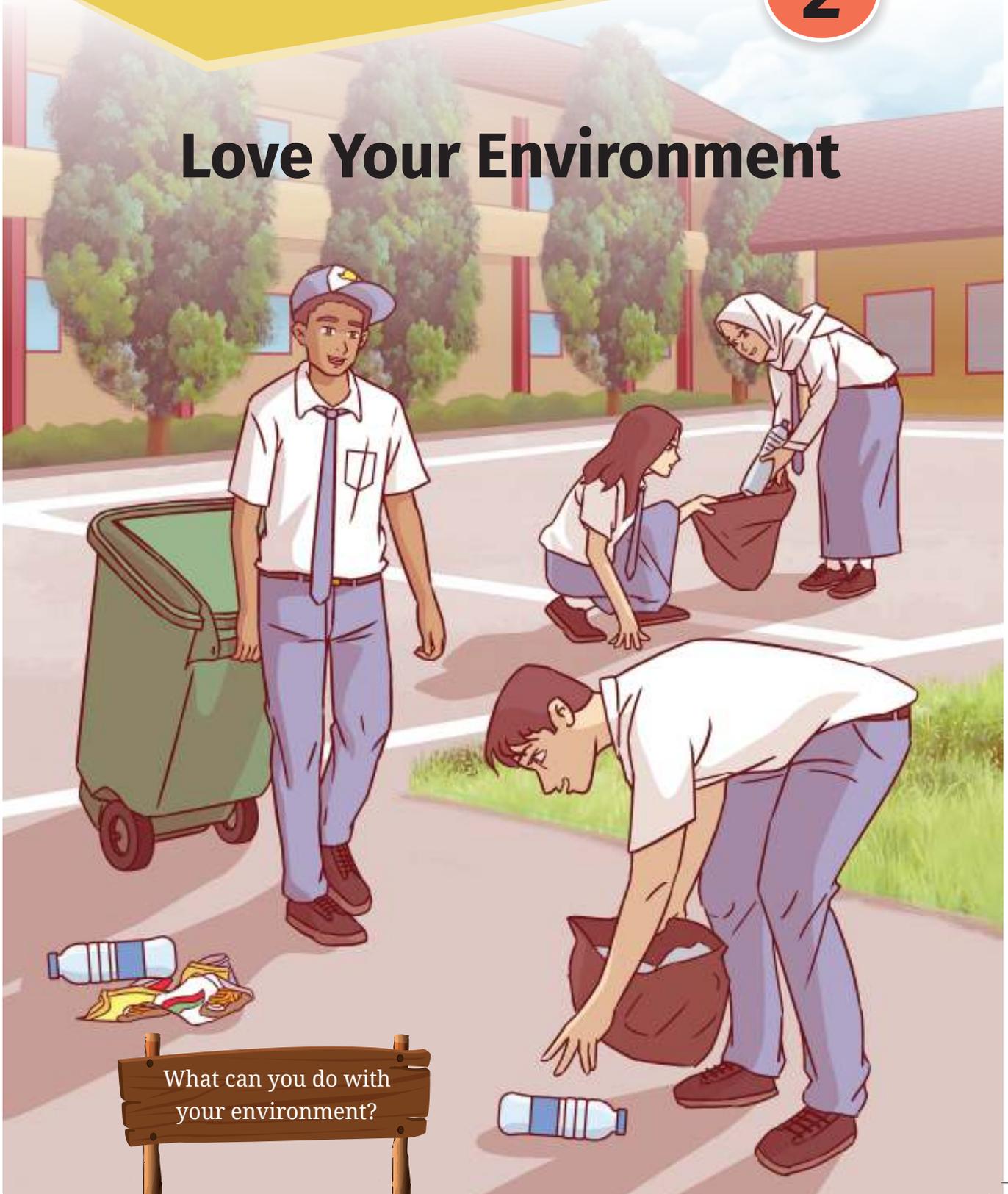
Congratulations on completing Unit 1! What does this unit mean to you? How has your perspective on digital technologies and literacies changed after completing the unit? Write your answers in your notebook.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2022
Bahasa Inggris: English for Change untuk SMA/MA Kelas XI
Penulis: Puji Astuti, dkk.
ISBN: 978-602-427-944-8 (jil.2)

Unit

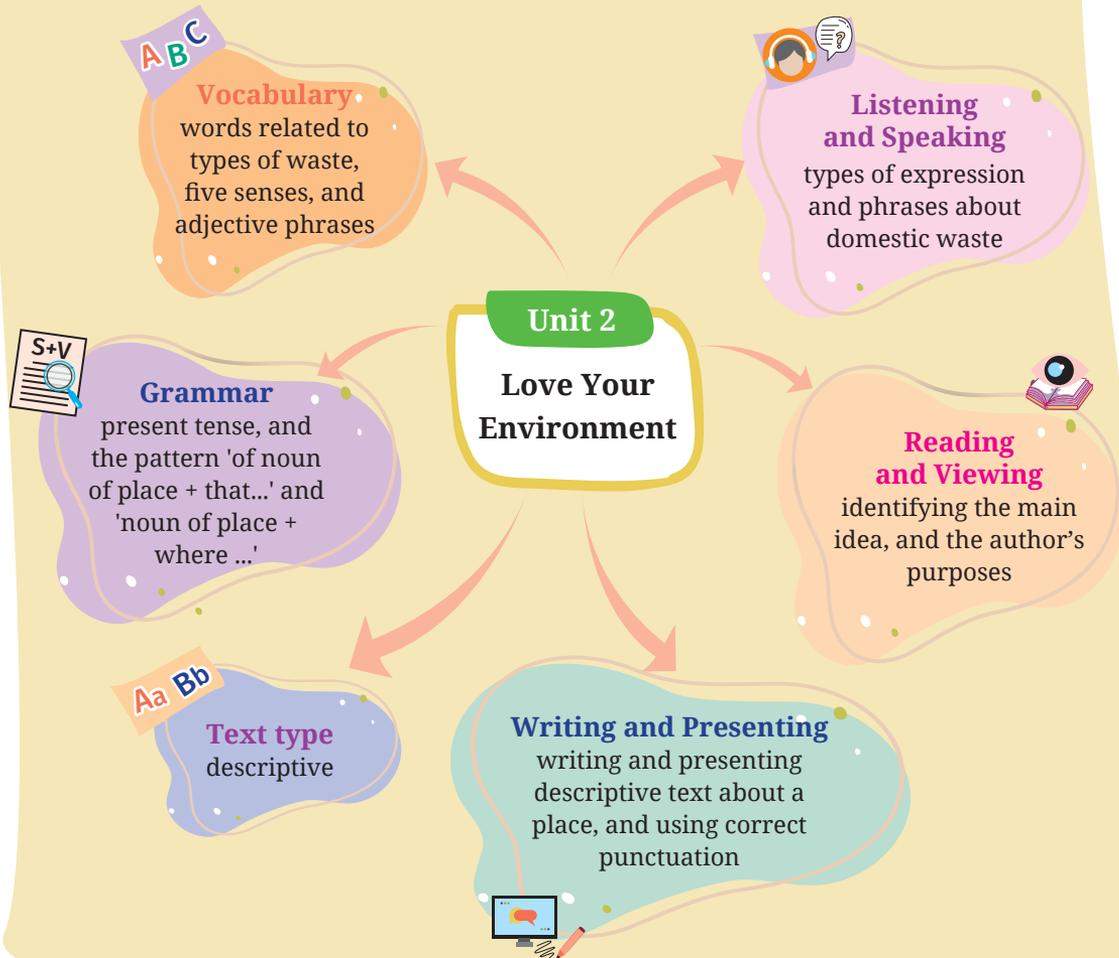
2

Love Your Environment



What can you do with
your environment?

Mind Mapping the Unit



Keywords

- waste management
- domestic waste
- organized waste
- unorganized waste
- describing places
- five senses
- adjective phrases
- punctuation



Listening

Learning Objective:

By the end of this lesson, you are able to correctly identify types of expressions that relate to issues of domestic waste.

Building Knowledge of the Field



Activity 1



Form a group of four or five. Check the National Geographic YouTube Channel about Waste. Take a note on the scene that interests you most. Discuss it with the group member using the **Talking Chip**.



Activity 2



Work in pairs. Do **Give-One, Get-One**. Compare these two pictures. Which one is organized and which one is unorganized? What is the impact to you and your surroundings if your waste is unorganized?



Picture 2.1 Organized and unorganized waste

Write the answers on the following space:



Activity 3



Work in pairs. Do **Think-Pair-Share** activity. Listen carefully to the description given in the audio. You can find it through the link or QR code on page 266. Take a note and focus on the following questions:

1. What is the speaker describing?

2. Where do you think the place he ends up is?

3. How do you know it?

Modeling of Text



Activity 4



Work individually. Read the following explanation of using five senses (sight, taste, touch, smell, sound) to describe a place.

How to write with sight

Writing Prompt. Stand in front of your house and create a list of 20 things you notice about it. Write down colors, shapes, details. Be as specific as you can. When you're done, pick the three or four of the most interesting things you noticed, and use those to write a description of the building. Remember, if you're trying to create a strong visual sense of scene, try highlighting unusual or specific details.

Writing Tip. One good technique to keep in mind is describing things indirectly: To convey the brightness of the sun, you could say directly that the sun is bright, but you could also describe the way the light from the sun causes the glass windows to shine solid.

Example: The sunlight is making the window glass shine.

How to write with taste

Writing Prompt. Try describing the food or the drink when you are eating or drinking them. What does coffee taste like? Is it different from the usual coffee? Try describing the sensation of tasting your favorite childhood snacks—what does it feel like to experience that taste again?

Writing Tip. One common technique that writers often use is the deliberate mixing of sensory words for effect. For instance, you might describe the zesty taste of a lemon as bright (a visual description) or the last light dissolving over the horizon as a whimper (an auditory description).

Example: The cold lemon squash is freezing in my tongue.

How to write with touch

Writing Prompt. Write about what it feels like to sit in a soft chair. How does your body feel when you sit there? Are the places where you feel sore or stiff?



Writing Tip. The sense of touch is about more than the way things feel in your hands, although texture is an important part of it. Touch also captures sensations that typically occur internally, like your experience of temperature, pain, and pleasure.

Example: When I touch the book, I feel the dust on my fingers.

How to write with smell

Writing Prompt. Go to a place you know well, for example the kitchen in your house. Make a list of the smells that define that place for you. The piney scent of the trees, the antiseptic smell of cleaning fluids, and the buttery smell of the ingredients your mother uses when she is cooking, so on.

Writing Tip. As with perfume and cologne, a little bit goes a long way. A few well-placed details can create a powerful impression.

Example: When I enter the kitchen, I smell the dish my mother has cooked.

How to write with sound

Writing Prompt. Pay attention to the sounds you notice and write them down as you go. Does your teapot whistle, or would you say it hisses? Do the sirens of emergency vehicles wail, or perhaps blare? Does your door squeak? The more you can become attentive to these things, the more you'll be able to incorporate them into your writing.

Writing Tip. Use onomatopoeia to help capture the sound of a scene: The plop of a frog dropping into a pond, the clink of two champagne glasses, the crackle of a dry log on a hot fire, the whoosh of a car racing by.

Example: When I hear the sound 'knock knock knock' on the door, I am sure that someone is knocking on the door.

Source: *Masterclass, n.d.*



Activity 5

After reading the explanation about using five senses (sight, taste, touch, smell, and sound) go back to Activity 2 and try to write a sentence to describe the pictures by using five senses.

Example: The liquid waste from the kitchen *smells so bad*.

1. Sight

2. Taste

3. Touch

4. Smell

5. Sound



Grammar Focus

One thing that is often used to describe a place is the use of adjective clauses. The following is the explanation of an adjective clause that relates to describe a place.

There are two adjective clauses used to describe a place.

Noun of place + that ...

Example:

The place that you are talking about.

The restaurant that sells halal food.

Noun of place + where ...

Example:

The city where I was born.

The school where she met her old friend.



Activity 6

Based on the information, make your own sentence by using the patterns about the waste in your surroundings (look at the examples in the Grammar Focus section).

Noun of place + that ...

1. _____

2. _____

Noun of place + where ...

1. _____

2. _____

What Have You Learned So Far?

Complete the table below. Use your own words to do so.

Table 2.1 The power of five senses

How do the five senses make the description of a place more engaging to the listeners or readers?	Which of the two types of adjective clause is used more often?

A Mid-Lesson Reflection

People are littering or throwing trash in public places because of some reasons (perhaps you also did it once or twice). Share your thoughts with a partner by reflecting to the following:

1. Why did you trash?
2. How did you feel when you did that?
3. How do you feel when you see people trashing?

Write down the result of the discussion on the provided space.



Joint Construction of Text



Activity 7



Work in pairs. Watch the video about garbage in the ocean (Troitskiy Video). While watching and listening, take a note by focusing on the following questions:

1. What do you see?

2. What can you smell?

3. What can you touch in that place?

Your teacher will help you and give you further explanation on the task.

Independent Construction of Text



Activity 8



Work individually. Imagine you are in a landfill. Use the same expression to answer the following questions.

1. What can you see?

2. What can you smell?

3. What can you hear?

4. What can you feel?

Linking Related Texts



Activity 9

Observe the common posters around you that suggest people not to trash. Design your own poster with more driving statements for people to not trash. Don't forget to use five senses and adjective clauses.





Speaking

Learning Objective:

By the end of this lesson, you are able to correctly use adjective phrases in a monologue or dialogue about domestic waste.

Building Knowledge of the Field



Activity 1

 In pairs, listen to the dialogues. Decide which picture best describes the dialogue.



Picture 2.2 Piles of waste in urban area

Dialogue: _____



Picture 2.3 Piles of waste in mountain area

Dialogue: _____



Picture 2.4 Piles of waste in beach area

Dialogue: _____



Picture 2.5 Piles of waste in the house

Dialogue: _____



Picture 2.6 Piles of waste in industrial area

Dialogue: _____

Modeling of Text



Activity 2

Listen and repeat.

Table 2.2 Adjective phrases

Adjective Phrases
a clean blue ocean
an awful dirty scenery
a big trash bin
a lovely little village
a small plastic vase



Activity 3

Find the meaning of the following words and phrases.

Table 2.3 Meaning of adjective phrases

Words	clean	blue	ocean
Meaning			
Phrase	a clean blue ocean		
Meaning			
Words	awful	dirty	scenery
Meaning			
Phrase	an awful dirty scenery		
Meaning			



Words	big	trash	bin
Meaning			
Phrase	a big trash bin		
Meaning			
Words	lovely	little	village
Meaning			
Phrase	a lovely little village		
Meaning			
Words	small	plastic	vase
Meaning			
Phrase	A small plastic vase		
Meaning			



Activity 4

Complete the following dialogue with the phrases in activity 3.

Dialogue 1

A : What makes Labuan Bajo so famous?

B : It must be because of its _____

Dialogue 2

A : What a _____

B : Yeah. I bought it from the market last week. It looks nice with my flowers in it.

Dialogue 3

A : What do you think of Bantar Gebang?

B : Uufh. It's _____

Dialogue 4

A : How did you find Kampung Naga?

B : It is _____

Dialogue 5

A : What do you think we should put in the corner?

B : _____ would be nice.



Activity 5

Watch a video about zero waste in a village in Japan. After that, read the dialogue below.

A : Wow. It is so interesting. That small town is very clean.

B : Yes. The people have been doing the program since 2003. **It is a very long process.**

A : But, look at the result. The town is now very clean with **beautiful idyllic mountains.**

B : What I admire is the effort from the people. They are such **hard working people.**

A : Of course. They separate the garbage based on **a difficult long list of classification.**

B : Yes. It is their determination that has brought them to their current success.

Table 2.4 Word order in adjective phrases

Grammar Focus

Adjectives: word order (a nice new house)

1. Sometimes, we use two or more adjectives together, for examples:
 - a. My brother lives in a **nice new** house.
 - b. In the kitchen, there was a **beautiful large wooden** table.



2. There are two kinds of adjectives:
 - a. Fact adjectives such as round and wooden. They give us factual information about age, size, color, etc.
 - b. Opinion objectives such as nice and beautiful. They tell us what somebody thinks of something or somebody.
3. Opinion adjectives usually go before fact adjectives.

	Opinion	Fact	
a	nice	long	Summer holiday
an	interesting	young	man
a	delicious	hot	Vegetable soup

4. Sometimes, we use two or more fact objectives. Very often (but not always) we put fact adjectives in this order:

1	2	3	4	5	NOUN
How big?	How old is it?	What color?	Where from?	What is it made of?	

Examples: a tall young man (1,2)

a small black plastic bag (1, 3, 5)

Source: *Murphy 1998, 214-215*



Activity 6



Work in pairs, and put the adjectives in brackets in the correct position.

1. A beautiful table (wooden/ round). _____
2. Big clouds (black). _____
3. A sunny day (lovely). _____
4. A wide avenue (long). _____
5. A metal box (black/small). _____

What Have You Learned So Far?

Write five new interesting things that you have learned so far. Write them below.

A Mid-Lesson Reflection

Think of what you can do as a person to keep your environment clean. Write your ideas.

Joint Construction of Text



Activity 7

In a group of four, write a short dialogue in your book about environmental awareness. Choose one of the topics:

1. Managing waste at home
2. Managing waste at school
3. Managing waste in the community

Your teacher will help you to choose the most appropriate topic and give you further explanation on how to do the task.



Independent Construction of Text



Activity 8

 Work in pairs. Create a dialogue in your book based on the pictures provided. Do not forget to include some adjective phrases you have learned so far.



Picture 2.7 Unorganized rubbish bin at school



Picture 2.8 People are queuing at a waste bank



Picture 2.9 A woman is planting flowers in the garden

▶ Linking Related Texts ◀



Activity 9

Find information about waste management in other countries. You may find it from social media or other reading sources.

Write your findings below.

Source of information. _____

Title of the video/news/post. _____

Country of origin. _____

Waste management system. _____



Reading

Learning Objective:

By the end of this lesson, you are able to correctly identify the main ideas and the writer's purpose in a descriptive text.

▶ Building Knowledge of the Field ◀



Activity 1



Work in pairs. Look at the picture and discuss what is meant by waste management with a friend who sits next to you. Write down the result of your discussion in the space provided.



Picture 2.10 Solid waste management



Activity 2

 Work individually. Read the text about types of waste.

Text 1:

Did you know that waste can actually be classified into five different types? Moreover, some types of waste are recyclable whereas others are not.

1. Liquid waste is commonly found both in households as well as in industries. This waste includes dirty water, organic liquids, wash water, waste detergents and even rainwater.

2. Solid rubbish is commonly broken down into the following types:
 - Plastic waste – This consists of bags, containers, jars, bottles and many other products that can be found in your household. Plastic is not biodegradable, but many types of plastic can be recycled. Plastic should not be mixed in with your regular waste, it should be sorted and placed in your recycling bin.
 - Paper/card waste – This includes packaging materials, newspapers, cardboard and other products. Paper can easily be recycled and reused.
 - Tins and metals – This can be found in various forms throughout your home. Most metals can be recycled.
 - Ceramics and glass – These items can easily be recycled. Look for special glass recycling bins and bottle banks to dispose of them correctly.
3. Organic waste is another common household. All food waste, garden waste, manure and rotten meat are classified as organic waste. Over time, organic waste is turned into manure by microorganisms. However, this does not mean that you can dispose of them anywhere.
4. Recyclable rubbish includes all waste items that can be converted into products that can be used again. Solid items such as paper, metals, furniture and organic waste can all be recycled.
5. Hazardous waste includes all types of rubbish that are flammable, toxic, corrosive and reactive.



Picture 2.11 Different types of waste

Source: *4waste, n.d.*



Activity 3



Work in pairs. Answer the following questions by referring to text 1.

1. Which waste is recyclable and which one is not?
2. What is the difference between waste, garbage and rubbish?



Activity 4



Work in pairs. Some words from the text are nouns and the others are adjectives. Look at the table and complete it with appropriate words. Number one has been written for you.

Table 2.5 Parts of speech

No.	Noun	Adjective
1	difference	different
2		
3		
4		
5		

Modeling of Text



Activity 5



Work individually. Read the following text about descriptive text, and comprehend it.

A descriptive text usually focuses on describing a single location, object, event, person, or place. It endeavors to engage all five of the reader's senses to evoke the sights, sounds, smells, tastes, and feel of the text's subject. Generally, descriptive texts are narrow in focus and

the topic is something that can sustain their interest, as well as the reader's interest.

Descriptive texts require the writer to go into great depth to evoke the person, place, or thing. If the writer doesn't care about the topic, then for sure the reader won't either. As the purpose of a descriptive text is to describe something so vividly, and to express emotion so clearly, that the reader can feel it too, personal topics can provide the perfect material for this type of text.

The purpose of a descriptive text is also to inform the reader on a particular topic, event, or experience. An effective means of choosing a topic is by writing a thesis statement. The thesis statement lays out the specific purpose of the text and usually it is embedded in the introductory paragraph.



Picture 2.12 Students are discussing about descriptive text

While it can be difficult at times for students to define their thesis statement for a descriptive text, the following process should help guide students:

1. Choose an interesting topic
2. Reflect on what you think about this topic
3. Consider the reasons for your point of view
4. Compose a statement that encapsulates this viewpoint.



Writing descriptive texts gives students an opportunity to flex their creative muscles. It challenges them to find new and innovative ways to use language to paint pictures in the minds of readers.

Source: *Literacyideas, n.d.*

Now select three words that you believe are important to remind you of descriptive text. Then compare the words you have selected and the words selected by your friend.

1. _____
2. _____
3. _____



Activity 6



Work in pairs. Read the explanation about the main idea, topic sentence, and thesis statement below.

Main idea tells what the core of the text is about.

Topic sentence tells what the paragraph is about.

Thesis statement tells what the whole text is about.

Find more explanations from the Internet and write down the answers in your own words in the following space.

1. Main idea is _____
2. Topic sentence is _____
3. Thesis statement is _____
4. Where can you find the **author's purpose** in writing a descriptive text? Is it in the main idea, topic sentence, or thesis statement? _____

What Have You Learned So Far?

1. Write down three things you remember most from this lesson.

2. Write down two new words that you got from this lesson.

3. Write down one question that relates to this lesson.

A Mid-Lesson Reflection

Plastics are the waste that is mostly found everywhere. People are using plastic bags for some reason. Share your thoughts about why you think they do that, and what you will do to educate people to stop using it in the following note.

Joint Construction of Text



Activity 7



Work in a group of four. Read and comprehend the following text. Do **Jigsaw Reading**. You will do the activity in a group (home group), but each of you will focus on one paragraph and become the expert of the paragraph (expert group). Your teacher will give you further explanation on how to do Jigsaw Reading step by step.



Text 2

From the 1950s to 2015, the production of plastic products grew from virtually zero to about 350 million tons per year. This continuous increase has resulted in a cumulative total of 7.8 billion tons of plastic produced during this period, corresponding to more than one ton of plastic for each person alive as of the end of 2015.

Up until the 1980s, the idea of recycling plastic was unheard of. From the 1950s to the 1980s, plastics were either simply discarded into landfills or incinerated. From the onset of plastic recycling in the 1980s to the present, the portion of plastic products that were recycled increased by an average of 0.7% per year.

As of the end of 2015, a staggering 55% of all plastic products end up in landfills. This corresponds to about 4600 million tons of accumulated plastic waste over the years. About 700 million tons of plastic waste has been incinerated and about 2500 million tons remain in active use.

Of the entire volume of plastics that have been produced since the 1950s, only 500 million tons (roughly 6%) have been recycled. Of this portion, only 100 million tons remain in active use. The other 400 million tons have also ended up either getting discarded in landfills or incinerated. Around 3% of plastic waste produced annually ends up in oceans – or about 8 million tons by the end of 2015.



Picture 2.13 Plastic waste in the 50's

By use, packaging of goods constitutes the greatest volume of usage of plastic products at around 141 million tons. The next category has a volume of less than half – the building and construction industry at only 65 million tons. This emphasizes how heavy plastic production can be reduced by using non-plastic alternatives for product packaging. Looking at the plastic production rates per country, China leads the pack by a huge margin at around 60 million tons. The US comes in at second at 38 million tons.

Source: Flyint, 2020

Now state whether the statement is true or false, and show which part of the text supports the statement.

1. 8 million tons of plastics end up in the ocean.
2. Each person uses tons of plastic in their lives.
3. Plastic is mostly used in China.

Independent Construction of Text



Activity 8

Work individually. Read and comprehend the following text.

Text 3

You've heard the saying that what one man considers to be trash can be another man's treasure. This is very true and it is for this reason that consignment stores and pawnshops make such a roaring trade. If you have something in your house that is of value you will want to hold on to it. However, not every valuable thing remains useful forever, at some point you will replace this with something else. Over time you might find yourself with so much stuff that is valuable but not useful for you. Instead of hoarding things you know longer need, why not clear it out. Look for a pawn shop near you to sell your stuff to.



Pawn shops can help you get rid of stuff or get more stuff that you actually need for a cheaper price. Brisbane pawnbrokers are more than happy to look at the stuff that you have to sell, more particularly the stuff that they know they can resell for a much higher price and make a killing like gold jewelry.

People love pawnshops because they have a wide selection of items. The stuff that people bring to pawn or sell ends up on the shop floor. Because the people who use various valuable items to pawn, pawn shops are very eclectic in what they can offer their customers. The stores cater to a variety of tastes and a variety of budgets too.

Source: Louise, n.d.



Picture 2.14 Selling used things

After reading the text, answer the following questions..

1. What does “what one man considers to be trash can be another man’s treasure” mean? _____
2. What is a pawn shop? _____
3. What is the purpose of the text? _____

▶ Linking Related Texts ◀



Activity 9

Find information about how to reuse and recycle the domestic waste into useful things, and write it in an infographic.



Viewing

Learning Objective:

By the end of this lesson, you are able to suitably synthesize and evaluate the core and specific information in a descriptive text.

▶ Building Knowledge of the Field ◀



Activity 1

Do **3-2-1 strategy** individually. Write your answers.

1. Write **three** things that you have learned in the reading section.

2. Write **two** questions that you have in mind about the reading section.

3. Write **an** interesting thing in the reading section.

Source: *Heick, n.d.*





Activity 2



Work in pair and do Pairs Compare based on the following pictures.



Picture 2.15 Queuing at the waste bank

Write your answer:

Write your friend's answer:



Picture 2.16 Weighting plastic waste

Write your answer:

Write your friend's answer:



Picture 2.17 Planning the future

Write your answer:

Write your friend's answer:



Picture 2.18 Sorting out waste

Write your answer:

Write your friend's answer:



Modeling of Text



Activity 3

Study the meaning of the following words.

Table 2.6 Meaning of Words

Words	Meaning
toxic	Containing or being poisonous
municipal	Of or relating to the internal affairs of a major political unit
landfills	An area built up by landfill
vehemently	Forcibly expressed
pattern	Something design or used as a model
sole	Being the only one
haul	To move something by hauling
vast	Very great in size

Source: Merriam Webster, n.d.



Activity 4



Work individually. Read the text carefully.

Waste Not, Want Not: “Waste Banks” in Indonesia

In Indonesia, your garbage gets mixed together with the garbage of millions of households, creating mountains of toxic waste too large to contain in municipal landfills. As experts in the field would argue, solid waste management is not the sole responsibility of a municipal government, but a collective one. As populations grow and consumption patterns increase, more and more solid waste is

created– and landfills can only take so much waste! So what to do? The World Bank in Indonesia is currently exploring how to improve solid waste management, and scaling up ‘waste banks’ is one option.

What is a ‘waste bank’? Waste banks – or “bank sampah”

as they are called in Indonesian – can be found in neighborhoods across Indonesia. At waste banks, the waste created by the household is divided into two categories – organic and non-organic. Organic waste gets turned into compost, while non-organic waste is divided further into three categories: plastic, paper, plus bottles and metal.

The vast majority of eco-friendly households in Indonesia keep three bins or three large garbage bags in their homes; over time they began separating their waste into three different sections. Once their three bins and garbage bags are filled up, they bring their haul to a neighborhood waste bank where they then “make a deposit”.

Like a regular commercial bank, you open up an account with your local waste bank. Periodically, you make deposits with your non-organic solid waste, which are weighed and given a monetary value, based on rates set by waste collectors. **This value** is saved in your account from which, like a regular bank, you can withdraw. The basic principles of waste banks remain the same across provinces: collect, save, earn, change behavior, and enjoy a clean neighborhood.

Source: Salim, n.d.



Picture 2.19 Compiling sorted waste



Activity 5

Answer the following questions

1. What is the text about?



2. What are the three sections in the garbage's classification?

3. What does paragraph two talk about?

4. What kind of value is referred to in the phrase "This value" in paragraph four?

5. Why is it important to set the value of the garbage by the collectors?

6. What activities can you find in a waste bank according to the text?

7. What would make the waste bank program a success?

8. What can you conclude after reading the text?

9. If you have an account in a waste bank. What will you do with your deposit?

10. Will you create a waste bank in your neighborhood?



Reading Skills

In this section of the lesson, you will learn about how to synthesize and evaluate information. Merriam Webster Dictionary states that:

1. Synthesize means the composition or combination of parts of an element so as to form a whole. This activity is usually done by restating the text with your own words.
2. Evaluate means to determine or fix the value; to determine the significance, worth or condition of something usually by careful appraisal. This activity is done by making inferences and conclusions.

In reading a text, students are often asked to answer these two kinds of questions.

Source: (Merriam Webster, "Synthesis"), (Merriam Webster, "Evaluate")

What Have You Learned So Far?

Now that you have learned how to synthesize and evaluate, write the things that you have to keep in mind to be able to make good synthesis and evaluation in the box provided.



A Mid-Lesson Reflection

Now, write your reflection on what you have learned so far using the K-W-L table.

Table 2.7 K-W-L table

K : What I have known before reading “Waste Banks?”	W: What I have found out after reading “Waste bank”	L : What moral lesson I got from reading “Waste Bank”

Source: *Read Naturally, n.d.*

Joint Construction of Text



Activity 6

Read the following information about waste banks in Indonesia. Your teacher will give you further explanation on what waste banks are.

Information 1

In Manado, North Sulawesi, a local high school adopted the lessons of cleanliness and prudent waste management early on. Students of senior secondary high school SMA 7 began going green in 2007, by composting with organic waste from their cafeteria. Over time, a waste bank system was introduced, and students felt “save up” their plastic water bottles and plastic snack wrappers, knowing that after a certain length of time they’ll have enough money to help supplement their school fees or other needs. Indonesia’s Ministry of Environmental Affairs has since awarded them for their ‘green’ entrepreneurial spirit.

Information 2

East Kalimantan’s capital Balikpapan runs a more conventional waste bank. “Garbage is our friend. Garbage equals money.’ That’s what I keep telling local residents,” says Sobirin, a former local legislator. After opening in 2012, Sobirin’s waste bank in Gunung Samarinda collects over 2-3 tons of non-organic solid waste each month. “Each household manages to save about 50,000 rupiah (about \$5) a month through this waste bank. Over time, this is quite helpful for helping pay for household and education needs.”

Information 3

Elsewhere in Sukunan, a quiet village in Yogyakarta, Central Java, Iswanto, a local solid waste management expert introduced “shodaqoh” waste banking. “Shodaqoh” refers to the Islamic concept of giving back to the community. Some 230 of 300 families in the village are involved in this community-driven model, gathering 2 tons worth of non-organic solid waste a month. The proceeds gained from selling community waste to waste-collectors are then used for communal purposes, such as a playground, decided by the community itself.

Source: Salim, n.d.



Activity 7



Work in groups of four. Based on the information in activity 6, do **Jot Thoughts**. Write the synthesis from each member in the table below.

Table 2.8 Member's Ideas in Synthesizing

Member	Thoughts
Member 1	<hr/> <hr/> <hr/> <hr/> <hr/>
Member 2	<hr/> <hr/> <hr/> <hr/> <hr/>
Member 3	<hr/> <hr/> <hr/> <hr/> <hr/>
Member 4	<hr/> <hr/> <hr/> <hr/> <hr/>

Independent Construction of Text



Activity 8

Read the following text carefully and answer the questions.



Picture 2.20 Polluted beach

Indonesia is the second-biggest marine polluter in the world. It alone contributes to 10% of global marine pollution. Kuta Beach is Bali's most popular and most visited destination and that clearly is visible since there are huge mounds of garbage on the beach that are collected on a daily basis. Especially during the rainy season, there is garbage awash on the shores. Authorities declared an emergency after they realized the volume of plastic thrown on the beach was turning into an endangering tourist trade. 100 tons of junk was being cleaned by workers on a daily basis.

Source: Gurtoo, May 6, 2019

Based on your previous knowledge about the picture and the text, answer the following questions.

1. What is the condition of the place?

2. What makes the situation occur?

3. What can we do to overcome the problem?

4. What would happen if the government put more attention to the condition?

5. What are the moral values related to the condition?

Linking Related Texts



Activity 9

Reading is an important skill in English. Two of the skills in reading comprehension are synthesizing and evaluating. Find more resources about the two skills and write your findings in the provided space.

Synthesizing

Evaluating





Writing

Learning Objective:

By the end of this lesson, you are able to produce a descriptive text about a place using suitable vocabulary of five senses.

Building Knowledge of the Field



Activity 1



Work in pairs, and discuss the following questions:

1. When you write a short message on whatsapp, do you pay attention to punctuation? Why? Why not?
2. When you write a status on your social media application, do you care with capitalization? Why? Why not?

Write your answers in the following table:

No.	Yes/No	Reason
1.		
2.		





Activity 2

 Work individually. Based on the answers in Activity 1, do you think punctuation and capitalization are important in writing? Why? Why not? Answer the question in the provided space.

Modeling of Text



Activity 3

 Work individually. Read the explanation about punctuation mark names, their symbols, and their functions.

Table 2.9 Explanation of punctuation

No.	Punctuation	Symbol	Function
1.	period/full stop	.	to indicate that it is the end of a sentence, usually communicating a complete point or thought. It highlights a new sentence that is about to begin.
2.	comma	,	to add emphasis and tell the reader when to pause
3.	exclamation mark	!	to add emotion - whether that's excitement, anger or nervousness!
4.	question mark	?	to indicate that the speaker is asking a question
5.	colon	:	to introduce a list of three or more things
6	semicolon	;	to join two main (or independent clauses) which have equal importance



Activity 4



Work in a group of six. One person writes one sentence of each punctuation mark. Number one has been done for you.

1. We need to separate organic from inorganic waste.
2. _____
3. _____
4. _____
5. _____
6. _____



Activity 5



Work individually. Look at the following English capitalization rules and try to write a sentence for each rule. Number one has been done for you.

English Capitalization Rules:

1. Capitalize the First Word of a Sentence.
2. Capitalize Names and Other Proper Nouns.
3. Don't Capitalize After a Colon (Usually).
4. Capitalize the First Word of a Quote (Sometimes).
5. Capitalize Days, Months, and Holidays, But Not Seasons.
6. Capitalize Most Words in Titles.

1. Littering is not good.
2. _____



3. _____

4. _____

5. _____

6. _____

What Have You Learned So Far?

Let's review what you have learned in the writing section.

1. Why is using correct punctuation important?

2. Why is using correct capitalization important?

A Mid-Lesson Reflection

People ignore using punctuation and capitalization because of some reasons (perhaps you also did it once or twice). Share your reasons in the following space.

Joint Construction of Text



Activity 6



Work in a group of four and do a **Three-Step-Interview**. Look at the statements in these posters. Which statement allows visitors to enter the area, the statement in picture A or picture B? Share your thoughts with the group members. Your teacher will give you further explanation on how to do the Three-Step-Interview step by step.

Picture A



Picture B



Picture 2.21 Different punctuation, different meaning

Independent Construction of Text



Activity 7



Work individually. Look at these two sentences. Are they similar in meaning, or different? Share your thoughts in the provided space.

1. Let's eat grandma!
2. Let's eat, grandma.



▶ Linking Related Texts ◀



Activity 8

As a follow up activity, check the messages you get in your whatsapp. Rewrite five short messages which ignore the use of punctuation or do not use them properly. Then, rewrite them again using proper punctuation marks.

1. _____

2. _____

3. _____

4. _____

5. _____



Presenting

Learning Objective:

By the end of this lesson, you are able to suitably present a digital or non-digital poster about an interesting place to visit.

Building Knowledge of the Field



Activity 1



Picture 2.22 Giving a presentation

Answer the questions:

1. How do you feel when you have to give a presentation?

2. What do you prepare for your presentation?

3. Do you know the tips on how to give a good presentation?





Activity 2

Read the following text carefully.

Top Tips for Effective Presentations

This page draws on published advice from expert presenters around the world, which will help to take your presentations from merely ‘good’ to ‘great’. There are several top tips to make good presentations.

1. Show your passion and connect with your audience. It’s hard to be relaxed and be yourself when you’re nervous. Be enthusiastic and honest, and the audience will respond.
2. Focus on your audience’s needs. Your presentation needs to be built around what your audience is going to get out of the presentation. You need to make it easy for your audience to understand and respond.
3. Keep it Simple: Concentrate on your core message.
4. Smile and make eye contact with your audience
5. Start strongly. The beginning of your presentation is crucial. You need to grab your audience’s attention and hold it.
6. Remember the 10-20-30 Rule for slideshows
7. Tell Stories
8. Use your voice effectively
9. Use your body too
10. Relax, breathe and enjoy

Source: *Skillsyouneed. n.d*

Answer the following questions.

1. What are the tips that became your strength?

2. What are the tips that need to be improved?

What Have You Learned So Far?

After reading the tips, write down your next plan to improve your presentation skill.

A Mid-Lesson Reflection

After learning about the destruction of the environment around the world, what can you do as a member of society? Write your actions below.

Joint Construction of Text



Activity 3



In a group of four, you will discuss a place that you think is heavily destroyed by irresponsible people. Use the following hints to help you write the text. Your teacher will help you to find the place by giving some examples and descriptions.

1. What is the name of the place?

2. Where is it located?

3. What is the cause of the destruction?



4. What can you see in that place?

5. What are the effects of the condition on the people surrounding the place?

6. What can the people do to minimize the destruction?



Activity 4

Based on the information you have discussed previously, create a digital or non digital poster.





Activity 5

Now, explain your group's poster to the class. Do **Number Group Presentation**. Your teacher will explain the process.

Independent Construction of Text



Activity 6

Now, create your own description of a place that is pleasant to stay or to visit because of its cleanliness in a form of digital or non digital presentation.

Linking Related Texts



Activity 7

Are you curious on how people can do a good presentation? How can they build up so much confidence? How to create such an interesting poster? To answer these questions, you are to visit some videos using the key words from the questions. You may write your findings down here.





An End-of-Unit Reflection

What I have learned from this unit:

The material(s) I understand the most:

Material(s) that I want to learn more:

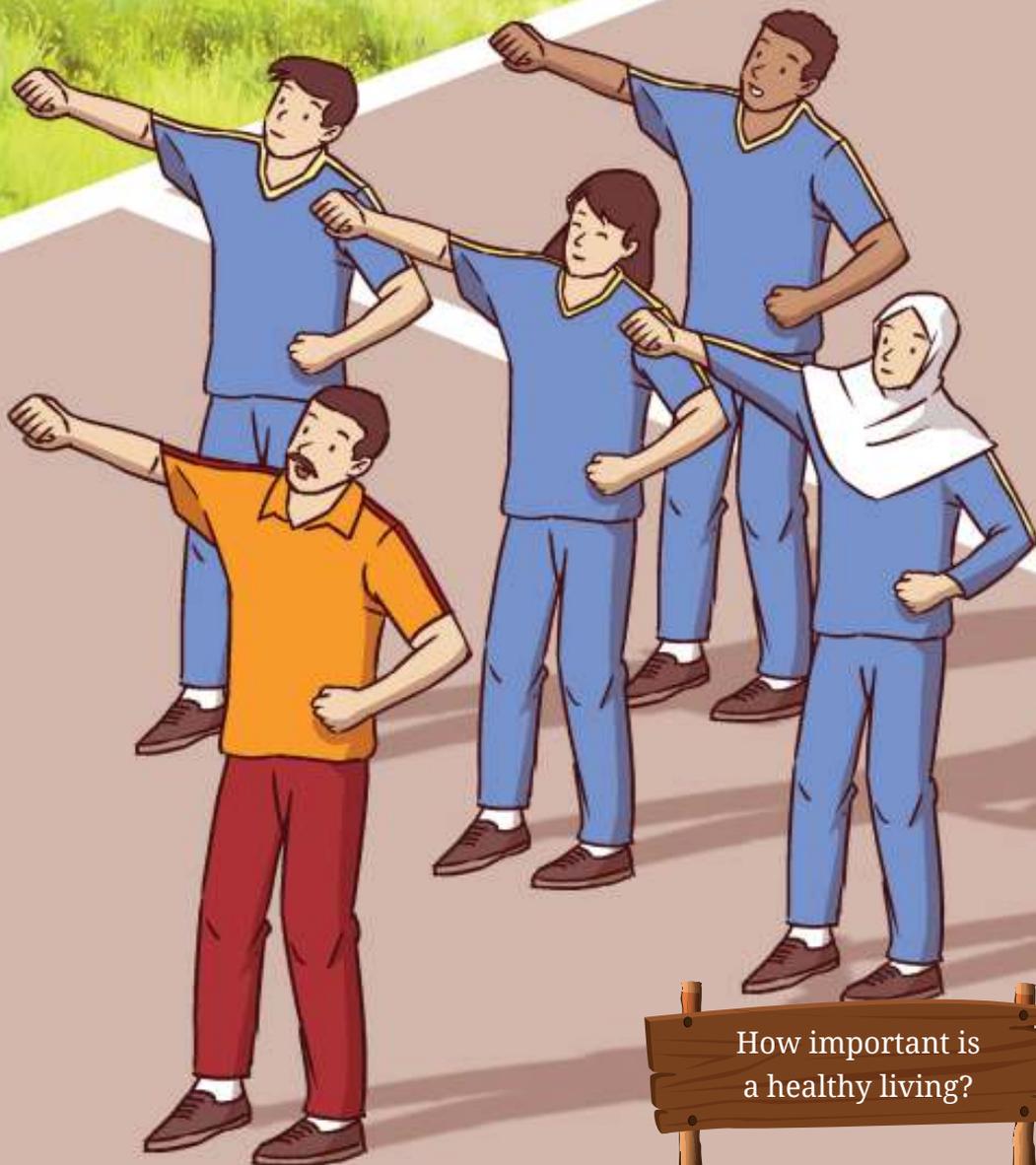
My opinion about this unit:

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Unit

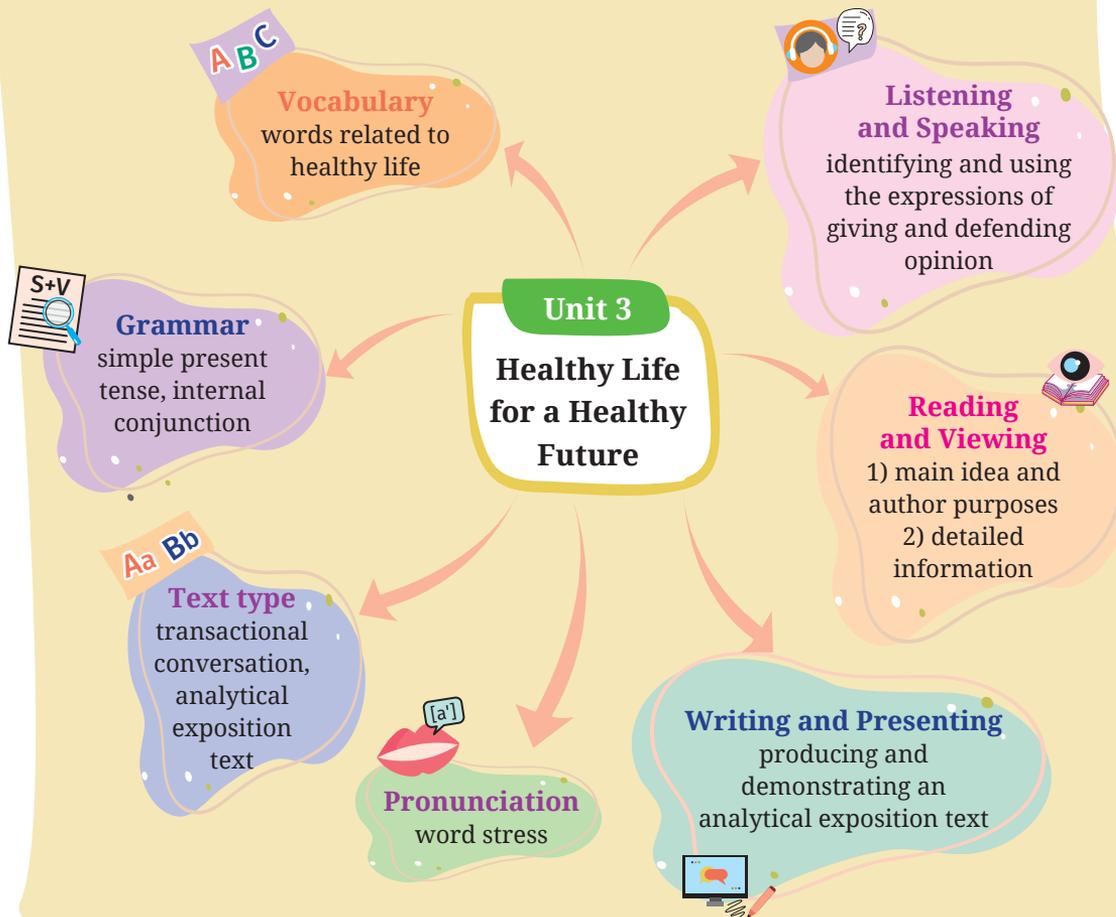
3

Healthy Life for a Healthy Future



How important is
a healthy living?

Mind Mapping the Unit



Keywords

- Healthy life
- Healthy food
- Raw food
- Cooked food
- Diseases
- Sport
- Obesity
- Sentence stress
- Analytical exposition



Listening

Learning Objective:

By the end of this lesson, you are able to correctly identify expressions of giving and defending opinion used in a spoken transactional conversation.

Building Knowledge of the Field



Activity 1

 Work in pairs through **Think-Pair-Share**. Look at the picture. What can you describe about the picture? Share your answer with your classmate.



Picture 3.1 Eating junk food



Activity 2

 Work in pairs. Based on the picture, what will happen to the girl? Number 1 has been done for you:

1. She will get a stomachache.
2. _____
3. _____

3. _____
4. _____
5. _____



Activity 3

 Work individually. Look at the following picture. Then, listen carefully to the audio to answer the questions. You can find it through the link or QR code on page 266.



Picture 3.2 Discussion at school

Mark whether the statements are True (T) or False (F).

Number 1 has been done for you.

1. There are 3 boys and 1 girl in the conversation. (F)
2. The topic of their conversation is about Siti who looks lethargic. ()
3. Aris advised Siti to eat healthy food. ()
4. Ayu and Tagor share the same opinion about healthy food. ()
5. Aris has a different opinion from Ayu and Tagor. ()

Modeling of Text

 Work Individually. Learn the examples of expressions for giving and defending opinions that can be used in real-life contexts.

Table 3.1 Expressions for giving and defending opinions

Giving Opinion	
I think...	My insight...
I believe...	From my point of view...
I feel...	From my viewpoint...
I guess...	As far as I can see...
According to me,,	For myself, I think....
In my view...	I'd like to highlight that....
In my opinion..	What I mean is....
In my eyes...	Commonly, it is believed that....
	Some societies
Defending Opinion	
I see your awareness, but I think...	Forgive me for interrupting, but I must respond to that.
Yes, I get the point, but my belief is that..	Hold on a moment, that's quite incorrect.
That's very interesting, but the tricky part is that..	If you would allow me to add a statement here...
I'm afraid I can't quite come to an agreement with your point.	If you don't mind, I'd like to take issue with

Source: Chauhan, 2014



Activity 4

 Work in pairs. Listen to the audio in activity 3. Now, let's identify the expressions for giving and defending opinions. Write your answers in the following table.

Number 1 has been done for you.

No.	Giving Opinion	Defending Opinion
1.	It seems like she....	I don't think so.
2.		
3.		
4.		



Activity 5

 Work in pairs. Listen to the audio. You can find it through the link or QR code on page 266. Fill in the blanks using the expressions of giving and defending opinion. Number 1 has been done for you.



Picture 3.3 Discussion in the classroom

Teuku : Hi Sindi, it's 7:30 in the morning. The class hasn't started yet. What are you writing? Did you forget to do your homework?

Sindi : Of course not. I'm creating a healthy food menu that I'm going to eat.

Teuku : Wow, it looks interesting.

Sindi : Sure. Healthy food is essential for our bodies.

Teuku : Yes, that's right. I eat healthy food, too. What is your favorite food, Sindi?.

Sindi : I love the combination of salmon and broccoli. And drink orange juice. What about you?

Teuku : Do you use brown rice?

Sindi : No. I don't use brown rice. It doesn't taste good. I don't like having brown rice in my meals.

Teuku : Do you know that brown rice is a source of complex carbohydrates and it's good for your body?

Sindi : 1) But I don't like it. I'd better have more vegetables. What about your healthy eating?

Teuku : 2) _____, with fried chicken, spinach and broccoli. And I like to drink yogurt.

Sindi : 3) _____ you eat fried chicken, it is not healthy.

Teuku : Yes, 4) _____. I eat a lot of vegetables to make them healthier.

Sindi : 5) _____. Because many other substances can harm your health.

Teuku : Okay, but I like it. But I'll think about your opinion.

**The teacher arrived. All students returned to their seats.



Activity 6



Work in pairs. The activity is **Mix-Pair-Share**. Your teacher will explain the activities. Based on the recording that you will hear, there are some foods that you can choose. Then, combine the foods that you have chosen with your partner to make healthy food for your lunch.

What Have You Learned So Far?

Write down what you have learned so far in this lesson. Can you defend your opinion in a discussion? Which expressions of defending opinion do you often use in your daily conversation?



A Mid-Lesson Reflection

Everyone has his/her own lifestyle. Choosing to live a healthy life is the right choice. As your reflection, give your opinion, how we should live a healthy life?

Joint Construction of Text



Activity 7



Work in groups of four. Listen to the debate regarding cooked versus raw food. Your teacher will help you and give you further explanation on the task. Scan the following QR Code or visit the link to watch the video: <https://www.youtube.com/watch?v=dNKlqljNESA>.



The Video “The Debate between Cooked versus Raw Food”



Picture 3.4 Screenshot of the video “The Debate between cooked versus Raw Food”

Source: *Good Morning America* (2019)

Find 2 expressions of defending opinions.

1. _____
2. _____

Independent Construction of Text



Activity 8

 Work individually. To deepen your knowledge about the expressions of defending opinions that have been studied in this section, find the expressions of defending opinions from the article in this link (The Columbus Dispatch, 2013). Then, write them in your notebook. Get the article by scanning the QR Code or going directly to: <https://www.dispatch.com/story/lifestyle/health-fitness/2013/11/18/experts-defend-new-heart-attack/23636023007/>



Linking Related Texts

 Work Individually. Find an influencer (doctor, athlete, sport or healthy life enthusiast) who shares the benefits of a healthy life, then observe the defending opinion of what he/she says. Write the results of your observation.



Speaking

Learning Objective:

By the end of this lesson, you are able to use suitable expressions of giving and defending opinion in a spoken transactional conversation.

Building Knowledge of the Field



Activity 1a

 This is individual work. Carefully watch a video entitled Healthy Habits (Stillwater Area Public Schools, n.d.). Scan the QR Code or watch it directly via <https://www.youtube.com/watch?v=VPHGa09cFuE>. Take some notes when needed.





Activity 1b



Now, work in groups of five. Take turns telling each other about a particular habit that you will develop in the near future. Explain your choice.



Activity 2



This is individual work. Answer the question: What do you usually do in the morning? List some activities that you do and do not do in the morning as part of your healthy lifestyle. You might want to get ideas from the video you just watched. One example is given for you.

Do's	Don'ts
Drink apple juice.	Eat chips.

Modeling of Text



Activity 3a



Work individually. In Unit 1, you learned about the word stress. In this unit, you will learn about sentence stress. Carefully read the following materials.

Sentence Stress

Sentence stress is the pattern of stressed and unstressed words across a sentence. Normally this emphasis is on words that carry important information, although this can change significantly, depending on the specific meaning the speaker wants to communicate.

Example: 'She bought a new car' probably has the main stress on 'car' and the secondary stress on 'bought'.

Source: British Council: TeachingEnglish, n.d.



Activity 3b



Work in pairs. Recall the expressions you learned from the previous Listening Lesson. Next, in your notebook, write down five expressions for stating opinion and another five for defending opinion. Underline words that you think need to be stressed (because of their importance) when pronouncing each of the expressions. Finally, share your work with a classmate and ask for his/her feedback.



Activity 3c



Work in groups of five. Based on what you have from Activity 3b, do **RoundRobin** to take turns stating each of the expressions with the correct sentence stress.



Activity 4



This is individual work. Select three out of five expressions for stating opinion and three out of five expressions for defending opinion that have from Activity 3b. You will use them in this activity. Based on what you have from Activity 2, prepare a one-minute speech to promote



a healthy morning routine. The target audience is your peers. Here is a template that you can follow : “*I believe that....(use a suitable expression to state your opinion)....is good for our health. Why?(give the reasons)..... Some people say that it is.... (a possible challenge to your opinion). However, (use a suitable expression to defend your opinion along with the reasons).* **Notes:** You are free to modify the template to meet your creativity. Use correct sentence stress in your pronunciation



Activity 5



It’s time to work in pairs. It’s through **RallyRobin**. Preparation: Similar to what you did in Activity 3, prepare suitable expressions for stating your opinions about the morning routines you listed in Activity 2. Prepare suitable expressions for defending them, too.

When all is ready: State your opinions, one at a time. Next, listen to your partner’s challenge to the opinion (she/he tells you the weaknesses of your opinion). For example, she/he says: “I know that drinking smoothies in the morning is good but we don’t always have the time and ingredients ready in our kitchen.” Defend your opinion. Do the same thing for each of her/his opinion. Encourage each other to use suitable expressions and correct sentence stress throughout the RallyRobin process.

What Have You Learned So Far?

In the provided space, list down some of your favorite expressions for stating opinion and for defending your opinion.

A Mid-Lesson Reflection

Closely read the following quote from Vincent Van Gogh, a well-known painter: *What would life be if we had no courage to attempt anything?* Next, in your notebook, answer the question: How does the quote relate to the theme of this unit and the learning materials in this Speaking Lesson?

Joint Construction of Text



Activity 6

 Work in pairs. Closely look at the picture. Consult your teacher if you have any difficulties in the process.



Picture 3.5 Cycling

Based on the picture, prepare your opinion regarding cycling as a sport. When it is ready, tell your opinion to your partner. He/she will challenge it especially if safety is ignored as seen in the picture. Defend

your opinion with more reasons. Use suitable expressions and correct sentence stress throughout. Exchange roles and follow the same steps. Consult your teacher if you have any difficulties in the process.

Independent Construction of Text



Activity 7

 Work with the same partner that you had in Activity 6. Spend approximately seven (7) minutes together to brainstorm issues on healthy lifestyle. You might want to browse the Internet or go to the school library to help you with the list of issues. Then, each of you picks one issue. Prepare yourself for stating your opinion around the issue of your choice along with the reasons. When you are ready, state your opinion to your partner. Carefully listen to her/his counter argument (a challenge to your opinion). Defend your opinion with reasons. Use suitable expressions and correct sentence stress throughout. Exchange roles and follow the same steps.

Linking Related Texts



Activity 8

Read an article about seven healthy living blogs. Get the article by scanning the QR Code or going directly to: <https://takecareof.com/articles/7-healthy-living-blogs-you-need-to-follow-right-now>. Pick one blog that you think is the best. List down your reasons. Next, turn to a classmate and tell her/him your choice along with the reasons. Be ready to defend your choice in case she/he disagrees.



Note: You might also want to record yourself explaining your choice and upload the video on your social media.



Reading

Learning Objective:

By the end of this lesson, you are able to correctly identify the main ideas and author’s purpose in an analytical exposition text.

Building Knowledge of the Field



Activity 1



Work in groups of four. Look at the following picture, and answer this question, “What does the statement mean?”



Picture 3.6 Wise word about healthy life



Activity 2



Work individually. In order to help you to understand the text, let’s learn the vocabulary that you will find in it.

Calories	A unit equivalent to the large calorie expressing heat-producing or energy-producing value in food when oxidized in the body
----------	------------------------------------------------------------------------------------------------------------------------------



Heart Attacks	An acute episode of coronary heart disease marked by the death or damage of heart muscle due to insufficient blood supply to the heart usually as a result of a coronary artery becoming blocked by a blood clot formed in response to a ruptured or torn fatty arterial deposit.
Strokes	A sudden change in the blood supply to a part of the brain, sometimes causing a loss of the ability to move particular parts of the body.
Healthy Life	Beneficial to one's physical, mental, or emotional state : conducive to or associated with good health or reduced risk of disease.
workout	A practice or exercise to test or improve one's fitness for athletic competition, ability, or performance.

Source: Merriam Webster, n.d.; Cambridge Dictionary, n.d.

Read the following text comprehensively.

The Easiest Way to Stay Healthy

In this era, healthy life is expected as something that is expensive. It is not totally wrong but isn't totally right, there is inexpensive activity to get a healthy life. That is jogging. Jogging is a sport that everyone can do because this sport does not require a lot of costs to carry out but is as good as other sports that require high prices for the health of our bodies. Jogging is an excellent sport for everyone. You can go jogging anytime and anywhere and also you can either do it alone or with your friends.



Picture 3.7 A family is jogging.

On average, jogging burns about 100 calories every mile, but it depends on your weight and the intensity of your workout. For example, a man weighing 68 kg can burn 600 calories per 10 km. Then, jogging can keep your cardiovascular (heart pumping) in good condition. Moreover, you will also avoid heart attacks and strokes if you do it regularly.

Besides being good for health, jogging is also perfect for mental health. Every time you finish jogging, you will feel refreshed. Several studies revealed that people who like jogging will tend to have a better outlook on life and make them happier than people in general.

Those reasons above should make us realize and keep maintaining our health with the easiest and lowest cost of exercises, jogging. Thus, there should be no excuses not to exercise, because we know the benefits of exercise besides eating healthy food. Therefore, by taking a little time to jog, it means that we love our lives more.

Source: *British Course, n.d.*



Activity 3



Work In pairs, find the meaning of the following vocabularies. If you have difficulty, you can consult your dictionary.

Number 1 has been done for you.

No.	Word	Meaning
1.	Burn	Reduce calories
2.	Weight	
3.	Intensity	
4.	Cardiovascular	
5.	Stroke	



Check your comprehension. Answer the following questions.

Number 1 has been done for you.

1. Why is jogging the easiest sport for everyone? *Because this sport does not require a lot of costs to carry out.*
2. What is the good side of jogging?
3. Is jogging not correlated with mental health?
4. Why do several studies suggest people jogging as their sport?
5. Do all people burn about 100 calories every mile?

Modeling of Text



Activity 4

 Work individually. Learn the materials about analytical exposition text below.

The previous text entitled “The easiest way to stay healthy” is an analytical exposition text. The purpose of the analytical exposition text is to convince the reader that the topic presented is an important topic to discuss or to get attention by providing arguments or opinions that support the main idea or topic.

The structure of the analytical exposition text consists of three main parts, namely: thesis, argument, and reiteration. The following table will explain the structure of the analytical exposition text.

Table 3.2 The structure of the analytical exposition text.

Structure	Text
Thesis:	In this era, healthy life is expected as something that is expensive. It is not totally wrong but isn't totally right, there is inexpensive activity to get a healthy life. That is jogging. Jogging is a sport that everyone can do because this sport does not require a lot of costs to carry out but is as good as other sports that require high prices for the health of our bodies. Jogging is an excellent sport for everyone. You can go jogging anytime and

	anywhere and also you can either do it alone or with your friends.
Argument 1	<p>On average, jogging burns about 100 calories every mile, but it depends on your weight and the intensity of your workout.</p> <p>For example, a man weighing 68 kg can burn 600 calories per 10 km.</p> <p>Then, jogging can keep your cardiovascular (heart pumping) in good condition.</p> <p>Moreover, you will also avoid heart attacks and strokes if you do it regularly.</p>
Argument 2	<p>Besides being good for health, jogging is also perfect for mental health.</p> <p>Every time you finish jogging, you will feel refreshed.</p> <p>Several studies revealed that people who like jogging will tend to have a better outlook on life and make them happier than people in general.</p>
Reiteration	Those reasons above should make us realize and keep maintaining our health with the easiest and lowest cost of exercises, jogging. Thus, there should be no excuses not to exercise, because we know the benefits of exercise besides eating healthy food. Therefore, by taking a little time to jog, it means that we love our lives more.

The following explanation deals with how to find the main idea of the text.

Before you read:

- Read the title
- What is the text about?
- What is the topic?

During the reading:

- Looking for and carefully reading text features
- Is the text fiction non-fiction
- Look for information, words, and pictures that are repeated



After you read:

- Think about the most important point about the topic
- What details or examples backup and support the main idea?

Source: *Literacy Ideas, n.d.*



Activity 5

 Work in pairs. Do **Think-Pair-Share**. You have studied the structure of the analytical exposition text. Read the text about “The Importance of Sleep for Health” to answer the questions given.

The Importance of Sleep for Health



Picture 3.8 Doctor and patient

Sleep plays a vital role in good health and well-being for the rest of your life. Adequate quality sleep at the right time can help to protect your mental health, quality of life, physical health, and safety. Why is sleep so important? Sleep can help your brain work properly. When you sleep, your brain prepares to run the next day. This will undoubtedly form a new path to help you learn and remember information.

Studies suggest that a good night's sleep can improve learning. Whether you're learning how to play the piano, do the math, play golf, or drive a car, sleep will help you improve your learning and problem-solving skills. Sleep will also help you make decisions, pay attention, and be creative.

Physical health is often also related to the quality of sleep. That's why sleep plays a vital role in your physical health. For example, rest is involved in healing and repairing your heart and blood vessels. Sustained sleep deprivation is associated with an increased risk of kidney disease, heart disease, high blood pressure, stroke, and diabetes. Sleep can also help maintain a healthy balance of hormones that make you feel hungry (ghrelin)/full (leptin). When you don't get enough sleep, your ghrelin level will go up, and your leptin level will drop. That will make you feel more hungry than when you get enough rest.

Those benefits of the importance of sleep for health are presented. There are a lot of benefits of sleep to get better health, not only physically but also mentally. That's why sleep is the activity that we should be concerned about for getting a healthy life.

Source: English Admin, n.d.

1. What is the author's purpose in writing this text?
2. What is the main idea of the text?
3. Give another opinion about the importance of sleep for a healthy life?
4. What would you say, if your friend told you that sleep is not important?



Activity 6



Work in pairs. Read and discuss the text, then correct the following sentence.

Number 1 has been done for you.

1. There is no correlation between sleep and physical health.
There is a correlation between sleep and physical health.
2. A good nap without sleep at night can improve learning and problem solving.



3. You feel excited when you have a lack of sleep.

4. When you sleep, your brain stops working.

5. When you get enough sleep, your leptin level will drop.



Activity 7



Work individually. Reread “The Importance of Sleep for Health” text, find the word in *italic*, then, match each word with its meaning.

Number 1 has been done for you.

1	A disease that occurs when your blood sugar, is too high.	• <i>Mental Health</i>
2	A hormone produced in your gut. It is often referred to as the “hunger hormone”.	• <i>Problem-Solving Skill</i>
3	A person's overall emotional and psychological condition.	• <i>Diabetes</i>
4	The condition of forcibly being kept awake, to the point of noticeably lower alertness.	• <i>Ghrelin level</i>
5	Soft Skill which help you solve issues quickly and effectively.	• <i>Sleep deprivation</i>

What Have You Learned So Far?

In the box provided, write down what you have learned so far in this lesson. When you read the text, how do you find the main idea?

A Mid-Lesson Reflection

Work in pairs through **Time-Pair-Share**. Now you realize a healthy life. Do you choose eating healthy food or doing healthy activity? Discuss your opinion with your partner.

Joint Construction of Text



Activity 8



Work in a group of four. Read the text about “The problem of being too fat” and answer the questions. Your teacher will give you further explanation on how to answer the questions.

The Problem of being too Fat

Obesity is a situation where humans are too fat. This condition is defined because there is too much fat in the body. Being overweight has the potential to cause a high risk of health problems.

Being too fat is one of the main factors for heart disease. Because of being overweight, the heart will work harder than usual. This can cause a heart attack. In addition, obesity can raise blood cholesterol and blood pressure. And being too fat can increase the amount of sugar in the blood. This will lead to diabetes and other serious diseases.

In addition, being too fat is often avoided by many men and women. This is because being too fat will interfere with their appearance. Further studies are needed to look at other effects of obesity.

From those statements, we could clearly understand that being overweight is dangerous for our life both appearance and serious disease.

Sumber: *English Admin*, 2013

1. Identify the main idea of each paragraph.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

2. What is the author's purpose in this text?

Independent Construction of Text



Activity 9

 Work individually. Read the following article, then, find the main idea of the text and state what is the author's purpose in writing the article.

The Benefits of Vegetables

Vegetables prevent unwanted signs of aging and keep skin young. Choose brightly colored red and orange vegetables and you'll get an added boost of beta carotene, which can give you a healthy glow as

it protects skin from sun damage. Similarly, lycopene, found in red vegetables such as tomatoes, also has been shown to act as a natural sunscreen.

Meanwhile, nutrients like magnesium and vitamin C are quickly depleted during stressful times. Luckily, many vegetables contain these very nutrients, as well as tension-reducing omega-3 fatty acids and B vitamins that fight anxiety and depression.

Some vegetables also have these same nutrients in addition to bone-building vitamin K, magnesium, potassium and prebiotic fiber. Eat strong-spined, dark leafy greens like collard greens, turnip greens, kale, spinach (cooked for more calcium!), broccoli and green peas for calcium and vitamin K. Mushrooms contain vitamin D while asparagus, chard, kale, artichokes, onions, garlic and leeks are full of prebiotic fiber.

Source: Oktashare (2018)

» Linking Related Texts «

Find an article about the importance of doing sport for our health. Then, identify the main idea and the author's purposes.



Learning Objective:

By the end of this lesson, you are able to suitably synthesize and evaluate detailed information in a multimodal analytical exposition text.



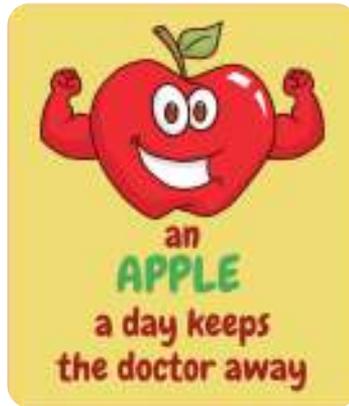
Building Knowledge of the Field



Activity 1



Work in pairs. Do **Think-Pair-Share**. Look at the following picture, and answer this question, “What does the statement mean?”



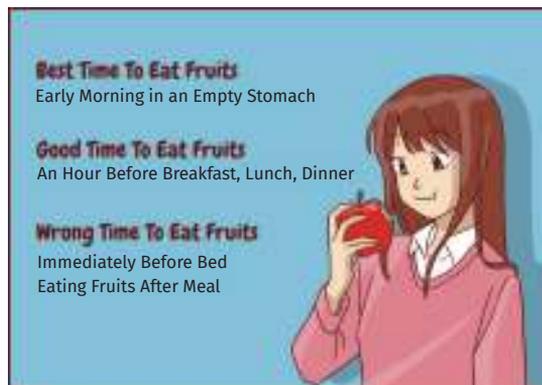
Picture 3.9 The Importance of consuming fruit



Activity 2



Work in a group of four. Do **Three-Step-Interview**. Look at the following picture about times to eat fruits. Ask your friend whether he/she eats fruits at the best time, good time, or wrong time. You can also ask what fruits they eat the most and why.



Picture 3.10 Fruit habit consumption

Modeling of Text



Activity 3

 Work individually. Watch the video about the explanation of analytical exposition text that your teacher will play. Scan the following QR Code or visit the link to watch the video: <https://www.youtube.com/watch?v=Q3MbHERPEeM>. Then, write down three important pieces of information about analyzing and synthesizing the text that you get from the video.



1. _____
2. _____
3. _____



Activity 4

 Work in pairs. Compare your answers in Activity 3 with your friend's answers. Discuss further why argument should be based on fact, not opinion. From the result of your discussion, design an infographic that shows the important information about analytical exposition text.

What Have You Learned So Far?

After learning and understanding about analytical exposition text, when do you think this type of text will be appropriately used, and why? Write your answer in the provided space.



A Mid-Lesson Reflection

Having learned that fruits are needed by our body, how will you suggest other people to eat fruits in the best time? What way will you use so that people will not be offended by your suggestion?

Joint Construction of Text



Activity 5

 Work in pairs. Look at the following picture about different fruits from Indonesia. If you do not know some of them. Ask your partner or find the information from the Internet. Then discuss the nutrition each fruit has. If a foreign friend wants to buy one of the fruits, which one will you suggest him/her to buy as the most nutritious one and why? Write the thesis and your arguments. Your teacher will give you further explanation on how to write thesis and arguments.



Picture 3.11 Local fruits

Independent Construction of Text



Activity 6

 Work individually. Look at the following picture about different fruits commonly eaten. Then list the names of the fruits from the more nutritious to the less nutritious based on the data that you get from the Internet. Write the thesis and your arguments about each fruit.



Picture 3.12 Common fruits

Linking Related Texts

 Work individually. Some people like to eat raw vegetables and some others like to cook them before eating. Find a text that discusses the benefits of eating raw vegetables and cooked vegetables for our body. Then draw a mind map that shows your understanding about it. Don't forget to mention your thesis and argument.



Writing

Learning Objective:

By the end of this lesson, you are able to produce an analytical exposition text about healthy life using suitable conjunctions.

Building Knowledge of the Field



Activity 1

 Work in pairs through **Think-pair-Share**. Watch the following video and answer the question based on the video. Scan the following QR Code or visit the link to watch the video: <https://www.youtube.com/watch?v=YXynlliFyC8>.



Picture 3.13 Screenshot of the video Health Hazards of Junk Food – The Doctors
Source: *The Doctors*, 2017

What specific information can you get from the video?



Activity 2



Work in Pairs. Based on the video you have watched, make a graphic organizer of the important information from the video. You can create a graphic organizer as you like.

Modeling of Text



Work individually. Learn the language features of analytical exposition text below.

You already know that the purpose of an analytical exposition text is to convince the reader that the topic presented is an important topic to discuss. You have also studied the structure of analytical exposition text which consists of thesis, argument, and reiteration.

Now let's discuss the language features commonly used in analytical exposition texts.

Using simple present tense:

- She eats bananas every day.
- Juli and Rian do not like jogging in the stadium.

Using words that express the author's thoughts or feelings: *experience, feel, know, realize, sense, think, etc.*

Using conjunction

- Internal conjunction:
 - Addition: besides, in addition, further.
 - Comparisons: vice versa, meanwhile, but, on the other hand.
 - Time: next, then, second, third.
 - Cause effect: the result, so, consequence, as a result.
- Causal Conjunction: because, despite, due to, as a result, for that reason, by, consequently.

Source: D'Eletto, 2021; Chairulzami, 2020





Activity 3



Work individually. Find the mistakes in the use of simple present tense. Then, correct them.

1. Siti seldom eat healthy foods.
2. Bob and Dini does not like to eat fried chicken.
3. Nina and Bani learns how to live a healthy life.
4. Aris eat bananas almost everyday.
5. Nindy do not like to eat fish.

Answers: number 1 has been done for you.

1. eat

Siti seldom eats healthy foods.

2. _____

3. _____

4. _____

5. _____



Activity 4



Work individually. Match these sentences using the correct conjunctions, so it becomes the complete sentence.

(1) even though (2) so (3) and (4) because (5) for that reason

fried chicken is delicious food	he is very healthy
you have to eat more vegetables	it is not healthy
he looks so fresh	he always exercises
she likes exercises such as running	swimming
he never miss one meeting for gym	your body is getting healthier

Answers: number 1 has been done for you.

1. Fried chicken is delicious even though it is not healthy.
2. _____
3. _____
4. _____
5. _____

What Have You Learned So Far?

After you learn about analytical exposition text along with its structure and its language features, write 3 sentences using simple present tense.

A Mid-Lesson Reflection

In this unit you have read several examples of analytical exposition texts related to healthy life. In your opinion, what activities can be done to make our lives healthy besides eating healthy food and exercising?

Joint Construction of Text



Activity 5



Work in groups of four. Look at the following graphic organizer about healthy life.

Discuss the graphic organizer using **Talking Chip** technique, then make your own graphic organizer about healthy and unhealthy food.



Picture 3.14 Graphic organizer about healthy life



Activity 6

- Based on the graphic organizer that you have created, develop it into a draft of analytical exposition text by using text structures and appropriate language features.
- After finishing your first draft, ask other groups and your teacher to check and provide suggestions on your draft, vice versa, your group will check the draft of other groups and give input on their draft.
- After getting input from other groups and also your teacher, revise your first draft then rewrite it as your second draft. Ask for feedback from your teacher. Activities are carried out until your draft is perfect.

Independent Construction of Text



Activity 7

 Work individually. Create a graphic organizer from the following picture. Then write an analytical exposition text based on the graphic organizer that you have created.



Picture 3.15 Gardening

▶ Linking Related Texts ◀.....●

 Work individually. Find healthy tips and tricks on the Internet. Write an analytical exposition text of healthy life using the tips and tricks that you find on the internet.

Presenting

Learning Objective:

By the end of this lesson, you are able to actively demonstrate an analytical exposition text through a group debate.

▶ Building Knowledge of the Field ◀.....●

Activity 1



Picture 3.16 Speech Performance



Watch a video about why junk food should be banned. Scan the following QR Code or visit the link to watch the video: https://www.youtube.com/watch?v=4S-uRgt_1aI



Activity 2



Work in groups of three. Write the reasons you get from the video and share your group's ideas with others.

Ideas from the video	Ideas from the group

Modeling of Text



Activity 3

Read the following text on how to conduct a good debate.

Debating Rules

Now that you know the rules for debating, you need to learn also about what debate is because debating is a kind of presenting ideas in front of the public.

A debate is an organized argument or contest of ideas in which the participants discuss a topic from two opposing sides. Those who agree with this statement or idea are the “Pro” side. Those who will not agree with this statement or idea are the “Con” side. Each side will show in an organized and clever way why they believe to have the right answers. They will use examples and evidence to support their ideas while working towards a conclusion.

The aim of a debate is to convince the opposition that you are right. When the two sides agree on the subject or when one side's arguments are more convincing than the other side, that is when the debate comes to a close. In a formal debate, a mediator (a person that has not agreed with the Pro or the Con) will decide who the winner should be. In an informal debate the argument can continue until the time when one side gives up.

Source: American Debate League, n.d.



Activity 4



Work in pairs and answer the following questions.

1. Which one is more difficult, an individual presentation or a debate? Explain your reasons.

2. How do you construct arguments to support your ideas?

3. What kind of conclusion is more effective, a recommendation or a reiteration? Explain.

What Have You Learned So Far?

Based on your understanding on the concept of debating, answer the question below.

Do you prefer the government or the opposition side? Explain.



A Mid-Lesson Reflection

Debating is an interesting yet challenging activity in presenting ideas. What should you do to win your debate?

Joint Construction of Text



Activity 5

Read the text below as the topic for the debate. After that, your teacher will decide which group you belong to, the government or the opposing side. After that, the representatives of both groups will decide the motion that will be delivered during the debate.

Pros and Cons: Should Junk Food Be Banned or Allowed in Schools?

Even though people realize junk food is not a healthy option that does not deter them from consuming a variety of greasy fast foods. Even worse, it is given to children at school. In some parts of the world, some parents actually pack junk or fast food in their children's lunch box to have as a meal or snack in school. We have to admit junk food, processed food, and fast foods have become unavoidable parts of our lives. But should they really be the only options for school kids?

There are advantages and disadvantages associated with junk food in school. Do the pros outweigh the cons? Find out in the lines below.

5 reasons junk food should be allowed in school: Pros.

1. Because it is important for children to eat something.
2. Junk food is easier and cheaper.

3. Vending machines are profitable for schools
4. Healthy ingredients can eliminate junk food.
5. There should be a freedom of choice for kids in school.

5 reasons junk food should be banned in school: Cons.

1. Junk food leads to obesity.
2. Children get habituated to unhealthy eating.
3. Junk-food eaters have a high risk of acquiring diabetes in adulthood.
4. Junk-food eaters risk damage to the heart and liver.
5. Regular consumption of junk food causes gastric problems.

Source: Pereira, n.d.

The intention of the debate above is to bring awareness to the advantages and disadvantages of junk food for children in schools.



Activity 6

Now that you are in your group, discuss more ideas and arguments to support your point.

Perform a debate in front of the class. Do not forget to create a poster containing the important ideas.

Independent Construction of Text



Activity 7

Watch the following video before you prepare your presentation. The video is about the Food Pyramid. Scan the following QR Code or visit the link to watch the video: <https://www.youtube.com/watch?v=1iLwRB-Rc7o>





Activity 8

 Work individually. Create a digital or non digital poster of a healthy lifestyle. After that, present it in front of the class. Based on the video, you may either choose the government or the opposition side.

▶ Linking Related Texts ◀



Activity 9

 Work individually, find other resources of information about how to keep a healthy lifestyle. Write your answer below.

Source of information: _____

Information: _____



An End-of-Unit Reflection

What I have learned from this unit:

The material(s) I understand the most:

Material(s) that I want to learn more:

My opinion about this unit:



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Unit

4

Indonesian Environmental Figures



How to save the earth?

Mind Mapping the Unit



Keywords

- Environment
- Sustainable
- Rubbish
- Environmental figure/activist
- Climate
- Volunteer
- Deforestation
- Pollution
- Narrative
- Campaign



Listening

Learning Objective:

By the end of this lesson, you are able to correctly identify expressions for starting, continuing, and ending a transactional conversation.

Building Knowledge of the Field



Activity 1



Work in pairs. Look at the picture, then discuss it by using **Think-Pair-Share**. Your teacher will explain the steps.

Imagine you are the brother. What is your answer if your sister asked you the question?



Picture 4.1 Watching TV



Activity 2



Work in pairs. Do the activity through **Pairs Compare**. Based on the picture in activity 1, are you concerned about the environment around you? Share what you are concerned about and why.



Modeling of Text



Activity 3a

 Work Individually. Learn the examples of expressions for starting, continuing, and ending a transactional conversation.

Table 4.1 Expressions for starting, continuing, and ending a transactional conversation

Starting	Continuing	Ending
<ul style="list-style-type: none"> • What's new? • So, how have you been? • What have you been up to? • Keeping busy? • How was your weekend? • Do you have any plans for the weekend? • So, how's it going with (a project, initiative, etc.)...? • So, what do you think about...? • So, did you hear that...? • So, I heard that you are/you're...? 	<ul style="list-style-type: none"> • Before I forget, I wanted to talk to you about... • By the way... • Since you're here, let me ask you about... • I actually wanted to talk to you about... Do you have a few minutes? • While I have you on the line, let me ask you about... (if speaking on the phone) • Ending small talk and starting a meeting: • Well, let's get started... • Shall we talk about...? • Anyway, let's talk about ... 	<ul style="list-style-type: none"> • I should get going. It was nice talking to you. • Well, I have to go. It was nice talking to you. • Well, it was nice seeing you. Say hello to (name) for me. • Well, I have a class in a few minutes. I better get going. • Okay, I'll talk with my team and I'll give you a call tomorrow morning. • So, we'll wait for Joanna's response and then go from there. • Okay, I'll work on the proposal and send it to you by the end of the week.

Source: *Business English Resources*, n.d.



Activity 3b



Work individually. Listen to the dialogue carefully.



Picture 4.2 The students are watching video from a cell phone



Activity 3c

Identify the expressions for starting, continuing and ending a transactional conversation in the dialogue, underline the correct categories of the expression.

Number 1 has been done for you.

No.	Expression	Starting/Stating/Concluding
1	Hi, Keeping busy?	<u>Starting</u> /Continuing/Ending
2	By the way, what has she done	Starting/Continuing/Ending
3	It's time to go back to class. Lets go!	Starting/Continuing/Ending





Activity 4

Listen to the audio carefully. The audio will be played twice. Mark whether the statements are True (T) or False (F).

Number 1 has been done for you.



Picture 4.3 Aeshnina Azzahra

Source: Screenshot of IG/@aeshnina (2021)

No.	Statements	True (T)/ False (F)
1.	The fun thing is that Nina participated in a demonstration in kindergarten.	F
2.	Nina is dealing with polluting waste in the mountain.	
3.	Nina's daily habits are very connected with the environment.	
4.	Teacher teaches Nina to reduce single-use plastic.	
5.	Developed countries are mad for what Nina has done.	



Activity 5

Listen to the audio and complete this narrative essay with the phrases in the box. You can find it through the link or QR code on page 266. Number 1 has been done for you.

river warriors; ecological activists; smuggling plastic waste here; throwing garbage; producer of plastic waste

Did you know that waste in Indonesia has become a serious issue? Of all countries globally, Indonesia is the third-largest (1) producer of plastic waste every day.

Seeing this sad condition, many people care about the environment and are passionate about fighting this problem to get the world's attention. One of the so-called (2) _____ is Aeshnina Azzahra Aqilani, or Nina.

This little hero from Gresik is active in dealing with polluting waste in the river. Still, she has also made Germany aware to stop (3) _____ in our country. She was even invited to the Netherlands to see firsthand how Europeans process their waste.

First, Nina was interested in the environmental world when she was little. Nina's parents are also (4) _____ and researchers, so Nina always accompanied them to rivers, beaches, and forests.

The fun thing is that Nina also participated in a demonstration in kindergarten. So Nina's daily habits are very connected with the environment. Moms and Dads also always teach Nina to reduce single-use plastic as much as possible and tell her how important the river is.

Developed countries such as Germany and the United States often send garbage to our country. Nina sent a letter to the German Chancellor with the intention that they stop (5) _____.

The response was incredible! Nina managed to meet the ambassador in Jakarta, and they promised to tighten supervision at the port. Well, plastic waste from Germany has also decreased rapidly.

Source: (Hearth of Justice, n.d.)





Activity 6



Work in pairs. Identify the expressions for starting, continuing, and ending conversation from the audio.

Number 1 has been done for you.

No.	Statement	Expression
1.	Did you know that waste in Indonesia has become a serious issue?	starting
2.		
3.		
4.		

What Have You Learned So Far?

Write down what you have learned so far in this session. Which expressions for starting, continuing and ending conversation that you often use in your daily life conversation?

A Mid-Lesson Reflection

Once you realize that caring for the environment is very important, what will you do for the environment around you?

Joint Construction of Text



Activity 7



Work in groups of four. Watch the video then find starting, continuing, and ending conversation expressions. Scan the following QR Code or visit the link to watch the video:

<https://www.youtube.com/watch?v=FMJhKQjO5uk&t=6s>.



Independent Construction of Text



Activity 8



Work individually. Watch the video. Find expressions for starting, continuing and ending conversation in the video. Scan the following QR Code or visit the link to watch the video:

<https://www.youtube.com/watch?v=e6rglsLy1Ys>.



Linking Related Texts

Nina is only one of many others who keep our environment safe and healthy. Find your local environmental figure who makes you amazed by what he/she has done to the environment.



Speaking

Learning Objective:

By the end of this lesson, you are able to use expressions for starting, continuing, and ending a transactional conversation with the correct use of intonation.

Building Knowledge of the Field



Picture 4.4 Pak Sadiman



Activity 1a

 This is individual work. Look at the illustration about Pak Sadiman, an environmental figure from Wonogiri, Central Java, Indonesia. What is your first impression of him? Write your answer in your notebook.



Activity 1b

Your teacher will play a video about Pak Sadiman. Follow the instructions.



Individual Work:

1. Watch the video carefully, specifically from minute 2:00 to 7:00.
2. Watch it for the second time and take some notes if needed. You will find the notes helpful.



Group Work:

1. Work in groups of three.
2. Together with your group members, recall the expressions for starting, continuing, and ending a transactional conversation that you learned in the last Listening Lesson.

4. Prepare for a conversation with your group members about Pak Sadiman. Focus on why he is labeled as “insane” by some people around him.
5. Make use of your notes.
6. Decide who will do the starting, continuing, and concluding part of your conversation.
7. Do the prepared conversation in front of another group and/or to the whole class.

Modeling of Text



Activity 2

One more time, recall all of the expressions for starting, continuing, and ending a transactional conversation you have learned so far. Next, work in groups of five through **Numbered-Head Together (NHT)** in which you will answer your teacher’s questions regarding their categories, such as: Which category of expression is this one: *Shall we talk about...?* Your teacher will give you complete guidance for doing the NHT.



Activity 3

Carefully read the following materials about intonation.

The Grammatical Function of Intonation in English

There are some intonation patterns in English, which, for the most part, correspond to the use of particular grammar structures. The most common example is in the use of *wh*-questions (questions beginning with ‘who’, ‘what’, ‘why’, ‘where’, ‘when’, ‘which’, and ‘how’), which usually have a falling intonation.

In a conversation with a new classmate, the following questions would sound most natural with falling intonation: ‘What’s your name?’, ‘Where are you from?’, ‘Why did you choose this school?’, ‘How long will you study here?’.

Questions that require a ‘yes’ or ‘no’ answer, however, usually have upward intonation. In the same conversation with your classmate, your voice would rise at the end when asking the following questions: ‘Have you studied here before?’, ‘Do you like the teacher?’, ‘Will you come back tomorrow?’.

Source: Muniem, 2015



Activity 4



This is individual work. Follow the instruction:

1. Based on the above materials, complete the following table in which you write one (1) expression for each category (starting/continuing/ending).
2. Recall the learning materials from the last Listening Lesson: Modeling of Text and indicate the correct intonation (falling/upward) for each of the expressions. Use a check mark to do so. One is done for you as an example:

	Falling Intonation	Upward Intonation
Starting: What’s new? (one expression)	✓	
Starting:		
Continuing:		
Ending:		



Activity 5



Work in groups of five. Through **RoundRobin**, take turns to pronounce each of the expressions you have in the table above with the correct intonation. Start with one category of expression followed by the next until all categories are covered.

What Have You Learned So Far?

In the space provided, write one expression that you like the most from each category (for starting, continuing, and ending).

- 1.
- 2.
- 3.

A Mid-Lesson Reflection

From all of the activities that you have done previously, which activity do you think is challenging? Do you like to work individually or in pairs? Write your answer in the space provided!

Name/Class:

Answer:



Joint Construction of Text



Activity 6



Work in groups of three. Based on the following situation and with the correct use of intonation, use the three categories of expressions in a transactional conversation between three students. When your group is ready, perform the conversation in front of a neighboring group or in front of the classroom. Listen to the feedback given by your peers and teacher about your performance.

Situation: The three of you are members of a committee of Environmental Awards for the upcoming International Earth Day celebration at school. Discuss the criteria to select students who deserve the awards. Use the three categories of expressions in your conversation. Also, pay attention to your intonation; use the correct one.



Activity 7



This is individual work. Follow the instructions:

1. Answer the following questions: 1) What do you think of your group members' use of intonation during the conversation? and 2) What suggestions do you have for them regarding their intonation?
2. Share your answers with your group members.
3. Ask them to do the same for you.

Independent Construction of Text



Activity 8

The instructions for this activity are the same as the ones for Activity 6 but with a different situation.

Situation: The committee of the Environmental Awards for the International Earth Day celebration has announced three students who received the awards. Each of you has a favorite one. Talk about it. Use the three categories of expressions in your conversation. Also, pay attention to your intonation; use the correct one.

▶ Linking Related Texts ◀.....●

How do the learning materials in this Speaking Lesson (i.e., expressions for starting, continuing, and ending a transactional conversation) relate to the organization of an essay (opening, main, and concluding paragraphs)? Think about them and read relevant sources to answer the question. Write the answer in your notebook.



Reading

Learning Objective:

By the end of this lesson, you are able to correctly identify the main ideas and author's purpose in a narrative text.

▶ Building Knowledge of the Field ◀.....●



Activity 1

 Work in groups of four. Look at the people in the pictures. Guess who they are and what they do to our earth.



Picture 4.5 In the classroom



Activity 2



Work in pairs. Look at the table. There is a clue on the left and you have to guess who she/he is. All of them are young Indonesian environmental activists. Discuss with your partner to get the answer.

Number 1 has been done for you.

1.	They began a campaign to rid Bali of single-use plastic bags titled Bye Bye Plastics Bags.	Melati and Isabel Wijsen
2.	She co-founded the youth organization, which aims to counter deforestation and act as an advocate for the environment in Indonesia.	
3.	She is a young environmental activist. She first volunteered in a community project to clean the Ciliwung River in Bogor with a respected climate activist, Hapsoro.	
4.	He is a boy from Tapanuli, North Sumatra and he was selected as one of the Indonesian delegates of the UN Youth Climate Summit.	



Activity 3

In order to help you understand a narrative essay entitled “Laetnia Belai Djandam”, let’s learn the vocabulary that you will find in it.

Environmentalist	one concerned about environmental quality especially of the human environment with respect to the control of pollution
Climate	the composite or generally prevailing weather conditions of a region, as temperature, air

	pressure, humidity, precipitation, sunshine, cloudiness, and winds, throughout the year, averaged over a series of years.
Reuse	the act or process of using again
Sustainable	pertaining to a system that maintains its own viability by using techniques that allow for continual reuse:
Environment	Ecology. the air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism at any time.

Source: (Cambridge Dictionary, n.d.; Merriam Webster, n.d.)

Modeling of Text



Activity 4a

In this section you will relearn how to identify the main idea in a paragraph. Recall the information about this in unit 3 (page 115). In addition, you also have to recall the information about the author's purpose that has been studied in unit 1 (page 17). Study those two pieces of information as a guide to do the next activity.



Activity 4b

 Work individually. Read a narrative essay entitled "Laetnia Belai Djandam" and answer the questions.

Laetania Belai Djandam

Laetania Belai Djandam, she is a young environmentalist, her age is 19 years old. She is a Health and Human Sciences student at the University of Sheffield in the UK and an Indonesian youth environmental activist. She felt lucky to be raised in a family that

values the integrity of nature and is environmentally conscious and active. Because of this, she has been exposed to and involved in climate action from quite a young age. Growing up in that space has inspired her to do as much as she can for the Earth and its people.



Picture 4.6 Laetania Belai Djandam

Descending from the Dayak people of Borneo, she is also passionate in supporting the development of local and customary communities in Kalimantan, Indonesia. She is especially interested in helping to build their adaptive capacity in facing both health and environmental crises. Her parents have always been involved in working with communities in Indonesia and their environment, so she grew up with an understanding that these are two important things to protect and support.

She was only seven years old when she first volunteered in a community project to clean the Ciliwung River in Bogor with a respected climate activist, Hapsoro. Nine years old when she felt proud to go on a field trip with her classmates and teacher to visit her mom's office and learn about her work in forestry. Twelve when she was one of the chosen students in my elementary school to feature in a television series about recycling waste.

Her interest in environmental causes sparked from a very young age, but she relied more on taking opportunities that came her way, rather than creating them myself.

She believes everybody deserves to live a healthy, happy life. "As a health student, I want to give people the opportunity to make healthy choices and have healthy lives." And as a young environmentalist, she wants to ensure that people have equal access to a clean and sustainable home.

As a Planetary Health learner, she understands that it should not be a choice between the two. There is an underlying connection between human and environmental health, where if one is not healthy then neither can be. We need to be illuminating these connections between health and the environment because the solution lies in the heart of where the two meet.

Source: Schmidt, n.d.

1. What is the main idea of paragraph 1? _____
2. What does paragraph 2 talk about? _____
3. What makes Laetania grow up with an understanding that environment and health are important? _____
4. What does Laetania want to protect? _____
5. What is the author's purpose in writing this text? _____



Activity 5



Work in a group of four. Match the paragraph number on the left column with its main idea on the right column.

Paragraph	Main Idea
Paragraph 1	a) She comes from Dayak people who concern in helping to build their adaptive capacity in facing both health and environmental crises
Paragraph 2	b) She was very young when she first volunteered.
Paragraph 3	c) There is a connection between human and environmental health.
Paragraph 4	d) She wants to ensure that people have equal access to a clean and sustainable home.
Paragraph 5	e) She was clever in taking opportunities that came to her.



Paragraph 6	f) Laetania Belai Djandam is a youth environmental activist. Because of this, she has been exposed to and involved in climate action from quite a young age.
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What Have You Learned So Far?

You have studied narrative essays in this lesson. Write down what must be considered in writing a narrative essay.

A Mid-Lesson Reflection

In your opinion, what activities can be done to preserve the environment. Then, what would happen if no one cared about preserving the environment anymore?

Joint Construction of Text

 **Activity 6**

 Work in groups of four. Read a narrative essay entitled Salsabila Khairunnisa. Find the mind idea of each paragraph, then decide the author's purpose. Your teacher will give you further explanation on how to answer the questions.

Salsabila Khairunnisa

Salsabila Khairunnisa was born in 2003 is an Indonesian environmental activist. Aged 15, she co-founded The Jaga Rimba youth movement which aims to fight deforestation and exploitation in Indonesia. In 2020, she was nominated to be one of the BBC's 100 Women Award.



Picture 4.7 Salsabila Khairunnisa

Source: *Pejuang iklim* (2021)

Jaga Rimba is closely connected to the community who lived at Laman Kinipan, who was evicted from the village in 2018 by a palm oil company. The business PT Sawit Mandiri Lestari (SML) claimed they had the right to use the land in the community to grow palm. They evicted the villagers, resulting in famine, as well as affecting the community of orangutans who lived in the area. Jaga Rimba campaigns to ensure that the indigenous people of the Kinipan Forest, one of Borneo's last rainforests, not to lose their land.

Khairunnisa, who is inspired by other climate activists such as Sweden's Greta Thunberg and Mitzi Jonelle Tan from the Philippines, said Jaga Rimba has advised student campaigns against deforestation on Sumatra island, in Kalimantan and Indonesia's easternmost region of Papua. Recent campaigns have targeted Indonesia's plans to develop a giant farm on Borneo island to avoid food shortages, and a job creation bill passed by parliament in October that critics say could weaken environmental standards. Khairunnisa is increasingly being recognized for her climate activism and last month was listed as one of the BBC's 100 inspiring and influential women for 2020.

The pandemic has given us a collective awareness that we are all under the same capitalist and patriarchal system that bases its existence on profit. It is time to unite in solidarity, and lead a green and just recovery.

For her, rainforests not only play an important role for biodiversity and tackling climate change, but also "connect us with our ancestors and identity", she said.

Source: *BBC News Indonesia*, n.d.



Activity 7



Work in pairs. Do **Jigsaw Reading**. Read the following narrative text. Find the main idea and the author's purpose.

Aeshnina Azzahra Aqilani

Did you know that waste in Indonesia has become a serious issue? Of all countries globally, Indonesia is the third-largest producer of plastic waste every day.

Seeing this sad condition, many people care about the environment and are passionate about fighting this problem to get the world's attention. One of the so-called river warriors is Aeshnina Azzahra Aqilani, or Nina.



Picture 4.8 Aeshnina Azzahra
Source: screenshot of IG/@aeshnina (2021)

This little hero from Gresik is active in dealing with polluting waste in the river. Still, she has also made Germany aware to stop throwing garbage in our country. He was even invited to the Netherlands to see firsthand how Europeans process their waste.

First, Nina was interested in the environmental world when she was little. Nina's parents are also ecological activists and researchers, so Nina always accompanied them to rivers, beaches, and forests.

The fun thing is that Nina also participated in a demonstration in kindergarten. So Nina's daily habits are very connected with the environment. Moms & Dads also always teach Nina to reduce single-use plastic as much as possible and tell her how important the river is.

Developed countries such as Germany and the United States often send garbage to our country. Nina sent a letter to the German Chancellor with the intention that they stop smuggling plastic waste here.

The response was incredible! Nina managed to meet the ambassador in Jakarta, and they promised to tighten supervision at the port. Now plastic waste from Germany has also decreased rapidly.

Source: *Hearth of Justice, n.d.*

Independent Construction of Text



Activity 8

 Work individually. Read a narrative essay about Tasya Kamila. Find the main idea for each paragraph and the author's purpose.

Tasya Kamila

Many people don't know that Tasya Kamila has a foundation engaged in environmental education. The foundation is called greenhouse, which was established to focus on increasing young people's awareness and participation regarding the environment. She believes that the help of greenhouse facilities that Suntory Garuda Beverage has provided will allow children to learn and practice directly in the field, or in other words, 'learning by doing.



Picture 4.9 Tasya Kamila

Source: Screenshot of IG/
@tasyakamila (2021)

In this instantaneous age, the level of children's concern for the environment is decreasing. If assisted by adequate facilities, children can learn and see what cannot complete the process of preserving the environment in a short time.

Therefore, the provision of kid-friendly environmental conservation facilities allows them to learn the latest techniques and technologies in farming, and they can also have the opportunity to grow their respective crops in their school environment.

“Socialization and education are the most important highlights in young people’s efforts to conserve the environment. If it is not carried out in a fun way, this environmental conservation activity will not achieve maximum results,” concluded Tasya.

He emphasized that we all have an obligation and mandate to preserve the environment and the earth for the lives of future generations. Therefore, he hopes that the efforts and initial steps that have been made can produce a more sustainable environment in the future.

Source: *Fimela, n.d.*

» Linking Related Texts «

Search from the internet a video for an outstanding young activist. Write three things about him/her that make you amazed.

Viewing

Learning Objective:

By the end of this lesson, you are able to correctly synthesize and evaluate detailed information in a narrative text.

Building Knowledge of the Field



Activity 1



Work in pairs. Look at the following picture. Answer and discuss the questions about it with your partner.



Picture 4.10 A Granny plants some trees

1. What is the old woman doing?

2. Why do you think she is doing that?



Activity 2



Work in a group of four. Do **Three-Step-Interview**. Watch the video about Pak Sadiman that your teacher will show you. Ask the following questions to your partner. Do it in turn. Your teacher will explain how to do it.

1. What characteristics does Pak Sadiman have?

2. If you were him, would you do the same thing? Why?



Modeling of Text



Activity 3a

 Work individually and study the following narrative text about healthy living.

An Inspiring Story of Healthy Living

By Megan Carolin, Member of the Birmingham Family YMCA

My weight loss journey began in June 2013. I was 311 pounds at 25 years old. I was experiencing headaches, dizziness, heart palpitations and general discomfort. My day-to-day life was fairly miserable. I was slow to move, often feeling run down and sick. Every day when I got home from work, I immediately went to lay down because I was so tired.

My eating habits at the time were very poor. I was basically living off of fast food and microwave meals. When I did cook, it was large portions of pasta. I was not exercising other than the occasional walk around the block.

One night, I felt so dizzy and had such a severe headache that I contemplated driving to the ER. I thought something must be seriously wrong. I called my parents in a panic, and my dad came to pick me up. When I got to their house, the three of us had a discussion about my weight. I was right: something WAS seriously wrong, and that was my weight.

Although my parents and I had similar conversations in the past, this time was different. This time I decided I really did want to change. I no longer wanted to feel miserable and uncomfortable. I wanted to live freely, healthy and happy.

I met with my doctor who ran a series of blood tests and determined that I was at a high risk for diabetes, my vitamin D level was severely low, and my cholesterol level was too high. She recommended that I join a gym to get a kick start on my exercise. I joined a gym that was close to work so that I could go in the mornings. I started slowly... when I first joined the gym I could only do 3 minutes on the elliptical.

I also started to count my calories and watch my portion sizes, carbs, and sodium. By February, I had lost about 40 pounds.

In February 2014 I had to change jobs, and with that I had to change gyms. After looking at several gyms in the area, I decided to join the Birmingham YMCA. The staff was friendly and knowledgeable. I met with a personal trainer on one of my first visits and explained my weight loss journey so far. She recommended different exercises and classes for me to do. The Y is where I fell in love with group exercises classes. Previously, I had been too afraid to go to classes, worried that my weight would set me apart from other class members and that I wouldn't be able to keep up. But the Y has helped me to gain confidence, and I've done Zumba, Cardio Sculpt, Pilates, Bootcamp and Kickboxing classes. Kickboxing is my absolute favorite workout. Each of the trainers at the Y have really embraced me and helped me to become stronger, more fit and more confident.

I continue to count my calories and am careful about what I eat. I cook nearly every night and plan all of my meals. It takes time, but it's worth it.

I have lost a total of 90 lbs and I am down 5 pant sizes. Although it has taken me a while, I am so proud of what I have been able to accomplish. I have hit many plateaus along the way that have stalled my progress, but the trainers at the Y are always available for me to talk to and to learn from to get through the plateaus. They push me but they do not judge me. They encourage me and support me. I also love working out with other members at the Y and being able to encourage each other through our journeys. I feel comfortable at the Y, I feel at home.

When I run into someone I haven't seen in a while, one of their first comments is not necessarily about my weight itself, but they say "you look so much taller!" Previously, I was almost constantly hunched over. It was difficult to carry all that weight around, and even more difficult to do it with confidence. But now, I am not only leaner and able to carry myself stronger and taller, but I am more confident and happy with my body. That change has made all the difference.

Taken from An inspiring story of healthy living – YMCA of Metropolitan Detroit (ymcadetroit.org)





Activity 3b



Work individually. Study the following WH questions to do activity 4.



Picture 4.11 WH Question Thinking cloud



Activity 4



Work in pairs. Write a sentence for each WH question. Examples are given for you.

Who : Who plants the trees on the hill?

What : What makes Pak Sadiman happy?

Where : Where is pak Sadiman from?

When : When does he leave the house?

Why : Why is Pak Sadiman planting the tree?

Which : Which tree is planted by pak Sadiman?

1. Who : _____
2. What : _____
3. What : _____
4. Where : _____
5. When : _____
6. Which : _____

What Have You Learned So Far?

After learning and understanding about the use of WH questions, write down three questions about pak Sadiman using the WH questions that you have learned.

1. _____
2. _____
3. _____

A Mid-Lesson Reflection

Pak Sadiman has been planting a lot of trees to keep the Earth green. How about you? What can you do to make your environment green?

Joint Construction of Text



Activity 5

 Work in pairs. Look at the following picture about different ways to go green. Pick three ways that you can do and explain how you can do that. Take turns to explain your answer to other pairs in the class.



Picture 4.12 Five ways to go green

Independent Construction of Text



Activity 5

 Work individually. Find another way that you can do to go green that is not included in the picture in activity 5. Make a poster that includes a picture and explanation of it. You may create the poster using a digital application or simply create it without any digital tools.

Linking Related Texts

 Work individually. There are some other people besides Pak Sadiman who care about the environment. Find one from the internet. Write short information about him or her in an infographic. Don't forget to attach his or her pictures. If there is no internet access, you may find it from the library or choose someone from your neighborhood that has the same role as Pak Sadiman.



Writing

Learning Objective:

By the end of this lesson, you are able to write a linear narrative text about an environmental figure using simple past tense correctly.

Building Knowledge of the Field



Activity 1a

Look at the following picture of two young environmental activists from Bali.



Picture 4.13 Isabel Wijsen (left) & Melati Wijsen (right)

Source: *highend/Clara E.B Sagala (2021)*

Next, check the following picture that captures one of their contributions to our environment.



Picture 4.14
Young
environmental
activists



Activity 1b



Work individually. Answer the following questions:

1. Have you ever heard about Melati and Isabel Wijsen?
2. What did you hear about them?
3. Do you know other young environmental figures from Indonesia?
4. What are their contributions to our environment?
5. What have you done so far for our environment?



Activity 2



Now, work in pairs. Through **Think-Pair-Share**, share your answers with your partner.

Modeling of Text



Activity 3a

Read the following materials about linear narrative text and the type of tense used in it: past tense, specifically simple past tense.

Linear Narrative Text

It presents events in the order they occurred.

Source: *Now Novel*, n.d.

Narrative Tenses

We use narrative tenses to talk about the past. We can use them to tell a story or to describe past events, including personal anecdotes.

The four narrative tenses are the past simple [simple past tense], past continuous, past perfect and past perfect continuous and one or more of these can be used in a sentence.

Simple Past Tense

We can use simple past tense for actions that started and finished in the past, for example a series of events in someone's life.

*Nelson Mandela **was born** in 1918. He **became** the first black President of South Africa. He **spent** 27 years in prison in his battle against the system of apartheid.*

Source: BBC Learning English, n.d.



Activity 3b

After reading the above materials, ask your teacher if you have any questions or need an explanation regarding the text type and its tense.



Activity 4



This is individual work. Read the following narrative text about Melati and Isabel Wijsen.

This pair of sisters from Bali is known as climate activists in Indonesia. Since 2013, Melati and Isabel have carried out many campaigns to reduce plastic waste on the island. One of them is the Bye Bye Plastic Bag campaign which is the key to getting rid of plastic bags in Bali. In practice, they had to go on a hunger strike for 1 day in order to meet the governor of Bali at the time, I Made Mangku Pastika. Thanks to this action, Pastika signed a warrant prohibiting the use of styrofoam, plastic bags, and straws in Bali effective 2018.

In 2018, these Indonesian-Dutch blooded sisters were included in the list of the 25 Most Influential Teens of 2018 according to Time magazine. They also briefly spoke at the United Nations World Ocean Day event in New York City, United States in 2017. Melati Wijsen's contribution to environmental preservation was even shown in the documentary film *Bigger than Us* (2019), directed by Flore Vasseur and produced by Marion Cotillard.

Source: *Think Conscious*, 2021





Activity 5



Work in pairs. Together with your partner, complete the following tables based on the above text.

Events in Linear Narrative Text

Years	Events

Simple Past Tense in Linear Narrative Text

Regular Verbs	Irregular Verbs



Activity 6a



Now, work individually. Create similar tables in your notebook and read the following narrative text about another Indonesian environmental figure, Swietenia Puspa Lestari (see her picture also on the side). Based on the text, complete the tables.



Picture 4.15 Swietenia Puspa Lestari
Source: Screenshot of IG @swieteniapuspa (2016)

Even though she is not a celebrity, Swietenia Puspa Lestari is an inspiring environmentalist and has many positive impacts on environmental sustainability. This Bogor Institute of Technology graduate focuses on tackling plastic waste in the ocean through an organization he founded with his partner, Divers Clean Action (DCA). The organization, which was founded in 2015, initially consisted of only three volunteers whose main activity was picking up trash in the sea. Currently, DCA has grown bigger with more than 1,500 volunteers spread throughout Indonesia.

Not only at DCA, but Swietenia is also active in various environmental conservation activities. Starting from establishing the Indonesian Youth Marine Debris (2017), becoming a representative of Indonesia at the 2017 United Nations Climate Change Conference in Bonn, Germany, to helping the anti-plastic straw movement and successfully convincing 700 restaurants to reduce the use of single-use straws. She even had time to become one of the 100 most influential and inspiring women in the world according to the BBC.

Source: *Think Conscious*, 2021



Activity 6b



With your partner from Activity 5, compare the completed tables. With her/him, talk about:

- 1) what's meant by linear narrative text
- 2) how simple past tense (regular and irregular verbs) is used to write about past events/actions

What Have You Learned So Far?

In your notebook, write the answers to the following questions:

1. When do we need to write a linear narrative text?
2. Why is simple past tense important in a linear narrative text?



A Mid-Lesson Reflection



Picture 4.16 Young environmentalists and their action

There are environmental problems that we face daily. Which problem do you think is pressing to solve in your neighborhood? According to environmental activists and experts, what are the solutions to the problem? Which solution is doable for you? When will you do it?

Joint Construction of Text



Activity 7



Picture 4.17 Farwiza Farhan

Source: *DetikEdu/Farwiza Farhan, 2021*



Work in groups of four. Search for references about Farwiza Farhan (see her photo above), a female environmentalist from Aceh, Indonesia. You might also want to watch her interview (“Talkshow with Farwiza Farhan, Forest Under Female Conservationist” *SEA Today News*, n.d.). Use the two tables from Activity 5 to take notes. Next, write a two-paragraph linear narrative text about her. Make sure you use simple past tense to write about the past actions/events in her journey as an environmentalist. Ask your teacher when you need help in the writing process.

Independent Construction of Text



Activity 8



This is individual work. Follow the same steps as you took in Activity 7. This time your two-paragraph linear narrative text is about an Indonesian environmental figure of your choice. Remember to use simple past tense to write about the past actions/events in her/his journey in preserving our mother nature.

Linking Related Texts



Activity 9

Do you remember Greta Thunberg (a Swedish environmental activist) whose picture is available in Unit 1? Read some online articles about her. Then, read more about one of the environmental figures showcased in this Writing Lesson. Next, answer the question: How was their strong determination in preserving nature formed?

Note: In a teaching context where the Internet connection is an issue, ask students to choose one of the Indonesian environmental figures that they think is the most inspiring along with their reasons.



Presenting

Learning Objective:

By the end of this lesson, you are able to suitably present a digitally or non-digitally designed poster about an environmental figure.

Building Knowledge of the Field



Activity 1

 Work individually. Read the following narrative essay on Xiye Bastida, an environmental figure.

Xiye Bastida | USA

“We are on Earth to take care of life. We are on Earth to take care of each other.”

Xiye Bastida is a teenage climate activist currently based in New York City and one of the lead organizers of the Fridays For Future youth climate strike movement.

Bastida was born in Atlacomulco, Mexico to parents Mindahi and Geraldine, who are also environmentalists, and raised in the town of San Pedro Tultepec in Lerma. Her father is of Otomi-Toltec descent while her Chilean mother has Celtic ancestry. Bastida currently holds dual Mexican and Chilean citizenship.

Bastida and her family moved to New York City after extreme flooding hit their hometown of San Pedro Tultepec in 2015 following three years of drought. Bastida attended The Beacon School. She enrolled at the University of Pennsylvania in 2020.

Bastida began her activism with an environmental club. The club protested at Albany and New York City Hall and lobbied for the

the Climate and Community Leaders Protection Act (CLCPA) and the Dirty Buildings Bill. It was then she heard about Greta Thunberg and her climate strikes. Bastida gave a speech on Indigenous Cosmology at the 9th United Nations World Urban Forum, and was awarded the “Spirit of the UN” award in 2018.

Bastida led her high school, The Beacon School, in the first major climate strike in New York City on 15 March 2019. She and Alexandria Villaseñor officially greeted Thunberg upon her arrival from Europe by boat in September 2019 to attend the UN Climate Summit. Xiye has been coined “America’s Greta Thunberg” however has said that “calling youth activists the ‘Greta Thunberg’ of their country diminishes Greta’s personal experience and individual struggles”.

Teen Vogue released a documentary short *We Rise* on Bastida in December 2019. Bastida has also collaborated with 2040 film to create a short video titled *Imagine the Future* exploring what future landscapes and cityscapes could look like in the future.

Bastida contributed to *All We Can Save*, an anthology of women writing about climate change. She recently spoke at the Leadership Summit on Climate hosted by the Biden Administration, delivering a speech urging world leaders to participate more in climate activism.

Source: *Earthday, n.d., Wikipedia, n.d.*



Activity 2



Work in pairs. Identify the information based on the structures of a narrative essay.

The Introduction : _____

The Body : _____

The Conclusion : _____



Modeling of Text



Activity 3

Read the following information in the table about guidelines to have a powerful presentation. Pay attention to the expressions on every stage.

Table 4.2 Guidelines to Have a Powerful Presentation

No.	Stages	Expressions
1.	Greetings	Assalamualaikum/Good Morning, Ladies and Gentlemen. I would like to say thank you for coming to my presentation. It's great to see you all. My name is
2.	Introducing the presenters	Let me introduce myself and my partners. I am and my partners are ... We are from group 1.
3.	State the Focus of the Topic	On this occasion, I would like to present ... The purpose of my presentation is ... In this presentation, we will show you a poster about ... Please look at the picture. What do you see in the picture? Great. We will continue finding out what is going on there.
4.	Share the Main Content of the Presentation	First, I will explain why ... is so important for us. Finally, you will know how to ... We will see how many actions to save the environment. We will show the details about it, but look at the poster first.
5.	Question and Answer	Anybody would like to ask? There will be questions and answers in this presentation. Just feel free to interrupt me if you have something to ask.

		<p>You can freely ask questions about this presentation.</p> <p>I will try to answer any questions you may have.</p>
6.	Make a summary	<p>In conclusion</p> <p>In summary</p> <p>So the points are</p> <p>In short</p> <p>To summarize</p> <p>To sum up</p> <p>To conclude</p>
7.	Closing	<p>Thank you very much for your great attention, ladies and gentlemen.</p> <p>Thank you for your attention.</p> <p>Thank you for listening. May all those we have shared bring benefits for all of us.</p>

Source: Waters, n.d.



Now. Work in pairs.

Suppose you are to deliver a presentation about a famous environmental figure. What would you say in the presentation?

Follow the guidelines to write your script.

No.	Stages	Expressions
1.		
2.		



3.		
4.		
5.		
6.		
7.		

What Have You Learned So Far?

In the box provided below, write five (5) interesting things that you have learned in this section. Then, explain how they are relevant with you and your daily life.

1. _____
2. _____
3. _____
4. _____
5. _____

A Mid-Lesson Reflection

Write 3 ways or tips to be a good presenter.

1. _____
2. _____
3. _____

Joint Construction of Text



Activity 4



Work in a group of four. Create a digital or non digital poster on an environmental figure. Make sure that you have complete information about him or her.

Do **Number Group Presentation** to present your group's poster.

Discuss the result of the presentation with your group.

Independent Construction of Text



Activity 5



Work individually.

Create a digital or non-digital poster of your future actions to save the environment.

Linking Related Texts



Activity 6

In this unit, you've already known tips to have a powerful presentation. Watch this video to deepen your understanding about an environmentalist presentation. Scan the following QR Code or visit the link to watch the video:

<https://www.youtube.com/watch?v=qXQtrvHqUAY>





An End-of-Unit Reflection

What I have learned from this unit:

The information I understand the most:

Information that I want to learn more:

My opinion about this unit:



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Unit

5

Personal Money Management



Why is financial literacy important?

Mind Mapping the Unit



Keywords

- Financial literacy
- Money management
- Bank account
- Comparative and superlative degree
- Procedure text
- Imperative



Listening

Learning Objective:

By the end of this lesson, you are able to correctly identify types of expressions used in a procedure text about personal money management.

Building Knowledge of the Field



Activity 1

 Work in pairs. Do **Think-Pair-Share**. Look at the following pictures and answer the questions.



Picture 5.1 Traditional methods of saving

1. Are you familiar with those types of piggy banks?

2. Do you use them to save your money?

3. Why do you use them? Why don't you use them?

4. Which one do you think is more effective, saving your money in the piggy bank or in a bank? Why do you think so?



Activity 2



Work individually. Watch the video about how to set a budget and stick to it (Bank of America). Then answer the questions based on the explanation in the video. Number one has been done for you. Scan the following QR Code or visit the link to watch the video: <https://www.youtube.com/watch?v=pZDxU74V924>



1. Mention three things you need to set a budget.
Discipline, planning, and prioritization
2. How many steps are there to plan your budget?

3. What is the first step?

4. What is the last step?



Activity 3



Work in pairs. Do **Think-Pair-Share**. Watch the video about how to deposit checks through Automatic Teller Machine (ATM). Then complete the following sentences about the steps of doing so. Number one has been done for you. Scan the following QR Code or visit the link to watch the video:



<https://www.youtube.com/watch?v=QJFYhix65ak>

1. First, insert your debit card into the machine.
2. _____
3. _____
4. _____
5. _____

Modeling of Text



Activity 4

Grammar Focus 1



Work individually. Read the following explanation about comparing two things (Comparative Degree) and try to understand the explanation.

Comparative degree or degree of comparison is used when you want to compare two things, two people, two places, or two conditions.

Comparative degree relates to adjectives and adverbs.

1. The positive degree offers no comparison. It just tells about the existence of a quality.

Example:

- a. adjectives: slow, beautiful, happy, etc.

- The child looks so happy.
- Wati likes to listen to slow music.

- b. adverbs: slowly, beautifully, happily, etc.

- The children are playing the game happily.
- My mother sings beautifully.

2. The comparative degree compares two things to show which has the lesser or greater degree of the quality.

Example:

- a. adjectives: slower, more beautiful, happier, etc.

- The boy looks happier today.
- With a pink ribbon, the hat looks more beautiful.

- b. adverbs: more slowly, more beautifully, more happily, etc.

- The football team is playing soccer more happily.
- My father drives a car more slowly.

Source: (Shrives, n.d.)





Activity 5



Work in pairs and do **Think-Pair-Square**. After reading the explanation about Comparative Degree, discuss it with your friend about the rule of using -er (slower) and more (more beautiful). Find more information about the rule from other resources such as English textbooks or the internet. Then share your findings with another pair.

Grammar Focus 2



Work individually. Read the following explanation about the use of imperative sentences in writing procedure text.

An imperative sentence is a sentence that tells somebody to do something. An imperative sentence starts with a verb.

Example:

1. Go to the bank.
2. Save your money.
3. Buy important things only.

Source: Kramer, n.d.



Activity 6



Work in pairs. After knowing about imperative sentences, make five imperative sentences that relate to using money appropriately.

1. _____
2. _____
3. _____
4. _____
5. _____

What Have You Learned So Far?

After knowing the rule of comparative degree and imperative sentences, make two sentences with comparative degree using *-er*, two sentences with comparative degree using *more*, and two imperative sentences.

Example:

- *-er*: The building of this bank is bigger than that bank.
- *more*: Buying a book in a bookstore is more expensive than buying it online.
- *imperative*: Insert your card.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

A Mid-Lesson Reflection

Write down,

- *three* things you remember about ways of saving your money,

- *two* new words that you remember the most from what you've learned about procedure text,

- *one* question that you want to ask about Comparative Degree.



Joint Construction of Text



Activity 7



Work in groups of four. Listen to the steps to pay school fees with a virtual account. Write down the missing verbs.

Step 1 : _____ Bank Merdeka mobile application.

Step 2 : _____ transfer.

Step 3 : _____ virtual account.

Step 4 : _____ the virtual account number and the payment

Step 5 : _____ agree.

Independent Construction of Text



Activity 8



Work individually. Listen to the procedure of paying items you buy online via money transfer. Write down the missing verbs.

1. _____ the items you want to buy.

2. _____ your shipping address.

3. _____ your payment method.

4. _____ the transaction.

Linking Related Texts



Activity 9

Life today is much easier. For example, you can follow an English course without leaving your house. All you need to do is search for an online English course from the internet and find out the information. Now, try to do it and write down the steps to join the course.



Speaking

Learning Objective:

By the end of this lesson, you are able to use correct superlatives in a monologue or dialogue about personal money management.



Activity 1

Listen to audio about the tips to do something, then decide what each tip is about. Give a tick (✓) to the correct statement. You can find the audio through the link or QR code on page 266.

	A tip about how to save your money
	A tip about how to buy dress online
	A tip about how to buy food online
	A tip about how to manage your money
	A tip about how to make shopping list



Activity 2

 Work in pairs. Find five differences from the five pairs of pictures below and write them in your notebook. Use comparative adjectives you have learned before. Compare your answers with those from other pairs.

1.



Picture 5.2 100 clothes are sold/day



Picture 5.3 50 clothes are sold/day

2.



Picture 5.4 Cash for payment



Picture 5.5 Credit card for payment

3.



Picture 5.6 Rp60.000,-



Picture 5.7 Rp200.000,-

4.



Picture 5.8 Shopping at traditional market



Picture 5.9 Shopping at the mall

5.



Picture 5.10 Crowds of buyers



Picture 5.11 A few buyers

Modeling of Text



Activity 3

Listen and repeat. Pay attention to the pronunciation of the sound /-st/ at the end of the words.

Table 5.1 The /-st/ sound

the most talkative	the funniest
the best	the most beautiful
the most interesting	the easiest
the most important	the safest
the most popular	the most expensive



Activity 4



Read the dialogue in pairs. Pay attention to the pronunciation of the bold-typed phrases.

Student A : What do you think of my new dress? I bought it online last week.

Student B : I think it is **the most beautiful dress** I have ever seen. It suits you perfectly.

Student A : I found it from one of the market places. I am glad I bought it because it is **the most popular dress** in the market.

Student B : I thought you bought it at the store. Buying dresses online is not safe. You might get a different one.

Student A : I don't think so. In fact, it is **the safest and the easiest way** to shop because I just have to use my handphone and wait for the product.

Student B : Once I bought a pair of shoes online, and they were **the worst shoes I have ever bought**.

Grammar Focus

Superlatives

1. The superlatives form is **-est** or **most**.
2. In general, we use **-est** for short words such as:
Long - longest
The longest river on Earth is the Nile.
hot - hottest
The hottest chili ever is
hard - hardest
The hardest feeling is when you lose someone you love.
3. We use **most** for longer words, such as:
famous - most famous
Raja Ampat is **the most famous tourist destination** in 2022.
difficult - most difficult
Riding a motorcycle is **the most difficult skill**.
4. There are also irregular adjectives, such as:
Good - best
He is **the best student** in the class.
bad - worst
It was **the worst earthquake** I have ever seen.
far - farthest
Wakatobi is **the farthest destination** we have ever taken.
5. We normally use **the** before a superlative
Yesterday was **the hottest day** of the year.
6. We often use the **present perfect** after a superlative
That was the **most delicious meal I have ever had**.
What is **the best film you have ever seen?**

Source: Murphy, 1998



Activity 5



Work individually. Complete the questions and answer them.

Example:

Is online transportation (popular) than public one?

Is online transportation **more popular** than public one?

What is (good) way of buying a dress, online or offline?

What is **the best** way of buying a dress, online or offline?

No.	Questions	Answers
1.	Who is (manageable) student in your class?	
2.	Is the supermarket (crowded) on weekend?	
3.	What is (popular) social media among teenagers?	
4.	Is visiting traditional market (enjoyable) than visiting modern market?	
5.	Which one is (effective) payment for online shopping, cash or bank transfer?	
6.	Is learning a local language (hard) than learning a foreign language?	
7.	Which one is (practical), shopping online or offline?	
8.	Is saving money through ATM (easy) than through a bank teller?	



9.	What is (helpful) money management application?	
10.	When is (good) time for saving money?	

Now, do **Talking Chip** in a group of four to discuss the answers with your friends.



Activity 6

 Work individually. Complete the sentences using the word in brackets. Use a superlative (**-est** or **most** _____) or a comparative (**-er** or **more** _____)

Study the example:

We stayed at _____ hotel in the town. (cheap)

We stayed at **the cheapest** hotel in the town.

Buying food online is ____ than coming to the restaurant. (cheap)

Buying food online is **cheaper** than coming to the restaurant.

1. Australia is very large but the United State is _____ (large).
2. What is _____ river in the Indonesia? (long)
3. She was sad because of the accident but she seems _____ today. (happy)
4. The news was shocking. It was _____ news I have ever heard. (bad)
5. What is _____ tourist resort in your region? (popular)
6. Jaya Wijaya is _____ mountain in Indonesia. It is _____ than any other mountains. (high)
7. They had a great holiday celebration. It was _____ event they have ever had. (enjoyable)
8. He prefers the black car to the other one. It is _____ (comfortable).

9. What is _____ way to get to the airport? (quick)
10. Mr. and Mrs. Sanigraha have three children. _____ is 21 years old. (old)



Activity 7



Work individually. What do you say in these situations? Use the following pattern: “a superlative ... ever ...”

Study the example:

You have just ordered an online taxi to the cinema. It came late. You tell your friend: (upset/taxi/ordered)

Answer: That is the most upsetting taxi I have ever ordered.

1. Your friend has just told you an idea, which you think is so brilliant. You say: (interesting/idea/heard)

Answer: That is _____

2. You are enjoying cake with your family. It is very delicious. You say: (good/cake/taste)

Answer: This _____

3. We are talking about Beni. He is very attentive. We tell our friends about him. You say: (attentive/person/meet)

Answer: She _____

4. You have just drive 153 kilometers. You have never drive further than this. You tell your brother: (long/road/take)

Answer: That _____

5. You are at a cost play party. Some of the guests dress like princesses. You ask your friend: (beautiful/person/meet)

Answer: Who _____
_____?



What Have You Learned So Far?

Superlative comparison can be seen easily every day. Write five superlatives sentences you find from your surroundings.

1. _____

2. _____

3. _____

4. _____

5. _____

A Mid-Lesson Reflection

Financial literacy is the ability to understand and effectively various financial skills, including financial management, budgeting, and investing.

Source: Fernando, n.d.

As a student, what are the good things you can do to show that you understand financial literacy?

Joint Construction of Text



Activity 8



In pairs, answer the questions based on the pictures and explain.

Example:



Picture 5.12 Shopping online



Picture 5.13 Shopping at a mall



Picture 5.14 Shopping at a retail store

What is the best way to shop?

Answer: I think shopping online is the best because I save my time.

1.



Picture 5.15 Graduation Ceremony



Picture 5.16 Planning for a holiday



Picture 5.17 Future investment

Which is the best plan for you in 5 years ahead?

2.



Picture 5.18 Prices for painting



Picture 5.19 House for sale



Picture 5.20 Land for sale

Which thing is the most expensive?

3.



Picture 5.21 Prambanan Temple



Picture 5.22 Mendut Temple



Picture 5.23 Borobudur Temple

Which temple is the most popular among foreign tourists?

4.



Picture 5.24 Old-styled telephone



Picture 5.25 Old-styled electric lamp



Picture 5.26 Old-styled car

What was the most important invention in history?

5.



Picture 5.27 Listening using earphone



Picture 5.28 Direct Communication



Picture 5.29 Communication through letter

What is the most difficult activity for you to do?



Activity 9



In groups of four, write a short dialogue about financial literacy as a student. Please indicate the comparatives and superlatives you have learned so far. Choose one of the topics:

1. What is the safest way to save your money?
2. Which things should you buy, something you want or need?

Independent Construction of Text



Activity 10



Work in pairs. Create a dialogue based on the pictures provided. Do not forget to include some comparative phrases you have learned so far.

Picture 1



Picture 5.30 Comparison of saving for shopping and for going on a vacation

Picture 1



Picture 5.31 Comparison of online shopping and offline shopping



▶ Linking Related Texts ◀

Find information about **financial literacy** for teenagers. You may find it from any resources. Write your findings below.

Source of information: _____

Title of the video/news/post: _____

Your understanding: _____



Reading

Learning Objective:

By the end of this lesson, you are able to correctly identify the main ideas and the writer's purpose in a procedure text about personal money management.

▶ Building Knowledge of the Field ◀



Activity 1

 Work in pairs. Look at the following pictures, and answer the questions. Do **Think-Pair-Square**.



Picture 5.32 Savings book and ATM card

1. What information do you find in a bank account book?

2. What is the most important information about your identity that you should not tell other people other than the bank officers?

3. What is the benefit of having an Automated Teller Machine (ATM) card?



Activity 2



Work in groups of four. Do **Jigsaw Reading**, and read the text about transferring money online.

How to Wire Money Online

Step 1 – First, you’ll need to make sure you’ve signed up for internet banking with your bank. With most banks you have to actually request this be set up – just having a bank account doesn’t mean you automatically have internet banking access. You will need to call or visit your bank to get this facility set up.

Step 2 – Once you have an internet banking account, log in to your online interface. You’ll usually see a summary of accounts, along with a button that gives you an option to transfer money. This is the option you want to click on.

Step 3 – You should now see a screen which allows you to choose which of your accounts you want to send money from, and enter the details of who you want to send it to. Select the account where you have the funds, and enter the details of the recipient to send the funds to.



Step 4 – Once all details are filled out you should see a ‘Confirm’ or ‘Make payment’ button – click on this and finalize your transfer. The funds will then be processed.

Source: *Blog.orbitremit, n.d.*



Activity 3

After reading and comprehending the content of the text in Activity 2, answer the following questions.

1. Why do you need to visit the bank to get the facility of internet banking?

2. Why do you need to enter the details of the recipient?

3. When will the funds be processed?

Modeling of Text



Activity 4

 Work individually. Read the following explanation of the procedure text.

Procedure text

A procedure text instructs your readers on how to complete a specific task. Generally, there are two categories of procedure text: how to make something and how to do something.

The purpose of a procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways. procedure writing is also referred to as a process analysis essay.

Recipes and science experiments are common examples of procedure texts. They use headings and sub-headings that can be structured in the following manner.

Some common forms of procedure texts are:

1. Directions. How do I get somewhere? Very specific instructions including location names and titles. Formal language is required and the addition of a map will make your instructions so much easier to understand.
2. Instructions. How do I do something? Your language must meet the needs of your audience and you may need to include a diagram if there are complex elements to complete.
3. Recipes. How do I cook something? Recipes are a universal text. There is a very clear expectation of the audience so never stray from the essentials. Ingredients, methods and a few visuals are essential.
4. Rules for games. How do I play this? Be conscious of your audience and write in a style and language they will understand. You are almost guaranteed to require visuals in this style of writing.
5. Manuals. How do I operate this? Are there any warnings I need to be aware of before proceeding? Be very specific in your explanation.
6. Agendas. What are we doing? When are we doing it? Who is responsible?

Procedure text structure:

- Heading (Title); indicate the goal or aim of your procedure.
- Section; keep everything organized and in order.
- Subheading; such as materials, what to do next, warnings indicate the stages of the procedure.
- Sequence; each new step must begin on a new line.



Things to consider when you write procedure text:

- Use technical and specialized terms in a procedure text.
- Always write in a timeless present tense.
- Use connectives and conjunctions related to time to indicate the chronological order of the actions.
- Details are important in a procedure.
- Maps, diagrams and photos are essential.

Source: *Literacyideas, n.d.*



Activity 5



Work in pairs. Display your understanding of the explanation about a procedure text in a mind map format. You can draw it manually or use the Mindmeister application from www.mindmeister.com. Your teacher will guide you to make the mind map both manually or digitally.



Activity 6



Work individually. Read the following procedure text.

How to change your PIN

Step 1. Visit the nearby ATM.

Step 2. Insert your card into the ATM machine and select the language from the menu displayed.

Step 3. Now enter your ATM PIN number.

Step 4. After that select the PIN change option from the main menu.

Step 5. A text will be displayed on the ATM screen, “Please enter your new PIN”. Type your new ATM PIN.

Step 6. A new screen appears, with a text, “Please re-enter your new PIN”. Type your new PIN again.

Step 7. Make sure that you type the PIN correctly the second time. A new screen appears “Your PIN has been changed successfully”.



Picture 5.33 Entering an ATM booth

Source: *IndiaToday*, n.d.



Activity 7

After reading the text in Activity 5, can you identify the purpose of the author for writing the text?



What Have You Learned So Far?

Having learned procedure text, write down two reasons why someone writes a procedure text.

A Mid-Lesson Reflection

To reflect on what you have learned in the Reading Lesson, answer the following questions:

1. Why do you think it is important to learn procedure text?

2. Why do you think you need to learn how to manage your money wisely?

Joint Construction of Text



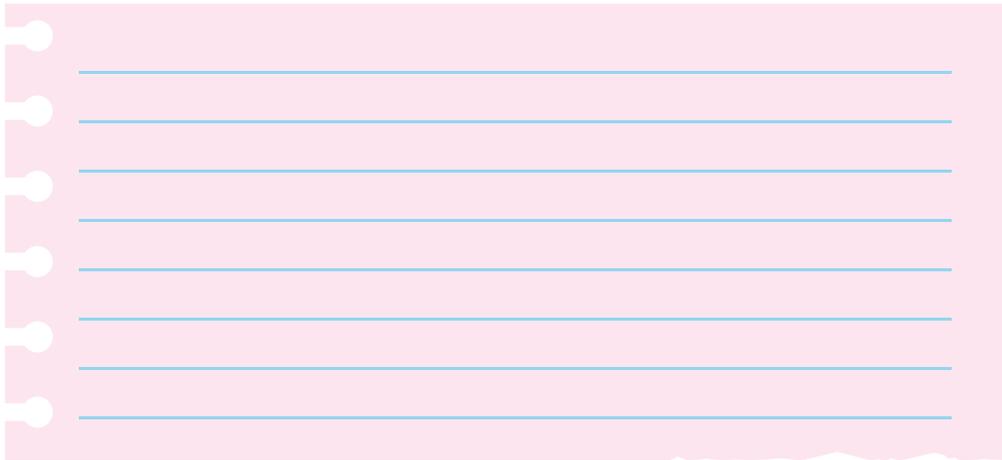
Activity 8

 Work in pairs. Watch the video about withdrawing money from an ATM machine properly. (Do You Know?) Scan the following QR Code or visit the link to watch the video:

<https://www.youtube.com/watch?v=YpD1tJK9vIA&t=22s>



- 8a. Read the explanation in the video carefully.
- 8b. Write the steps of withdrawing money based on the explanation given in the video.



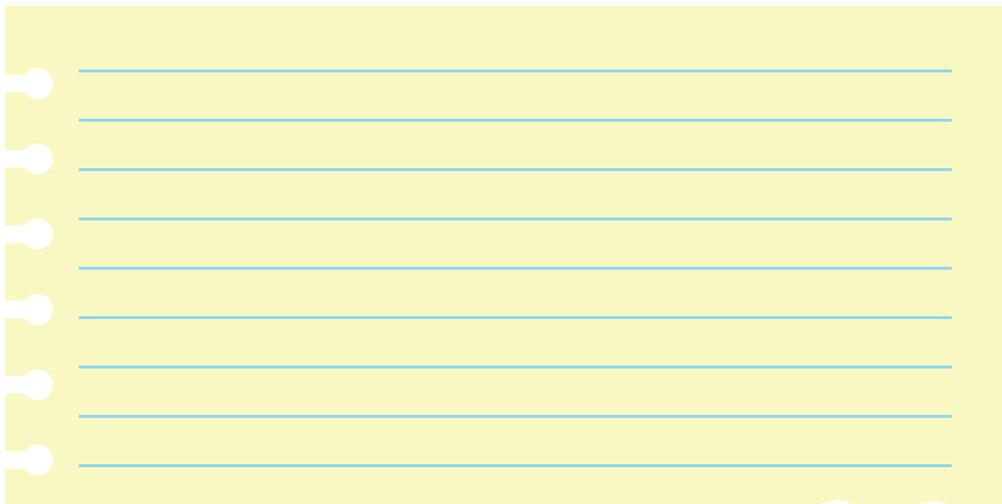
Independent Construction of Text

Activity 9

 Work individually. Watch the video from (Do You Know?). It is about how to deposit money in an ATM machine. Scan the following QR Code or visit the link to watch the video: <https://www.youtube.com/watch?v=gkgaMtZwNnI>.



- 9a. Read the explanation in the video carefully.
- 9b. Write the steps of withdrawing money based on the explanation given in the video. Write your answer in the following box.



Linking Related Texts



Activity 10

Find a text about making M-Banking from a bank where you save your money, read it carefully and transfer the text into an infographic. You can find the infographic template from <https://www.freepik.com/free-photos-vectors/infographic-template>.



Viewing

Learning Objective:

By the end of this lesson, you are able to suitably synthesize and evaluate the core and detailed information in a procedure text about personal money management.

Building Knowledge of the Field



Activity 1



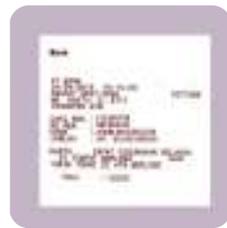
Picture 5.34 Banking transaction



Picture 5.35 ATM transaction



Picture 5.36 Saving receipt



Picture 5.37 ATM receipt

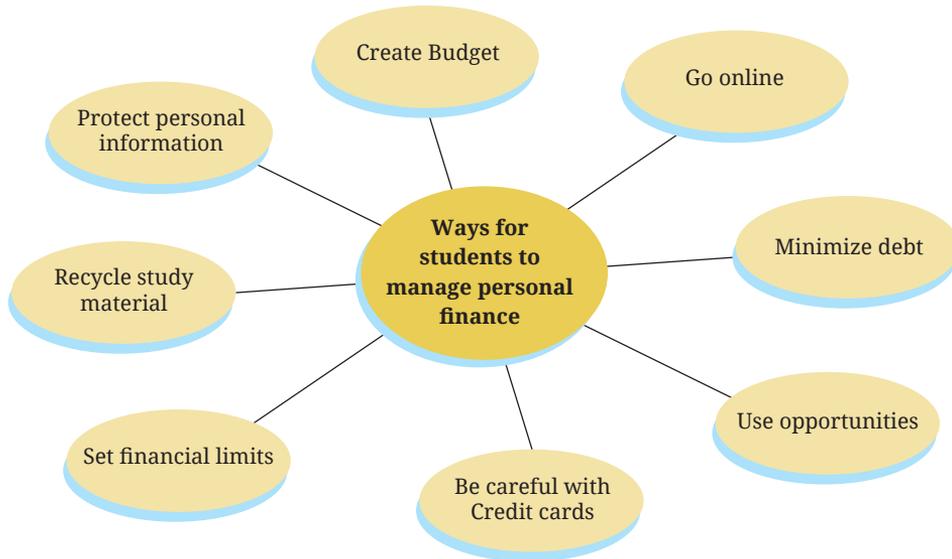
Identify the picture. Which type of transactions do you prefer? Explain.



Activity 2



Work in pairs. Look at the following graphic organizer.



Picture 5.38 Graphic organizer on personal money management

Source: Jain, n.d.

Then answer the following questions.

1. What is the graphic organizer about?

2. Which of the eight ways do you find most interesting?

3. What does it mean “to use opportunities”?

4. What way is the most applicable for students?

5. How do you set financial limits?





Activity 3

Study the following concepts on synthesizing and evaluating information.

Synthesizing and Evaluating Information

Thoughtful readers synthesize and evaluate information based on prior knowledge. They go beyond the literal meaning of text to derive interpretative meanings.

Synthesizing a text is the process of pulling together background knowledge, newly learned ideas, connections, inferences, and summaries into a complete and original understanding of the text. When students synthesize, they are made aware of how their thinking changes and evolves as they read a text. A synthesis can form:

1. a new understanding, something a reader has not considered before until reading the text.
2. a deeper understanding, becoming more aware or appreciative of an idea after reading a text.
3. a changed understanding, thinking differently as a result of the text.

Evaluating strategies are evaluated during and after reading. Reading encourages the reader to make judgements, form opinions, and develop ideas. Students can make generalizations about and critically evaluate texts by creating evaluative questions.

Evaluating strategies can be formed through these guiding questions:

1. What evidence does the author provide to support the decisions?
2. What facts led to the author's conclusions?
3. What conclusions can be made based on the details and facts described?

Source: *TheClassroomNook, n.d.*



Activity 4

It is now your turn to check your synthesizing and evaluating skills. Read the following tips on managing money for students.

Here are 10 ways to save money in high school



Picture 5.39 10 ways to save money in high school

1. **Open a savings account.** A savings account gives you amazing access to your funds.
2. **Apply for a summer job.** Try to find a part time job over summer. It is a fantastic experience and is a better way to earn money than doing chores for your parents.
3. **Buy used textbooks/sell the text books.** Buy much more cheaper textbooks from older friends who finished high-school a year or two before you.
4. **Do not impulse buy, write it down and wait a week.** Do not buy things that you do not need.

5. **Never go grocery shopping when you are hungry.** This is a classic bit of advice but it is pretty simple. Take a shopping list.
6. **Go to the movies on Tuesday.** It is cheaper to see movies on weekdays.
7. **Have a go at Gumtree.** You can have extra money by selling things that you no longer used.
8. **Check the library before you buy a study guide.** It is a good idea to try and borrow a study guide from the library first. If you really like it, then you can buy it.
9. **Google Flight.** This is to manage your schedule so that you can be notified immediately.
10. **Bring food from home.** Bringing food from home is cheaper and it can be really good once you have found a few lunches that you like.

Source: *Artofsmart, n. d.*

Synthesizing

Based on the text, complete the sentences.

I am changing my mind about _____

My new thinking is _____

Now I understand why _____

Evaluating

1. Which ways are commonly applied by students?

2. Which way can be an initial effort to be an entrepreneur?

3. Do you have an account? Explain if your answer is yes or no



Now, do **Pairs Compare** to discuss your answers.

What Have You Learned So Far?

Which one do you think is easier to understand? Writing synthesis or making evaluation? Explain.

A Mid-Lesson Reflection

Having good money management since you are young is very important for your future. Write five things that you can do to manage your money.



Joint Construction of Text



Activity 5



Work in pairs and study the chart below.

TRADITIONAL VS MODERN BANKING



Picture 5.40 Differences between traditional and modern banking

Source: Cherednychenko, n.d.

Based on the chart, write five sentences about the two types of banking. Number one has been done for you.

1. Traditional banking needs more administration fees because it takes more staffs to handle the process

2. _____

3. _____

4. _____

5. _____



Activity 6

Which of the two types of banking do you like most? Explain.

Independent Construction of Text



Activity 7

Study the following table.

Table 5.2 Internet vs Traditional Banking

No.	Internet vs Traditional Banking		
	Indicators	Internet	Traditional
1.	Contact	Customers can only have electronic or online contacts.	Customers can have direct face to face communication from their bankers.
2.	Customer Service	Customers do not have to stand in line for their banking transaction	Customers have to stand in line to perform their banking transaction.



3.	Cost	No costs are incurred in internet banking.	There are many operating and fixed costs that are incurred by traditional banks.
4.	Accessibility	Customer can operate their accounts anytime, anywhere using their mobile phones	Customers have to visit the bank for their work only during working hours.
5.	Time	Internet banking is not a time taking process as customers do not have to visit their branches to operate their accounts.	Traditional banking drains a lot of time from the customers as they have to visit their branch to obtain access to their accounts.

Source: Sketchbubble, n. d.

Let us synthesize the information in the chart.

Study the examples:

At first, I was thinking that modern banking is only for rich people.

Now, I am thinking that I can save my money without standing in line.

After reading, I think that internet banking is very useful.

Now, it is your turn to complete the sentences.

At first, I was thinking that _____

Now, I am thinking that _____

After reading, I think that _____



Activity 8

Based on your understanding of the chart, state whether the statements are true or false.

1. It is said in the text that queuing up in a line is not necessary in internet banking. (T/F)
2. Traditional banking costs more than internet banking. (T/F)
3. The transaction through internet banking is faster. (T/F)
4. Internet banking does not need many employees and staff. (T/F)
5. Customers of internet banking do not have to visit the branch if they get into trouble in their transaction. (T/F)

Linking Related Texts



Activity 9

Now that you have understood about how to make synthesis and how to evaluate information, watch the following video to gain more ideas on your financial literacy. Scan the following QR Code or visit the link to watch the video: <https://www.youtube.com/watch?v=n7FaDYty898> (Navigating Teen Life).



Writing

Learning Objective:

By the end of this lesson, you are able to write a procedure text about personal money management with the correct generic structure.

Building Knowledge of the Field



Activity 1

 Work in pairs. Look at the following picture. What does the picture tell you? Do **Think-Pair-Square**. Your teacher will explain to you how to do it.



Picture 5.41 Good habit of saving



Activity 2

 Work in groups of four. Look at the poster about how to save water. Then make a similar poster about how to save money. The poster can be made manually or using an application.



Picture 5.42 Ways to save water-an analogy of saving money



Activity 3

 Work in groups of four. Attach the poster that you have made with your group on the wall. Do **Number Group Presentation**. Two of you will explain what the poster is about, and the other two will go to other groups to learn from their posters.

Modeling of Text



Activity 4



Work individually. Read the following explanation of a procedure text.

What is a procedure text?

A procedure text gives you a set of instructions on how to do something. There are a few different types of procedure texts you might come across in your daily life:

1. How to make something. Example: How to make banana cakes.
2. How to build something. Example: How to build a garden shed.
3. How to draw something. Example: How to draw an Australian animal.
4. How to use something. Example: How to use chopsticks

Why do you need to know a procedure text?

It's important to know the structure of a procedure text because you'll use it very often in your daily life. You might have to write down a recipe for someone or you might have to explain how to do a particular task at work.

What is the structure of a procedure text?

A procedure text follows this general structure:

1. Title/Goal: This tells you what this procedure is about. For example: How to use chopsticks correctly.
2. Materials: What items or ingredients you need to achieve this goal. For example: chopsticks, food.
3. Steps: What do you need to do step by step in order to achieve this goal?

Source: adapted from Procedural Text Writing | Twinkl Teaching Wiki (retrieved on October 5, 2022)





Activity 5

After reading the explanation about a procedure text in the previous activity, make a mind map about it that emphasizes its structure. To ease your work, use mindmeister apps. Learn how to draw a mind map using mindmeister from www.mindmeister.com.

What Have You Learned So Far?

Write three reasons why saving money is important.

1. _____
2. _____
3. _____

A Mid-Lesson Reflection

To reflect on what you have learned in the Writing Lesson, answer the following questions:

1. Which activity do you enjoy most? Why?

2. Which activity do you think is less useful? Why?

Joint Construction of Text



Activity 6

 Work in pairs. Look at the following graph that tells you about the process of shopping online. Discuss it with your pair and change the steps into a written form. Make sure you use the correct structure of a procedure text.



Picture 5.43 Process of online shopping

Source: Buyextracts, n.d.

Independent Construction of Text



Activity 7

 Work individually. Look at the following picture that tells you about ordering an online taxi. Change the steps into a written form. Make sure you use the correct structure of a procedure text.





Picture 5.44 Taking an online transportation

» Linking Related Texts «



Activity 8

Write down a procedure text of buying an online train ticket.



Presenting

Learning Objective:

By the end of this lesson, you are able to suitably present a digitally or non-digitally designed poster about personal money management.

Building Knowledge of the Field



Activity 1

 Work in pairs. You have learned the stages of presentation in the previous unit. Now, order the correct stages based on the sentences given.

No.	Possible Sentences	Stages
1.	To start with, I will describe the progress made this year.	
2.	I therefore recommend the following strategies.	
3.	I am going to talk today about the financial literacy of students.	
4.	Good afternoon, everybody.	
5.	May I thank you all for being such an attentive audience.	

Source: (EnglishClub, n.d.)

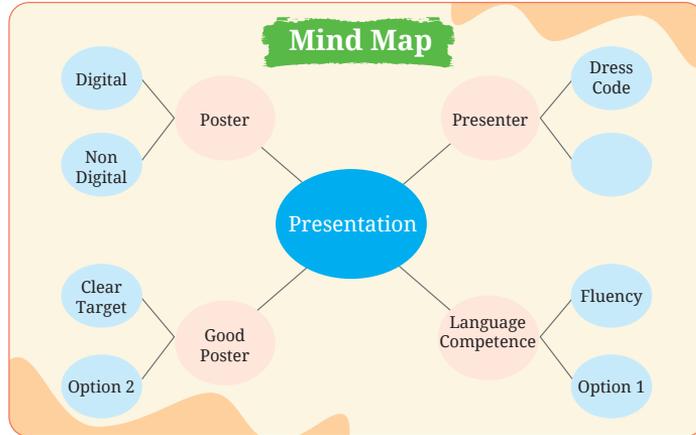




Activity 2



Work in groups of four. Complete the mind map with the appropriate information.



Picture 5.45 Mind map on a good presentation

Modeling of Text



Activity 3

Watch a video on good and bad presentations. Before that, look at the following questions. Scan the following QR Code or visit the link to watch the video: <https://www.youtube.com/watch?v=V8eLdbKXGzk>



1. What did Ranjit do in his first presentation?

2. What were his friends' reactions?

3. What were the suggestions from his friends?

4. How was Ranjit's performance in his second presentation?

Now, increase your comprehension by reading the following text about the Dos and Don'ts in delivering a presentation.

Table 5.3 Dos and Don'ts in Delivering a Presentation

No.	Dos	Don'ts
1	Give handouts to your audience.	Do not carry a lot of items when you want to present
2	Dress formal and be professionals	Do not wear informal clothes
3	Prepare small notes to keep your presentation on the track	Do not read from the screen
4	Have a good energy and smile to your audience	Do not stand with your back to the audience
5	Use clear text and diagrams for slides	Do not present a paragraph. Keep slides short and clear
6	Keep your phone silent	Do not answer your phone
7	Use various intonation, speak naturally	Do not speak with monotone voice
8	Be aware of body language	Do not fold your arms
9	Keep eye contact with your audience	Do not read directly from your notes

Source: Husain Shafei



Activity 4

 Work in pairs. Complete the following passage with the information given in the table. This is to measure your understanding on how to give a good presentation.

Good presentation needs lots of preparation. The first thing to do is to prepare your materials for the presentation but _____. Make



sure that all important points are presented in _____. Next is your physical appearance. Remember to _____ to impress the audience. While presenting, _____ for example _____ and _____.

What Have You Learned So Far?

 Work individually. After that, do Pair Compare. What are your strengths and weaknesses that you have in giving a presentation?

Table 5.4 Strengths and Weaknesses

Strengths	Weaknesses

A Mid-Lesson Reflection

Now that you have learned good versus bad presentation, think of what you can do to improve your presentation skills. Consider the following points: ability in creating posters and personal skills in public speaking.

Joint Construction of Text



Activity 5



Work in groups of six. Design a poster digitally or non digitally about how students manage their money.



Activity 6

Do **Gallery Walk** to present your group's poster from activity 5. Take turns to compare your group's ideas with others. Your teacher will guide you to do the activity.

Independent Construction of Text



Activity 7



Work individually. Design a poster, digital or non digital, on how you are going to manage your money in the future.



Activity 8

Present your poster in front of the class. Remember and follow the concepts and guidelines of giving a good presentation that you have learned so far.

Linking Related Texts



Activity 9



Work individually. Find a video or an article on giving a good presentation.

Find a video or an article on creating posters.

After watching the videos and reading the articles, what should you do if you are to create a poster and give a presentation?



An End-of-Unit Reflection

Based on your understanding on the information in this unit, what captured your attention in learning:

1. Financial Literacy

2. Superlative Comparisons

3. Synthesizing and evaluating

4. Writing

5. Presenting



Prosedur Cooperative Learning (CL)

The Procedures of CL Techniques Used in the Lessons

Think-Pair-Share

1. Students think to themselves on a topic provided by the teacher.
2. They pair up with another student to discuss it.
3. They then share their thoughts with the class.

Source: Kagan 1989, 13

RallyRobin

1. Students sit in pairs.
2. Teacher poses a problem to which there are multiple possible responses or solutions, and provides think time.
3. Students take turns stating responses or solutions.

Sumber: Kagan and Kagan 2009, 6.31

RoundRobin

1. Students sit in teams.
2. Teacher poses a problem to which there are multiple possible responses or solutions, and provides think time.
3. Students take turns stating responses or solutions.

Source: Kagan and Kagan 2009, 6.31

Inside-Outside Circle

Setup: The teacher prepares questions, or provides a question card for each student.

1. Students form pairs. One student from each pair moves from one large circle in the class facing outward.

2. Remaining students find and face their partners (class now stands in two concentric circles).
3. Inside-circle students ask a question from their question card; outside students answer. Inside-circle students praise or coach. (Alternative: The teacher asks a question and indicates inside or outside students to answer to their partner.)
4. Partners switch roles: Outside circle students ask, listen, then praise or coach.
5. Partners trade question cards.
6. Inside-circle students rotate clockwise to a new partner. (The teacher may call rotation numbers: “Rotate Three Ahead.” The class may do a “choral count” as they rotate.)

Source: Kagan and Kagan 2009, 6.27

Team Jigsaw

1. Each team becomes an expert on a topic.
2. Individuals from that team each teach another team.
3. After teaching, experts return to their seats.
4. The process is repeated so that each expert topic is covered.

Source: Kagan and Kagan 2009, 17.3

Jot Thoughts

Setup: Students each have multiple sets of paper (e.g., pre-cut sticky notes, cut-up bond paper).

1. Teacher names a topic, sets a time limit, and provides think time.
2. Students write and announce as many ideas as they can in the allotted time, one idea per slip of paper.
3. Each slip of paper is placed in the center of the table, students attempt to “cover the table” (no slips are to overlap).

Source: Kagan and Kagan 2009, 6.28

Numbered-Heads-Together

1. Students work in groups.
2. Each student in the group is assigned one number (e.g., one, two, three, or four).
3. Teacher poses a problem and gives think time.
4. Students privately write their answers.
5. Students stand up and “put their heads together,” showing answers, discussing, and teaching each other.
6. Students sit down when everyone knows the answer or has something to share.
7. Teacher calls a number.
8. Students with that number answer.

Source: Kagan and Kagan 2009, 6.28

One Stray

1. One teammate “strays” from her team to a new team to share or gather information.
2. Variation: Students return to their original (home) teams to share what they learned when they strayed.

Source: Kagan and Kagan 2009, 6.28

Talking Chips

1. Each student receives one “talking chip.” The chips can be any kind of game token, or a pen, pencil, eraser, slip of paper, or any other tangible item. It is preferable if each student has a unique color for his/her chips.
2. The students are given an open-ended discussion topic such as, Where in the world would you most want to live and why? In order to speak, a teammate must place his or her chip in the center of the team table. It is his or her turn to speak.
3. Teammates cannot interrupt and must practice respectful listening.
4. When he or she is finished, another student places his or her chip in the center of the team table and is free to add to the discussion.

5. When a student uses his or her “talking chip”, he or she cannot speak until all teammates have added to the discussion and placed their chip in the center of the table.
6. When everyone has had a chance to speak, each student collects her or his chips and continues with the discussion, using “talking chips” or starting again with a new topic.

Source: Kagan 2022, 3

Give-One, Get-One

Setup: give students a sheet of paper with two columns – Give-One and Get-One

1. Students individually brainstorm to fill up their Give-One column. When done, students stand.
2. Students mix and find others. They Give-One idea/application to their partner and Get-One in return. Students write their partner’s idea/application in the Get-One column.
3. Students move on to find new partners.

Source: Kagan Quick Reference Guide n.d.

Jigsaw Reading

1. Tell the students the topic that they will be reading about and encourage them to make predictions about what they will read.
2. Pre-teaches critical vocabulary that the students will need before they begin to read the text.
3. Divide the students into different groups, one for each section of the text.
4. Explain that each group will be responsible for reading one section of the text and answering the reading comprehension questions that pertain to their assigned section.
5. Give the students time to work in their groups to read and discuss their section of the text, and answer the reading comprehension questions.
6. When all of the groups have completed the questions, divide the class into new groups. There is one student from each of the original

groups in the newly formed groups. Each group represents the entire version of the reading text.

7. Each member of the group shares the answers to the section of the comprehension questions that their original group was responsible for. Students should not read the text out loud; instead they discuss the questions and answers.
8. At the end of the activity, all of the students will have learned the answers to all of the comprehension questions from the other students in their group.

Source: Minnesota Literacy Skill

Pairs Compare

1. Teacher provides a question that has multiple possible responses and provides think time.
2. RallyTable: Shoulder partners Rallytable answers. They ‘keep it a secret’ from the other pair.
3. Teacher calls time.
4. Pairs Compare: Pairs pair to RoundRobin their answers. For each answer, the face partner in the other pair adds their answer to that pair’s list, or checks it off if they already had it.
5. Team Challenge: As a team, students generate new answers, taking turns within pairs recording answers on their pair lists.

Source: Kagan Quick Reference Guide n.d.

Three-Step-Interview

1. One student is interviewed by another student within the given time.
2. Roles are reversed and the interview is conducted again, in which the same questions or questions of similar nature are asked.
3. The learning team comprises two pairs wherein the students after conducting the interview share the key insights with each other.

Source: Surbhi 2021



Number Group Presentation

1. One person in each group is chosen as the presenter of the project.
2. All other students number off by the number of project groups in the class (6 groups, 7 groups, etc.)
3. All 1's go to group/project 1, all 2's go to group/project 2, etc.
4. Presenters present their project to the students visiting their group.
5. Teacher calls 'time' and student rotates to the next group.
6. When done, students return to their group and discuss what they saw and heard

Source: *Kagan Quick Reference Guide n.d.*

Mix-Pair-Share

1. Students mix around room
2. Teacher calls "Freeze", "Pair", or stops music, students pair up with the person closest to them and do a high five. Those that haven't found a partner raise their hand.
3. Teacher asks a question / gives a problem / gives vocabulary word / etc. and gives think time
4. Students share with their partner using timed-pair-share (open-ended), rally robin (brainstorm), rally coach (solving a problem)

Source: *Kagan Quick Reference Guide n.d.*

Simultaneous Round Table

This structure can be used for group writing or brainstorming.

1. Students pass around a paper and everyone writes on it (each student has the same amount of writing time).
2. Student number 1 will write and pass to number 2, and so on.
3. The teacher could also have each student write on a piece of paper and keep passing the papers around the group until everyone gets every paper.

Source: *Kyle and Sarah n.d.*

Glossary

- account (n)** : an arrangement with a bank to keep your money there and to
- addicted (adj)** : unable to stop taking drugs, or doing something as a habit
- adjective (n)** : a word that describe a noun or pronoun
advertise something
- advocate (v)** : to publicly support an idea, development, or way of doing something allow you to take it out when you need to
- amount (n)** : number, degree, or quality anything or anyone else of the same type.
- average (n)** : enough or satisfactory for a particular purpose
- awareness (adj)** : knowing that something exist, or having knowledge or experience of a particular thing
- benefits (n)** : a helpful or good effect, or something intended to help between a person and a computer
- comparative (n)** : the form of an adjective or adverb that expresses a difference in
- compost (n)** : decaying plant material that is added to soil to improve its quality
- conservation (n)** : the protection of plants and animals, natural areas, and interesting and important structures and buildings, especially from the damaging effect of humans activity
- construction (n)** : the activity of putting the different parts of something together in
- core audience (n)** : the type of people who are most likely to buy a particular product
- crucial (adj)** : extremely important or necessary

deforestation (n)	: the cutting down of trees in a large area, or the destruction of forests by people
delegates (n)	: a person chosen or elected by a group to speak, vote, etc.
deposit (v)	: to leave something somewhere
digital (adj)	: using or relating to computers and the internet
distraction (n)	: something that prevents someone from giving their attention to
entry (n)	: a single written item in a list or collection of records
fanbase (n)	: the fans of a singer, group, team, etc. considered as a group
figure (n)	: a particular type of figure is a person with that characteristic
financial (adj)	: relating to money or how money is managed
financial literacy (n)	: the ability to understand basic principles of business and finance
fund (n)	: an amount of money saved, collected or provided for particular
garbage (n)	: waste material or unwanted things that you throw away
greenhouse (n)	: a building of a roof and side made of glass, used for growing plants that need warmth and protection.
harsh (adj)	: unpleasant, unkind, cruel, or more severe than is necessary
high-risk (adj)	: Involving a greater than usual amount of risk
identity (n)	: who a person is, or the qualities of a person or group that make them different from others
idyllic (adj)	: an idyllic place or experience is extremely pleasant, beautiful, or
impactful (adj)	: having a powerful effect on a situation or person

implicit (adj)	: suggested but not communicated directly
inference (n)	: a guess that you make or an opinion that you form based on the information that you have
infographic (n)	: a picture or diagram or a group of pictures or diagram showing
initial (adj)	: of or at the beginning
interface (n)	: a connection between two pieces of electronic equipment, or
landfill (n)	: the process of getting rid of large amounts of rubbish by burying it.
lethargic (adj)	: having little energy; feeling unwilling and unable to do anything
literacy (n)	: knowledge of a particular subject, or a particular type of knowledge
literacy (n)	: the ability to read and write; knowledge of particular subject, or
maintaining (v)	: to continue to have; to keep in existence, or not allow to become less
management (n)	: the control and organization of something
mend (v)	: to find solution to a problem
merit (n)	: the advantages something has compared to something else
mind map (n)	: a type of diagram with lines and circles for organizing information
mound (n)	: a large pile of earth, stones, etc. like a small hill
municipal (adj)	: of or belonging to a town or city
negativity (n)	: an attitude that is not hopeful or enthusiastic
nutrients (n)	: any substance that plants or animals need in order to live and grow or a place where rubbish is buried.
organized (adj)	: arranged according to a particular system particular type of knowledge, peaceful, person



	being described has more of the particular quality than
phrase (n)	: a group of words that is part of, rather than the whole of, a pin to a wall or board, usually for decoration or to
poster(n)	: a large printed picture, photograph, or notice that you stick or
presentation (n)	: a talk giving information about something.
procedure (n)	: a set of actions that is the official or accepted way of doing
proper (adj)	: real, satisfactory, suitable, or correct
prudent (adj)	: careful and avoiding risk
public figure (n)	: a famous person who is often written about in newspapers and magazines or is often on television or the radio purpose
pursue (v)	: If you pursue a plan, activity, or situation, you try to do it or achieve it, usually over a long period of time
recipient (n)	: a person who receives something
recycling (n)	: the process of collecting and changing old paper, glass, or plastics, etc. so that it can be used again.
regularly (adv)	: at repeated times, with equal or similar amounts of time between one time and the next sentence
sight (n)	: the ability to see so it is easier to use or remember.
social media (n)	: forms of media that allow people to communicate and share information using the internet or mobile phones
sole (adj)	: being one and only, single something, something else

stress (n)	: the way that a word or syllable is pronounced with greater force than other words in the same sentence or other syllables in the same word
substances (a)	: material with particular physical characteristics
superlative (n)	: the form of an adjective or adverb that expresses that a thing or
surroundings (n)	: the place where someone or something is and the things that are in it
sustainable (adj)	: able to continue over a period of time
syllable (n)	: a single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel
synthesis (n)	: the act of combining different ideas or things to make a whole that is new and different from the items considered separately
talkative (adj)	: talking a lot
trait (n)	: a particular characteristic that can produce a particular type of behavior
trash (n)	: waste material or things that are no longer wanted or needed.
vehemently (adv)	: in a strong and emotional way
vital (adj)	: necessary for the success or continued existence of something; extremely important
waste (n)	: an unnecessary or wrong use of money, substances, time, energy, abilities, etc
waste (n)	: unwanted matter or material of any type, especially what is left after useful substances or parts have been removed watch a particular TV program, etc.
work ethic (n)	: the belief that work is morally good
zero waste (n)	: a situation in which no waste material is produced



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Index

A

account 31, 37, 77, 78, 188, 201, 211, 212, 236
account number 188
activist 9, 31, 152, 153, 154, 156, 157, 160, 173, 247
air 152, 153, 243
Algorithm 19
ATM machine 205, 206, 207
ATM PIN 205

B

bank account 201
becoming 7, 8, 11, 20, 44, 112, 210
blogging 19, 242
budget 184, 209, 241

C

common fruits 125
con 132, 133
construction 18, 71, 236
content creator 19

D

debate 132, 133, 134, 135, 241
debit card 184

deposit 77, 78, 112, 184, 207, 237
diabetes 117, 120, 135
digital xiv, xxii, 1, 7, 11, 18, 30, 40, 44, 94, 95, 136, 179, 182, 227, 237, 255
digital age 18, 30
digital literacies xiv, xviii, 1, 2, 254
digital platforms 18
digital spaces 7
digital technologies 7, 11, 40, 44
domestic waste xix, 73

E

entries 17, 21
environment xiv, xix, xxi, 31, 45, 61, 93, 139, 142, 143, 144, 145, 152, 154, 155, 156, 158, 159, 160, 163, 164, 171, 172, 173, 176, 179
environmental awareness 61
environmental figures 173

F

fanbase 14, 237
financial literacy xiv, 181, 196, 199, 200, 217, 223

five senses 46, 48, 51, 53, 55, 245
followers 21, 30, 33, 34, 35, 36, 38,
43
food 49, 52, 65, 99, 100, 102, 103,
111, 113, 115, 119, 128, 129,
134, 135, 157, 189, 194, 212,
219
forest 157, 172
fruits 34, 122, 124, 125

G

garbage 54, 59, 66, 76, 77, 78, 83,
143, 158, 237

H

hazardous waste 65
healthy food 100, 102, 103, 113,
115, 119, 129
healthy life xiv, xx, 97, 98, 112,
138
how xvi, 4, 6, 7, 8, 11, 12, 13, 18,
22, 26, 38, 40, 42, 44, 71, 73, 77,
79, 91, 95, 104, 115, 116, 119,
124, 128, 132, 136, 140, 143,
147, 153, 158, 161, 163, 167,
176, 178, 184, 189, 202, 206,
207, 210, 217, 218, 219, 220,
225, 227, 237, 245, 248

I

identity 18, 43, 157, 201, 237, 254,
255, 263

influencer 18, 105
information and communication
technology (ICT) 7
interaction xviii, 3, 33, 34, 35, 36,
255
internet banking 201, 202, 216,
217

J

jogging 112, 114, 242
junk food 126, 134, 246, 247

L

land 197
liquid waste 51
littering 87
local fruits 124

N

media xviii, 2, 6, 7, 8, 9, 11, 13, 14,
15, 16, 17, 18, 20, 21, 22, 23, 24,
27, 28, 29, 30, 31, 33, 34, 35, 36,
37, 38, 39, 40, 42, 43, 44, 63, 85,
110, 193, 239, 242, 243
money management xiv, xxii,
181, 182, 183, 217, 246
money transfer 188

N

narratives 18

O

obesity 119
online 7, 8, 11, 12, 13, 14, 17, 18,
25, 30, 36, 41, 42, 187, 188, 189,
191, 193, 194, 195, 197, 201,
209, 215, 221, 222
organic waste 65, 77

P

pawn shop 71, 72
paying items 188
payment method 188
piggy bank 184
plastic waste 65, 70
platforms 6, 18, 23, 38
pollution 165, 166, 243
posts xviii, 2, 16, 21, 22, 23, 24, 27,
30, 34, 39, 40
presence 33, 36
pro 132, 133
professional identities 18
public figure 14, 23, 239

R

recyclable rubbish 65
recycle 73
river 143, 158, 192, 194
rubbish 62, 65, 66, 169, 170, 238,
248

S

saving 183, 184, 187, 193, 194, 218,
220
scene 47, 49, 50
search 17, 19, 30, 188
shipping address 188
shopping 197
sight 48, 49, 51, 239, 245
smell 48, 50, 51, 54
social media xviii, 2, 6, 7, 8, 9, 11,
13, 14, 15, 16, 17, 18, 20, 21, 22,
23, 24, 27, 28, 29, 30, 31, 33, 34,
35, 36, 37, 38, 39, 40, 42, 43, 44,
63, 85, 110, 193, 239
software 7
solid rubbish 65
solid waste 76, 77, 81
sound 39, 48, 50, 51, 147, 191
spaces 7, 8, 11, 18, 27, 29, 36
sport 105, 109, 112, 114, 121
surrounding 94, 153

T

taste 48, 49, 51, 103, 195
touch 48, 49, 50, 51, 54
transaction 188, 208, 215, 217
trash 53, 55, 57, 58, 71, 72, 240, 245

U

unorganized waste 47



V

virtual account 188, 252

W

waste xix, 46, 47, 51, 52, 56, 59, 61, 62, 63, 64, 65, 66, 69, 70, 73, 74, 75, 76, 77, 78, 81, 87, 142, 143, 144, 154, 158, 159, 237, 240, 246, 248

waste bank 80

waste management 63, 64, 76, 77, 81

water 64, 81, 153, 218

what xiv, 3, 6, 15, 16, 17, 19, 21, 27, 28, 29, 39, 42, 44, 45, 47, 48, 49, 53, 54, 72, 77, 78, 79, 80, 83, 84, 88, 91, 102, 103, 106, 108, 109, 111, 120, 122, 123, 124,

126, 140, 144, 146, 147, 148, 149, 150, 192, 198, 199, 201, 203, 206, 209, 224, 226, 241, 242, 244

where 14, 19, 26, 32, 46, 49, 52, 77, 119, 147, 155, 201, 208, 238, 240

where 48, 60, 68, 93, 147, 162

who 34, 35, 162, 193, 195, 203

WH questions 162, 163

why xiv, 8, 10, 11, 15, 28, 35, 53, 78, 85, 86, 88, 108, 114, 116, 147, 161, 162, 181, 183, 184, 202, 206, 219, 220

Z

zero waste 59, 240

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1. *The Crisscrossing of agency, affinity, and identity: Potret good teaching dalam pendidikan bahasa Inggris*. Semarang: LPPM UNNES (2020).

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Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. “She taught me words”: The availability of vocabulary help in EFL classrooms during cooperative learning’s peer interaction. Diterbitkan pada tahun 2021 di jurnal PASAA: *A Journal of Language Teaching and Learning*, 61, 253-283, sebagai penulis pertama.
2. Calling for a global turn to inform digital literacies education. Diterbitkan pada tahun 2021 di *Journal of Adolescent & Adult Literacy*, 64(4), 371-377, sebagai penulis kedua.
3. “They had peer preference”: A Portrait of tensions in cooperative learning implementation in EFL classrooms. Diterbitkan pada tahun 2020 di *The Journal of Asia TEFL*, 17(2), 446-462, sebagai penulis pertama.
4. Individual accountability in cooperative learning in EFL classrooms: More opportunities for peer interaction. Diterbitkan pada tahun 2018 di *The Journal of Asia TEFL*, 15(1), 1-16, sebagai penulis pertama.
5. Making EFL instruction more CLT-oriented through individual accountability in cooperative learning. Diterbitkan pada tahun 2017 di *TEFLIN Journal*, 28(2), 236-259, sebagai penulis pertama.
6. Individual accountability in cooperative learning: More opportunities to produce spoken English. Diterbitkan pada tahun 2017 di *Indonesian Journal of Applied Linguistics*, 7(1), 215-229, sebagai penulis pertama.
7. Practitioner of cooperative learning as part of novice teachers’ professional identity. Diterbitkan pada tahun 2016 di *TEFLIN Journal*, 27(2), 132-152, sebagai penulis tunggal.

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bagi Penutur Asing (BIPA)



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Dosen Tadris Bahasa Inggris dan Pascasarjana IAIN Metro (2018 s.d. sekarang)
2. Pengajar BIPA Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2018 s.d. sekarang)

Riwayat Pendidikan dan Tahun Belajar

1. S3 Pendidikan Bahasa, Universitas Negeri Jakarta
2. S2 Linguistik Terapan (Konsentrasi Pendidikan Bahasa Inggris), Universitas Negeri Yogyakarta
3. S1 Pendidikan Bahasa Inggris, Universitas Lampung

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Teaching Media 101: Integrasi Dasar Pengajaran Media Pembelajaran (2022).
2. English Erudition: English for Madrasah Aliyah Grade X (2021).
3. Dasar-Dasar Filsafat Ilmu: Refleksi Pemikiran bagi Ilmu Pengetahuan (2021).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Students' Need on Interactive English Teaching Materials Based on Digital Literacy of Millennial Muslims (2022).
2. Songs for Teaching Vocabulary: English learning Media for Preschoolers (2022).
3. Students' Perception towards Online-Digital Media in English Learning during Covid-19 Pandemic (2021).
4. Language Learner Autonomy: Students' and Teachers' Reflection (2020).



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Bidang Keahlian : Pendidikan Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Dosen tetap di Universitas Pakuan (1998-sekarang)

Riwayat Pendidikan dan Tahun Belajar

1. S1 – IKIP Bandung (1987-1992)
2. S2 – UPI Bandung (2003-2007)
3. S3 – Unika Atma Jaya, Jakarta (2018-sekarang)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Research on ELT (2021)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Students' Difficulties in Using Statistic Formula to Analyze Research Data (2018)
2. The Use of Chart on Students' Ability to Write Explanation Text (2020)
3. Content Analysis of English Textbook for 11th Grade on HOTS Criteria (2021)
4. Extensive Reading from Students' Perspective (2021)

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Instansi : SMAN 1 Parung Bogor

Alamat Instansi : Jl. Waru Jaya No. 17 Kec. Parung
Kabupaten Bogor Provinsi Jawa Barat

Bidang Keahlian : Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Guru bahasa Inggris SMAN 1 Parung (2018–sekarang)
2. Guru bahasa Inggris SMAN 1 Gunungsindur (2008–2018)

Riwayat Pendidikan dan Tahun Belajar

1. S2 Program Studi Penelitian dan Evaluasi Pendidikan (PEP) Universitas Negeri Jakarta (2013–2015)
2. S1 Jurusan Pendidikan Bahasa Inggris Universitas Negeri Jakarta (1995–2002)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. “Sebuah Titik Balik” dalam antologi Guru Limited Edition. Pustaka Literasi: (2021).
2. “Strategi *I See, I Think, I Wonder* untuk Menjadi Pembaca Aktif” dalam antologi Kelas Kreatif: (2021).
3. “Mengaktivasi Siswa dengan kegiatan *Two Stay, Two Stray*” dalam antologi Kelas Kreatif: (2021)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. The Effect of Beliefs about Learning English, Self Regulation, and Self Esteem toward High School Students’ writing Achievement. Diterbitkan pada tahun 2019 di *Wahana Journal of Action Research*, 1(1), sebagai penulis pertama.

Nama Lengkap : **Dadan, M.Pd.**
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 Alamat Instansi : Jl. Surya Sumantri, No. 61 Bandung
 Bidang Keahlian : Creative Teaching, EFL, BIPA



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Bandung Independent School, Pengajar BIPA, 2006 s.d. sekarang
2. Kelas Kreatif Indonesia, Founder, 2008 s.d. sekarang

Riwayat Pendidikan dan Tahun Belajar

1. Universitas Pendidikan Indonesia. S2 Administrasi Pendidikan, 2011.
2. Universitas Pendidikan Indonesia. S1 Pendidikan Bahasa Inggris, 2003.

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. “Strategi Apersepsi dalam Meningkatkan Motivasi Belajar Siswa” dalam antologi *Kelas Inspiratif!* (2018).
2. “Tingkatkan Motivasi Siswa melalui Game Day” dalam antologi *Education Development Project 2008-2018: Kelas Kreatif* (2019).
3. “Tulisan Kreatif dengan Canva”, “Google Hangouts untuk Permainan Kosakata”, “Kegiatan Menulis dengan Instagram” dalam antologi *Kelas Digital: Technology Enhanced Language Learning* (2019).
4. Antologi *105 Digital Tools for Interactive Learning* (2020).
5. Antologi *30 Digital Tools for Assessment* (2020).
6. “Tugas Presentasi Lisan (Vocaroo)” dalam antologi *Kelas Kreatif dengan Smartphone!* (2020).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. “Surviving ERT: How an Online Professional Learning Community Empowered Teachers During the Covid-19 School Lockdown in Indonesia” dalam buku *Emergency Remote Teaching and Beyond: Voices from World Language Teachers and Researchers*, Springer (2021).

Nama Lengkap : **Dayang Suriani, M.Pd., M.M.Pd.**
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 Alamat Instansi : JL. Kapten Piere Tendean
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 Bidang Keahlian : Bahasa Inggris, *Public Speaking*,
Creative Teaching, Menulis



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. PNS Guru SMAN 1 Balikpapan, 1998-sekarang
2. Global Teacher Prize Ambassador UK, 2017-sekarang
3. Founder of Dayang Education Center dan Komunitas Guru Hebat Kaltim
4. Owner of Rumah Baca Abiyyu, Balikpapan
5. Dosen Universitas Terbuka, Provinsi Kaltim 2017-sekarang

Riwayat Pendidikan dan Tahun Belajar

1. Universitas Mulawarman, FKIP Bahasa Inggris 1992-1996 (S1)
2. Universitas Mulawarman, Magister Manajemen Pendidikan 2008-2010 (S2)
3. Universitas Mulawarman, Magister Pendidikan Bahasa Inggris 2010-2012 (S2)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Sebuah Oase Dalam Pembelajaran, Liberty Press, 2012
2. Novel Anak Cinta Tiada Batas, 2012,
3. Senang Mengajar Senang (SMS with SBT), Deepublish, Yogyakarta 2013

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. "7 MAN SHOW" in Improving Grammar Understanding in SMAN 1 Balikpapan, 2014.
2. AJEL (Active, Joyful, Effective Learning) in English Learning Process, 2014
3. Peer Feedback Technique In Improving Writing Ability, 2020.

Profil Penelaah

1

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Bidang Keahlian : Linguistik



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

Staf Pengajar Departemen Linguistik, Fakultas Ilmu Budaya, Universitas Padjadjaran

Riwayat Pendidikan dan Tahun Belajar

2007 Program Doktor Ilmu Sastra (Pengutamaan Linguistik) Universitas Padjadjaran

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. 2021 *Understanding Discourse Systems*
2. 2021 Bahasa Pariwisata dan Modalitas
3. 2020 Morfologi Bahasa Inggris: Pengantar
4. 2020 Organisasi Tema Teks Promosi Pariwisata
5. 2019 *Understanding Cohesion*

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. 2022 Multimodal Portrayal of Joko Widodo on Tempo's Cover Story: A Multimodal Critical Discourse Analysis
<https://journals.yu.edu.jo/jjml/Issues/vol14no32022/2.html>
2. 2022 'This novel is not totally full of tears...': Graduation Resources as appraisal Strategies in EFL Students' Fiction Book Review Oral Presentation
<https://www.sciedupress.com/journal/index.php/wjel/article/view/22347>

2

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Bidang Keahlian : Pendidikan Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Kepala Laboratorium Bahasa dan Microteaching FPBS UPI, tahun 2020 – 2024.
2. Penelaah buku kelas XI di Puskurbuk, tahun 2022.
3. Penyadur buku kelas VII dan X Puskurbuk, tahun 2021.
4. Wakil koordinator PPG Prodi Pendidikan Bahasa Inggris, tahun 2021 – sekarang.
5. Tim Penerjemah kurikulum prodi di lingkungan UPI, tahun 2021.
6. Instruktur Bahasa Inggris dalam kegiatan PPG dalam Jabatan yang diselenggarakan oleh UPI, tahun 2021 sekarang.
7. Narasumber dalam kegiatan Joint Collaboration of ILLOCOS, Philippine and UPI in ‘READ AND SPELL PHASE II: ESL Training in the New Normal’, bulan Maret s.d. April 2021.
8. Pengajar di Prodi Pendidikan Bahasa Inggris, Departemen Pendidikan Bahasa Inggris FPBS Universitas Pendidikan Indonesia, tahun 2008 – sekarang.

Riwayat Pendidikan dan Tahun Belajar:

1. S-1: Universitas Padjadjaran (UNPAD), Bandung (1998) Bahasa Inggris
2. S-2: Universitas Pendidikan Indonesia (UPI), Bandung, (2007) Pendidikan Bahasa Inggris
3. S-3: Universitas Negeri Malang (UM) Malang, (2019), Pendidikan Bahasa Inggris

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Tidak ada

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

Penelitian

1. 2020, Building teachers' professionalism through Reflective Practice: a life-long learning context in the contemporary world.
2. 2019, A narrative inquiry on reflective practice by EFL teacher educators.
3. 2019, Reflective practice and self-identity as parts of professional development: A survey in an EFL tertiary level.
4. 2019, Narrating narrative inquiry studies.

Artikel Ilmiah

1. Amalia, L.L. (in press). Evaluating teaching performance: EFL Teacher educators' reflective practice.
2. Amalia, L.L, Widiati, U., Basthomi, Y, Cahyono, B Y. (2020). Reflective practice on lesson planning among EFL teacher educators

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Bidang Keahlian : Ilustrasi dan Desain



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Freelance Ilustrator (2015 - sekarang)
2. Kontraktor Desain Interior (2018)
3. Kelompok Kompas Gramedia (1999 - 2014)

Riwayat Pendidikan dan Tahun Belajar

1. Akademi Desain Visi Yogyakarta (1996)
2. SMAN 61 Jakarta Timur (1995)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Buku Pendidikan Agama Islam, SLB, Kelas 4, 7, dan 8, Kemenag (2022)
2. The Pawn Who Wants To Be Queen, Nursery and Children Ratings LTD, Great Britain (2022)
3. Modul Numerasi dan Literasi Kelas 1 Kemdikbud (2020)
4. Cerita Fiqih Untuk Anak Saleh, BIP-QIBLA (2018)
5. Dongeng Putri, GPU-M&C (2018)
6. Dongeng Ajaib, Mizan-Noura (2017)



Profil Editor

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Kec. Pd. Aren, Kota Tangerang
Selatan, Banten
Bidang Keahlian : English Teacher



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir)

1. Stamford School Bandung
2. Mentari Intercultural School

Riwayat Pendidikan dan Tahun Belajar

1. St. Theresa's College 1998–2002
2. St. Theresa's College 2002–2003

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. -

Profil Desainer

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Bidang Keahlian : Layout/Setting



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Freelance layout (2018 s/d sekarang)
2. Layouter PT Sarana Panca Karya Nusa (2004-2009, 2015)
3. Layouter PT Grafindo Media Pratama (2017, 2019)

Riwayat Pendidikan dan Tahun Belajar

1. Manajemen Informatika - D3 "STMIK AMIKBANDUNG" (2000)

Judul Buku yang Pernah Dilayout dan Tahun Terbit (10 Tahun Terakhir)

1. Buku Siswa Bahasa Inggris: Work in Progress Kelas X, Pusbuk BSKAP Kemdikbudristek (2022)
2. Buku Panduan Guru Matematika Kelas XII, Pusbuk BSKAP Kemdikbudristek (2021)
3. Buku Siswa dan Buku Guru Kimia Kelas XII (lisensi), Pusbuk BSKAP Kemdikbudristek (2021)
4. Buku Panduan Guru Matematika Kelas IV, Pusbuk BSKAP Kemdikbudristek (2020)
5. Kumpulan Soal dan Pembahasan UN Fisika SMA, PT Bhuana Ilmu Populer (2021)
6. Mengenal Manfaat Sukun, Manggis, dan Sirsak, PT Bhuana Ilmu Populer (2021)
7. Buku Teks Bahasa Arab Kelas I-IV SD, PT Grafindo Media Pratama (2019)
8. Buku Teks IPS Kelas VII & IX, As-Syifa Learning Center (2019)
9. Ringkasan Materi dan Latihan Soal Matematika Kelas IX SMP/MTs, Bhuana Ilmu Populer (2019)



Audio Recording Link

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