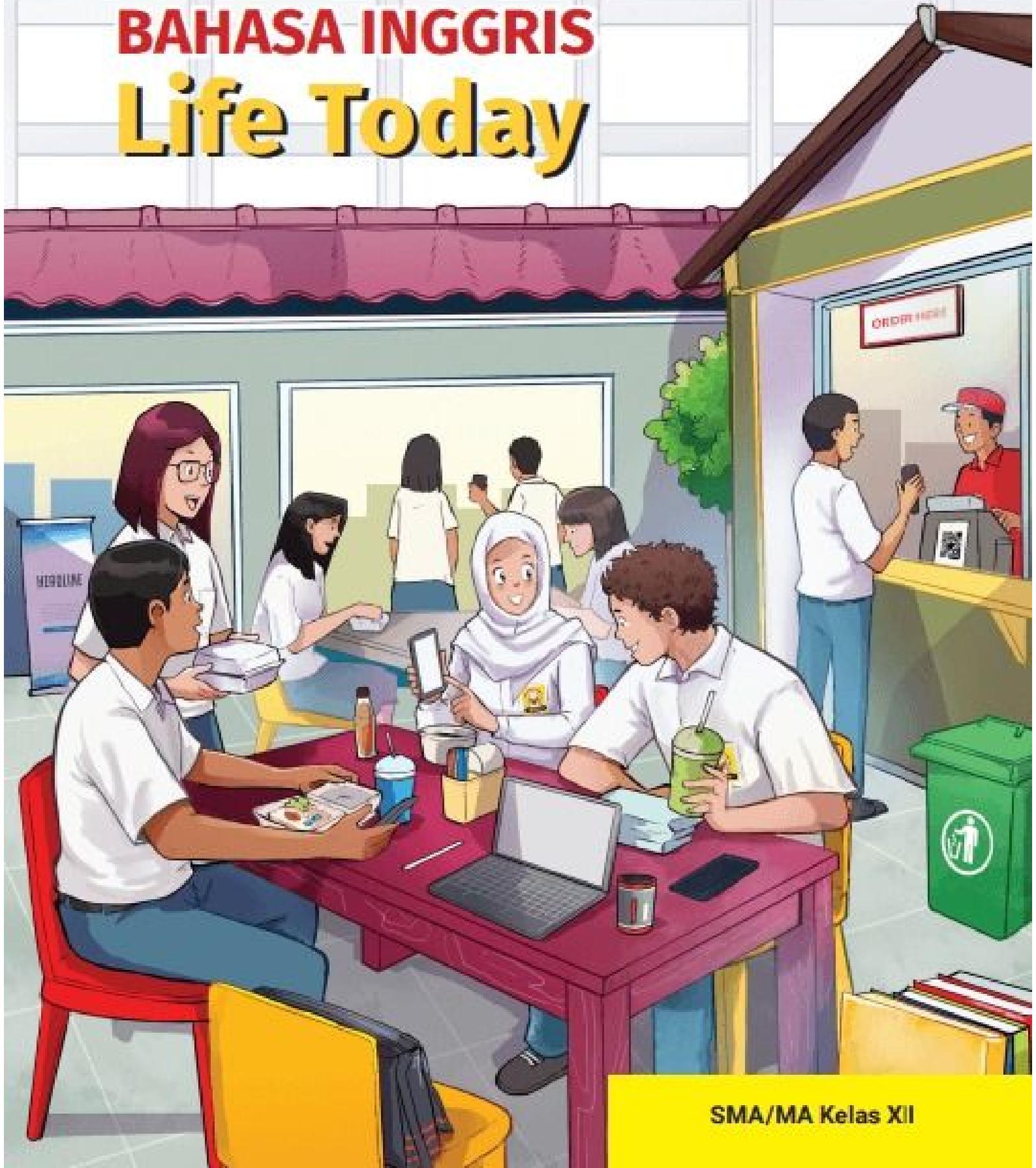




KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA
2022

BAHASA INGGRIS

Life Today



SMA/MA Kelas XII

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KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
2022

SMA/MA Kelas XII

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Bahasa Inggris: Life Today untuk SMA/MA Kelas XII

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Cetakan Pertama, 2022
ISBN 978-602-244-896-9 (no.jil.lengkap)
ISBN 978-602-427-945-5 (jil.3)

Isi buku ini menggunakan huruf Noto Serif 12/18 pt, Steve Matteson
xx, 244 hlm: 17,6 x 25 cm.

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

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Preface

Education is one of the aspects of life which is affected by covid-19 pandemic such as learning loss and educational gap among students. Due to the situation, the Ministry of Education, Culture, Research and Technology has released Kurikulum Merdeka as an effort to recover students' learning condition in Indonesia. The curriculum has been designed as a flexible curriculum framework. It is aimed to give more space to the students to expand their own competency and skill.

Life Today is a book which is addressed to explore and implement English conceptually and contextually for grade XII students. The book is structured in such a way that it will ease the students in understanding and comprehending the materials orally and in written form. The book presents various activities which start from grasping ideas to producing multimodal texts in genre-based and authentic ones. Besides, the important issues, namely; environmental awareness; climate change and sustainability, financial literacy and digital safety are discussed and explored in this book. Students and teachers are made aware of these current issues in the form of project-based learning. Furthermore, students' character building is our main concern by implementing Project Penguatan Profil Pelajar Pancasila. Equally important, technological tools and language assessment are also conducted as components of differentiated learning.

Learning Achievement or *Capaian Pembelajaran* (CP) of phase F for Senior High School XII has become the central point in developing the book. Its rational, purpose and characteristics are our main concerns. General English for phase F is mainly focused on strengthening oral and written communication with

Common European Framework of Reference (CEFR) B2 target. The six skill elements, particularly; listening, reading, viewing (receptive skills) and speaking, writing, presenting (productive skills) are presented integratively and communicatively. The book is also equipped with character building by implementing the appropriate dimensions of Profil Pelajar Pancasila.

Last but not least, we hope that you will find this book fruitful and insightful to be able to use English to achieve your communication goals. We would also like to express our sincere gratitude to all who have helped and supported us in designing and writing this book. We would thank Dr. Nia Kurniawati, M.Pd. and Isti Siti Saleha Gandana, M.Ed, Ph.D. as our reviewer who have contributed much in finishing the book. Besides, we realize that the book is still far from perfection. That is why we really hope to gain valuable input and positive construction in improving the book. Hopefully, we have the desire that the book will bring great benefits in enhancing effort to improve English learning quality for twelve grade students all over Indonesia.

The writers

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Did You Know?

Did You Know? introduces fun facts related to the issue in a particular unit. You are expected to express your opinions or share your experiences based on the presented topics.



Listening

Listening presents various spoken texts, either in monologues or dialogues. You can learn them as examples in contextual English. By the end of the lesson, you are expected to be able to comprehend these spoken texts well.



Speaking

Speaking presents meaningful text models, language focuses, and keywords. You will be given some clues to bridge your speaking skill so that you can express your thoughts with your partner, either in monologue or dialogue.



Reading

Reading presents various written texts aided by some vocabulary lists. You are expected to be able to identify and analyze the text learned through some literal, inferential, and interpretive questions.





Viewing

Viewing provides some visual texts, such as: videos, pictures, diagrams, graphs, infographics, posters, and many more. You will learn to understand texts from different forms of media.



Writing

Writing helps you to compose a particular text through GBA (Genre-Based Approach). The steps from drafting to publishing will be well-guided by the use of the proper schematic structures and language focus.



Presenting

Presenting lets you share your ideas from the written text you have composed with some interesting visual, digital and audiovisual aids.

Assessment



Assessment presents some activities to measure your learning progress. It is carried out to review what you have learned to improve your learning and development.

Enrichment



Enrichment provides you opportunities to express your English skill in a greater context. Apart from class context, you can also practice your English by interacting with people around school and home.

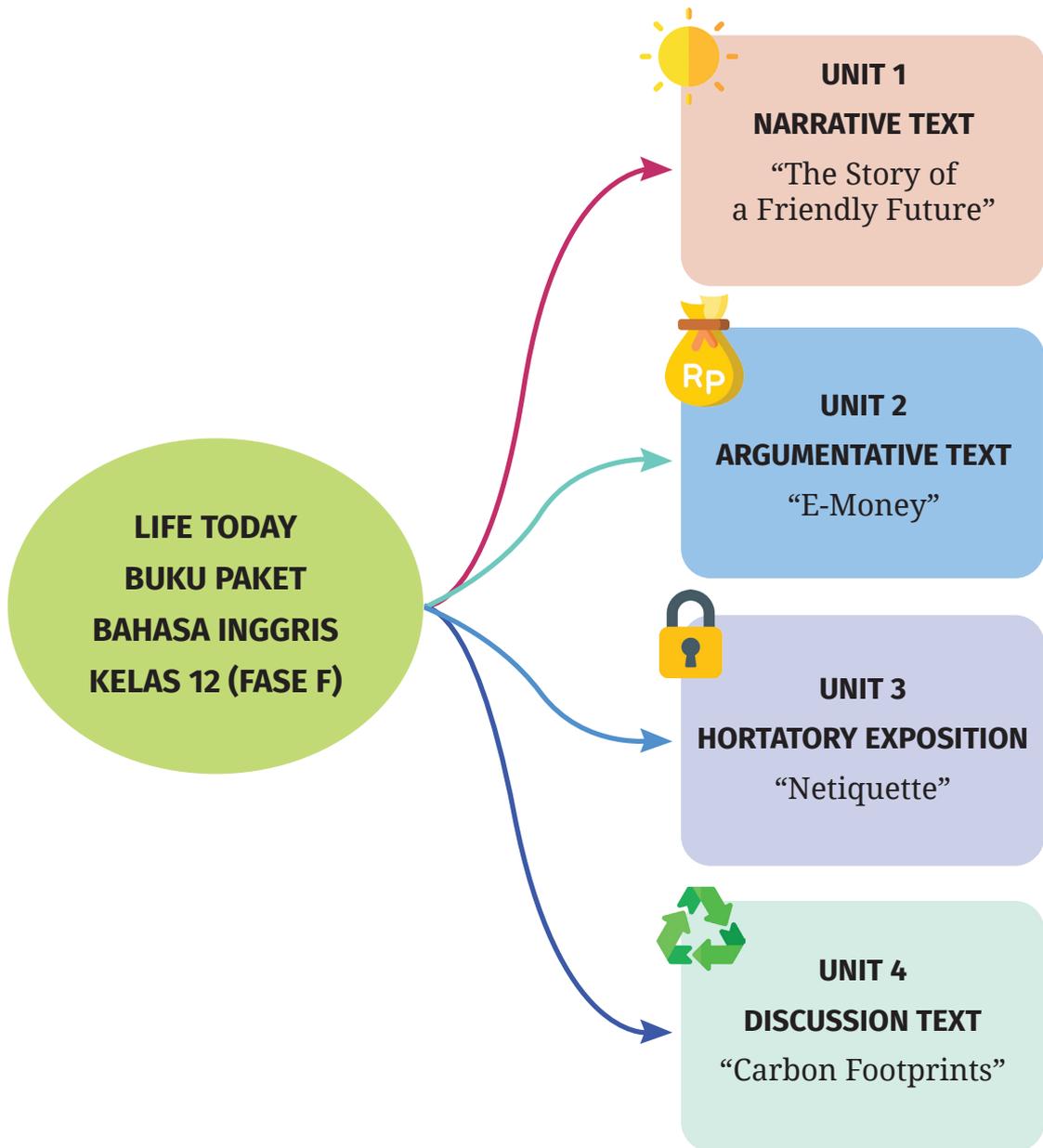
Reflection



Reflection gives you chances to reflect on your learning journey. You identify what you have learned by doing self-assessment to your learning experiences.



Mind Mapping



Scope and Sequence

Theme	Topic	Listening and Speaking	Reading and Viewing	Writing and Presenting	Vocabulary	Schematic Structures and Language Features
Renewable Energy	Narrative Text: The Story of a Friendly Future	Listening to a conversation about energy saving and Performing a role play about conserving energy	Reading a narrative text about The Breakers of Limitations from Gurung Mali and Watching videos about renewable energy and fossil fuels	Writing a simple narrative text about renewable energy and Retelling the narrative text	Renewable Energy	Past Tense Action Verbs

Theme	Topic	Listening and Speaking	Reading and Viewing	Writing and Presenting	Vocabulary	Schematic Structures and Language Features
Digital Money	Argumentative Text: E-Money	Listening to a podcast about E-Money and Giving opinions on cash money and e-money	Reading an argumentative text about Cashless society: What do we gain and lose when cash is no longer king? and Watching videos about homemade banking and digital payment	Writing an argumentative text in a form of podcast about e-money and Performing an argumentative text in a form of a preferred media	Digital Money	Abstract Noun Action verb Temporal Connectives Technical terms Modal Auxiliaries

Theme	Topic	Listening and Speaking	Reading and Viewing	Writing and Presenting	Vocabulary	Schematic Structures and Language Features
Netiquette	Hortatory Exposition: Netiquette	Listening to a dialogue about social media and discussing about posting mean things on social media	Reading a hortatory exposition text about Are Social Media Platforms Safe? and observing an infographic about netiquette	Writing a hortatory exposition text about netiquette and Doing a group presentation	Netiquette	Present Tense Emotive Phrases



Theme	Topic	Listening and Speaking	Reading and Viewing	Writing and Presenting	Vocabulary	Schematic Structures and Language Features
Carbon Footprints	Discussion Text: Carbon Footprints	Listening to a dialogue about reducing carbon footprints and Interviewing friends how to limit carbon footprints	Reading a discussion text about Do we need to stop eating meat? and Watching videos about carbon footprints	Writing a discussion text about carbon footprints and Doing a group presentation	Carbon Footprints	Generic Participants, Simple Present, Thinking Verb, Modality, Contrastive Conjunction, and Passive and Voice.

Unit 1

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REPUBLIK INDONESIA, 2022

Bahasa Inggris: Life Today untuk SMA/MA Kelas XII

Penulis: Susanti Retno Hardini, dkk.

ISBN: 978-602-427-945-5 (jil.3)

Narrative Text:

The Story of a Friendly Future

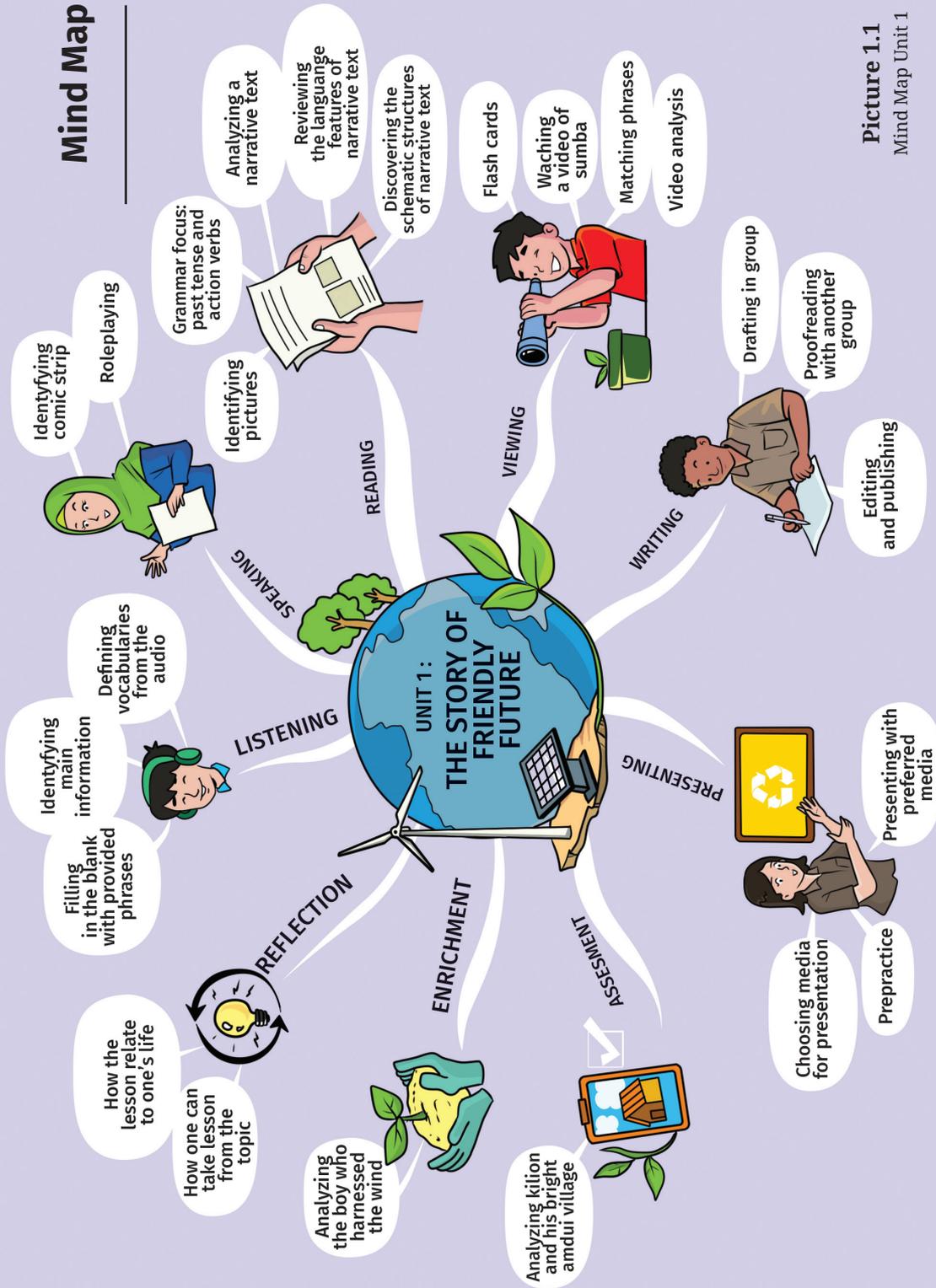
Learning Goals:

By the end of this unit, you are expected to be able to:

1. Identify the communicative purposes and the schematic structures of narrative text
2. Identify some of the linguistic features of narrative text: the past tenses and action verbs.
3. State explicit and implicit information (main ideas and detailed information) from narrative text
4. Write a narrative text with appropriate schematic structures and linguistic features
5. Retell a narrative text in focus



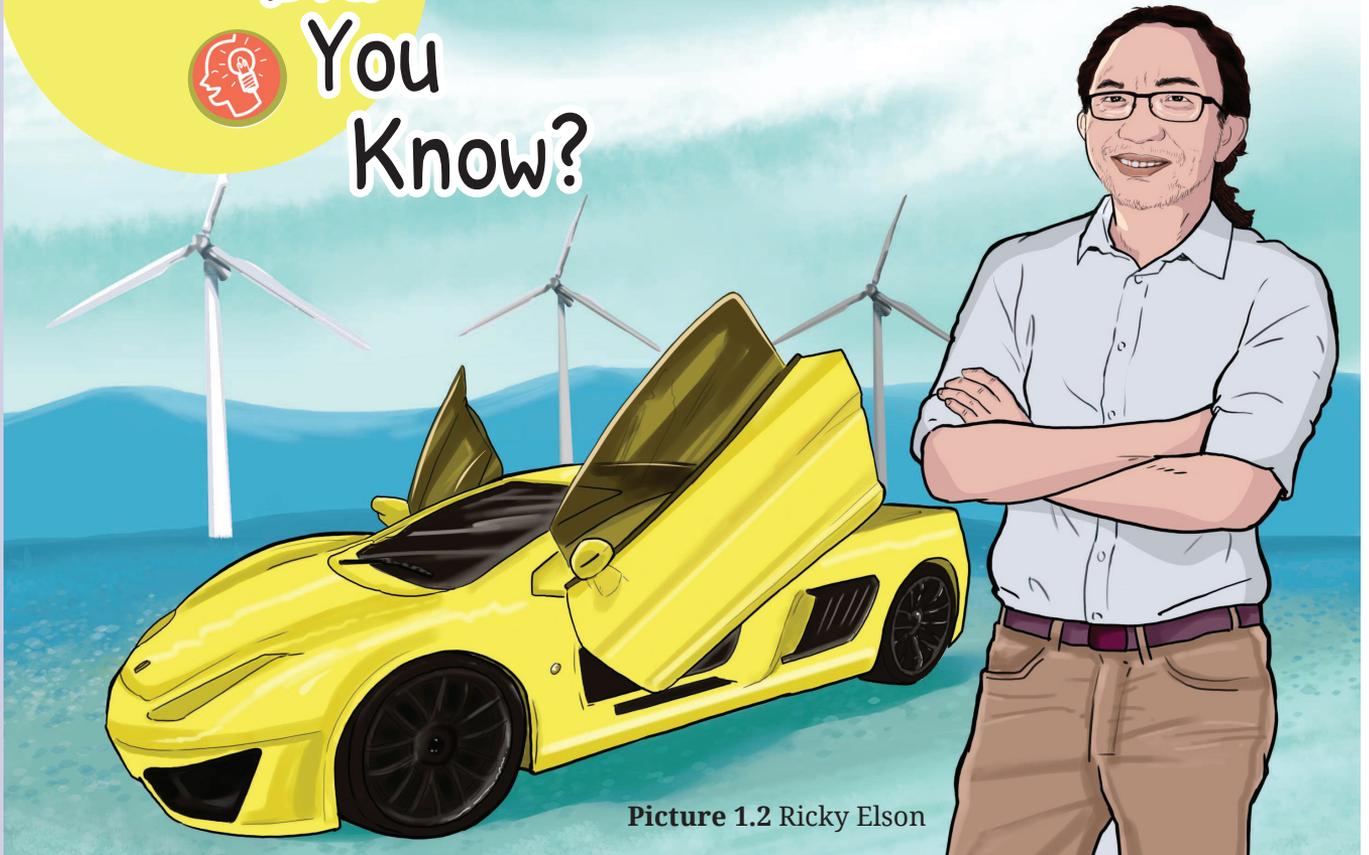
Mind Map



Picture 1.1

Mind Map Unit 1

Did You Know?



Picture 1.2 Ricky Elson

Ricky Elson

One of the Selo electric car designers, is considered as a pioneer of the national electric car. He discovered dozens of electric propulsion motor technologies that have been patented in Japan. In 2011, he initiated a research center which he named Lentera Bumi Nusantara, located in Tasikmalaya Regency, West Java. It moves in various essential industrial sectors based around technology and community development focusing on the enhancing and fulfilling the needs of energy, food, and water.

Source: Santoso / <https://otomotif.sindonews.com>





Listening

Activity 1

Observe the picture carefully.



Picture 1.3 A family at home

Answer the questions.

1. Do you do what the girl does?
2. Which ones are mostly used devices?
3. Now imagine if suddenly there were a blackout. How do you feel living without electricity?

Activity 2

Vocabularies to learn:

Before you listen to the audio, find out the meaning of these phrases.

Adequate (Adj)

Power-outages (NP)

Indispensable (Adj)

Devastating (Adj)

Listen to the audio carefully. Then fill in the blank by using the phrases in the bubbles.

Listening transcript (dialogue):

You will listen to the conversation between two people. Jihan and Ilyas are high school students in South Tangerang, Banten. They are waiting for the English class after the brunch break.

Ilyas

Hi, Jihan? How is your essay?

Jihan

Thank god, I made it in time.

Ilyas

Last night's blackout took such a long time. It was more than two hours.

Jihan

Did you finish writing it then?

Ilyas

Unfortunately no. I was in the hospital because my grandfather had an operation.

Jihan

I am sorry to hear that. What happened?

Ilyas

It was a long story. But you know what, now, I understand that electrical power has become an (1) _____ part of our life. Our activities depend on supply of electrical power.

Jihan

How was the surgery then?

Ilyas

He could survive with some devices. After two hours of blackout, finally he had his surgery. It went well.

Jihan

That's a relief. From the news I watched this morning, (2) _____ can be disastrous in places like hospitals.

Ilyas

Yeah. That's bad, isn't it? How many people will suffer because of this problem?

Jihan

Therefore, it is important to know about the possible causes of power failure in order to better protect ourselves from its (3)_____ effects, right?

Ilyas

I couldn't agree more. Once we have identified that all that can possibly go wrong, it is easier to ensure that (4)_____ safety precautions are taken.

Adapted from: generatorsource

Activity 3



Answer these questions based on the dialogue you have heard in Activity 2

1. What were Jihan and Ilyas talking about?
2. Based on the dialogue, how important is electricity power in a human's life?
3. What kinds of loss people can face if there is power failure?



Speaking

Activity 1

You are going to read a comic strip. Before that, try to understand the meanings of some phrases in the comic strip by matching the words in column A with their meanings in column B. Work individually.

Column A

1 Local power company
(noun)

2 To urge (verb)

3 To conserve (verb)

4 Blackout (noun)

5 Selfish (adjective)

6 Guarantee (verb)

7 To eat all the chunky
monkey (verb)

Column B

a A period of darkness caused
by a failure of electrical
power

b A person or an action
lacking consideration for
others

c Persistently to persuade
(someone) to do something

d To provide a formal
assurance or promise,
especially that certain
conditions shall be fulfilled
relating to a product,
service, or transaction.

e To protect (something,
especially an
environmentally or
culturally important place
or thing) from harm or
destruction.

f To eat a huge amount of
food & drinks

g A local utility company
supplies electricity to
buildings connected to the
power grid.

Activity 2

Read the comic strip and answer the questions.



Picture 1.4 Wasting energy comic

1. What is the boy doing?
2. Is he doing right or wrong? Why?
3. Retell the comic strip using your own words.



Activity 3

Now it is your turn to do role play with your partners. Create your own short dialog about the best way to conserve energy from the given clues. Perform your dialog in front of the class.

Situation 1

Student A meets student B in front of a shopping center. They plan to go to a bookstore on the second floor. Student A wants to use the elevator, while student B prefers to use the stairs instead.

Situation 2

Student A uses a pencil when doing his/ her assignment, while student B uses a mechanical pencil to save more trees in order to conserve energy.

Situation 3

Student A usually uses his/ her motorbike to school. While student B usually uses his/ her bicycle to school to reduce pollution in order to conserve energy.



Reading

Activity 1

Connect the picture with the suitable phrase.

Hydropower

Solar power

Wind power

Steam power



Answer the questions.

1. Do you know what the pictures are for?
2. Have you ever seen them?
3. Electricity is an essential part of people's lives nowadays. Does your area have its property? Any areas in your country which do not have one?
4. Do you know about renewable energy? What is it?

Activity 2

Match the word in column A with its meaning in column B.

Column A

1 District (Noun)

2 Limitation (Noun)

3 Ditch (Noun)

4 Hydropower (Noun)

5 Electricity (Noun)

6 Tarpaulin (Noun)

7 Fist (Noun)

Column B

a A form of energy resulting from the existence of charged particles (such as electrons or protons) either statistically as an accumulation of charge or dynamically as a current

b Heavy-duty waterproof cloth, originally of tarred canvas

c A person's hand when the fingers are bent in toward the palm and held there tightly

d The quality or state of being limited or restraint

e A narrow channel dug in the ground, typically used for drainage alongside a road or the edge of a field

f A type of administrative division that, in some countries, is managed by the local government

g Renewable source of energy that generates power by using a dam or diversion structure to alter the natural flow of a river or other body of water

Activity 3

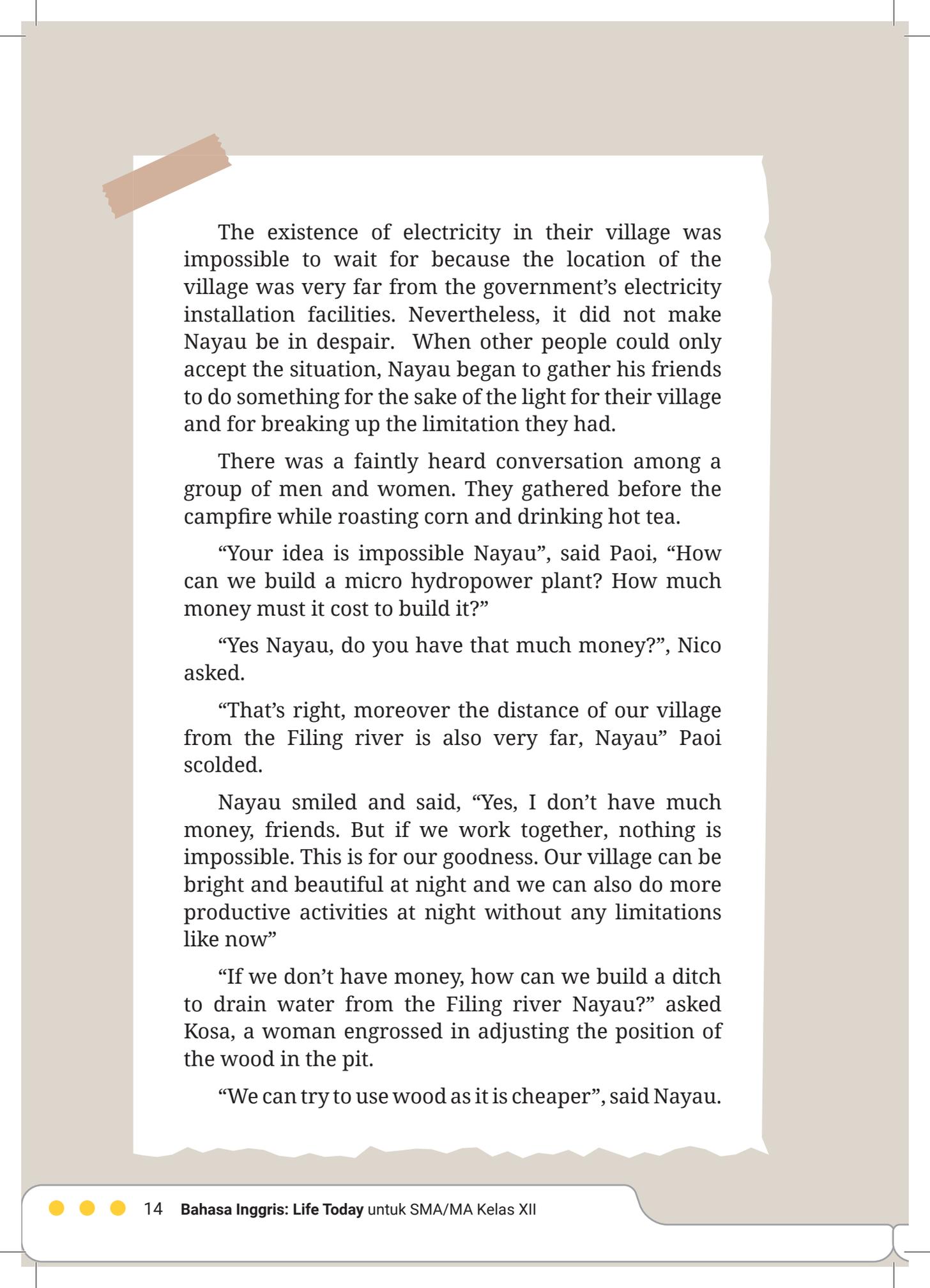
Read the text then answer the questions.

The Breakers of Limitations from Gurung Mali



Picture 1.5 Breakers limitation

One night, in the village of Gurung Mali in Sintang district of West Kalimantan, the night was colder and darker. There was no light at all. The enchanting beauty of Gurung Mali village during the day felt short and the night was very long. People couldn't do anything other than go to bed, including a man named Nayau. Nayau often contemplated what he could do so that the beauty of his village could be seen even longer. This would make people be able to do more activities at night without any limitation.



The existence of electricity in their village was impossible to wait for because the location of the village was very far from the government's electricity installation facilities. Nevertheless, it did not make Nayau be in despair. When other people could only accept the situation, Nayau began to gather his friends to do something for the sake of the light for their village and for breaking up the limitation they had.

There was a faintly heard conversation among a group of men and women. They gathered before the campfire while roasting corn and drinking hot tea.

“Your idea is impossible Nayau”, said Paoi, “How can we build a micro hydropower plant? How much money must it cost to build it?”

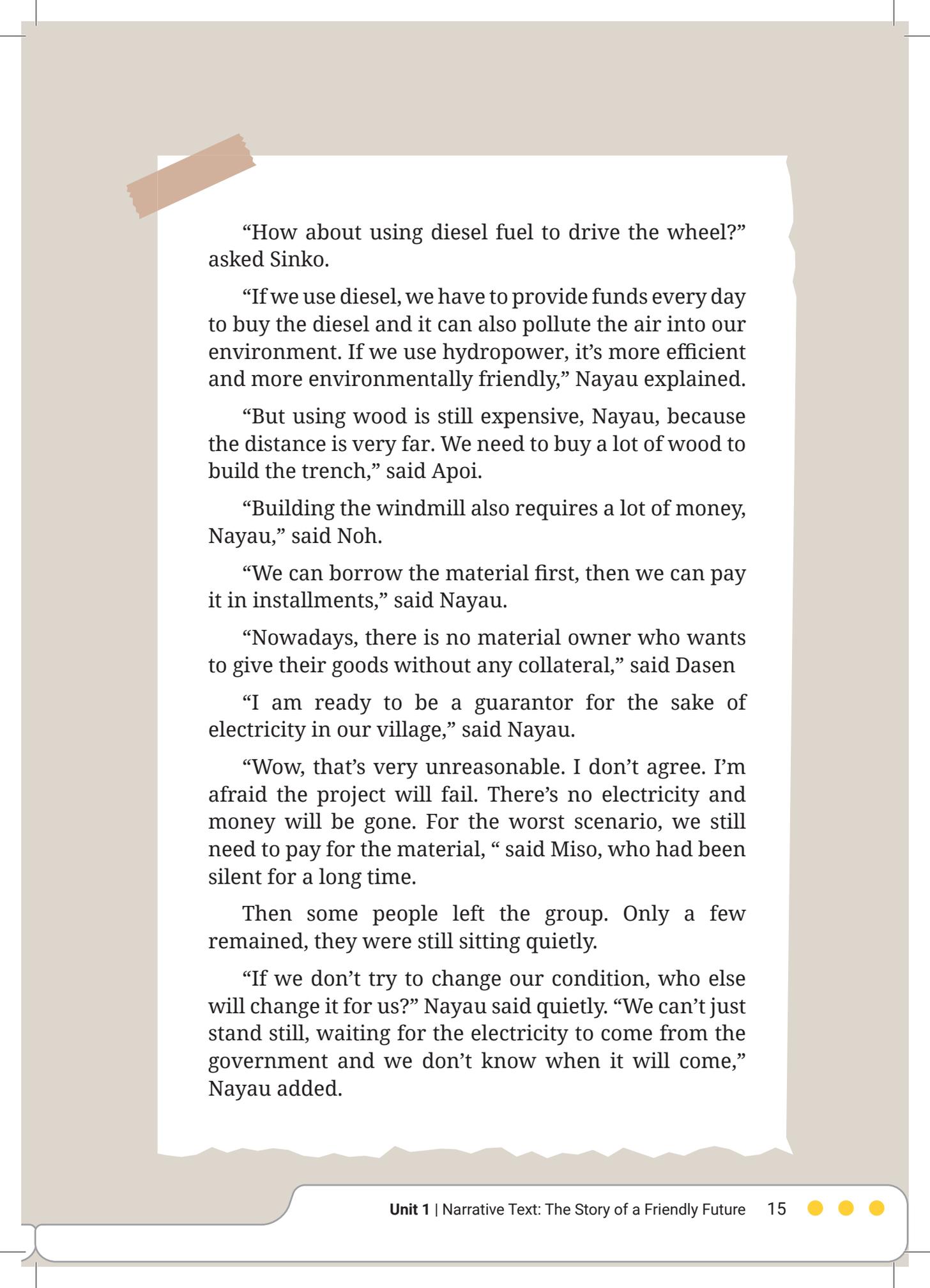
“Yes Nayau, do you have that much money?”, Nico asked.

“That’s right, moreover the distance of our village from the Filing river is also very far, Nayau” Paoi scolded.

Nayau smiled and said, “Yes, I don’t have much money, friends. But if we work together, nothing is impossible. This is for our goodness. Our village can be bright and beautiful at night and we can also do more productive activities at night without any limitations like now”

“If we don’t have money, how can we build a ditch to drain water from the Filing river Nayau?” asked Kosa, a woman engrossed in adjusting the position of the wood in the pit.

“We can try to use wood as it is cheaper”, said Nayau.



“How about using diesel fuel to drive the wheel?” asked Sinko.

“If we use diesel, we have to provide funds every day to buy the diesel and it can also pollute the air into our environment. If we use hydropower, it’s more efficient and more environmentally friendly,” Nayau explained.

“But using wood is still expensive, Nayau, because the distance is very far. We need to buy a lot of wood to build the trench,” said Apoi.

“Building the windmill also requires a lot of money, Nayau,” said Noh.

“We can borrow the material first, then we can pay it in installments,” said Nayau.

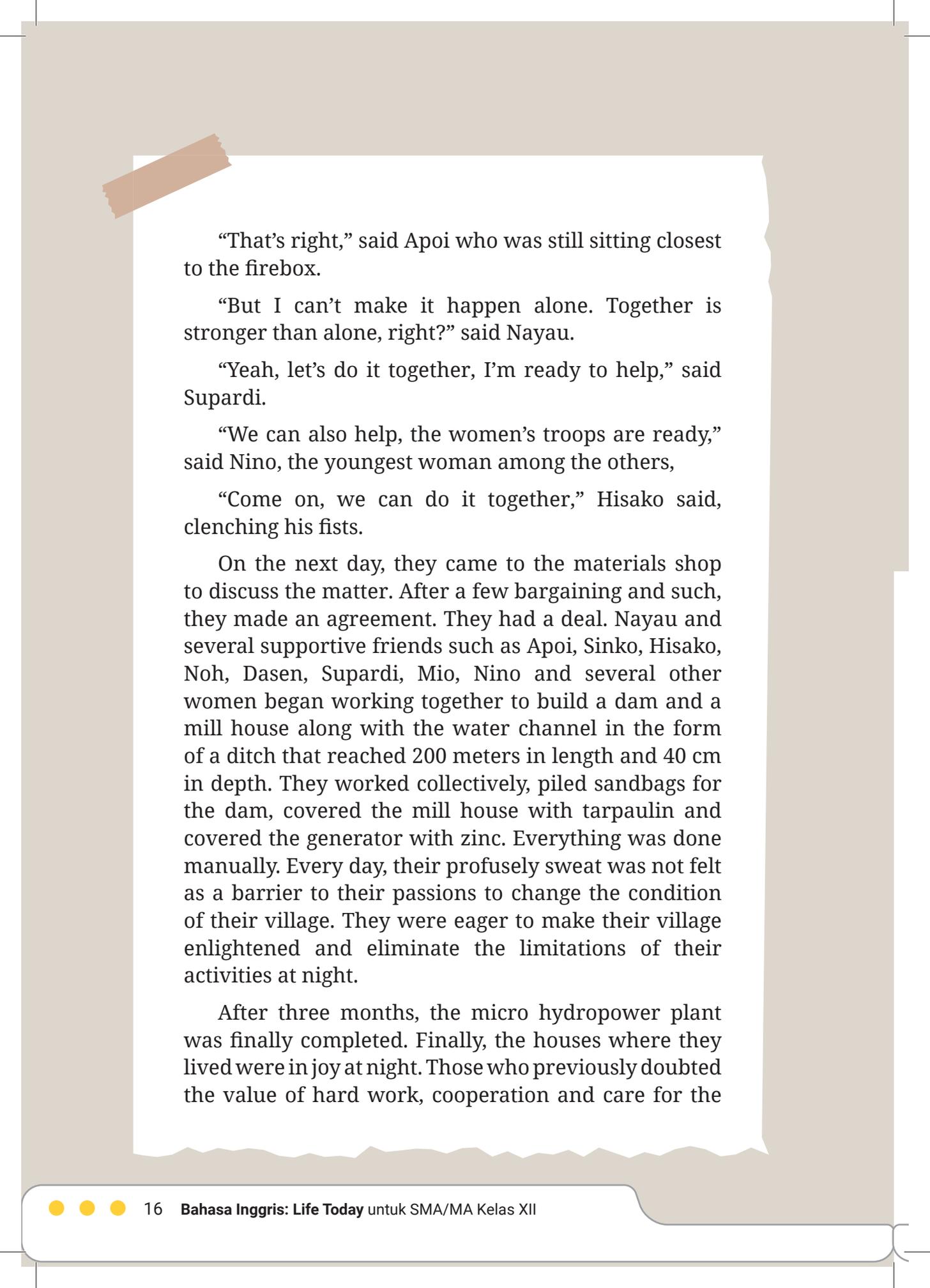
“Nowadays, there is no material owner who wants to give their goods without any collateral,” said Dasen.

“I am ready to be a guarantor for the sake of electricity in our village,” said Nayau.

“Wow, that’s very unreasonable. I don’t agree. I’m afraid the project will fail. There’s no electricity and money will be gone. For the worst scenario, we still need to pay for the material,” said Miso, who had been silent for a long time.

Then some people left the group. Only a few remained, they were still sitting quietly.

“If we don’t try to change our condition, who else will change it for us?” Nayau said quietly. “We can’t just stand still, waiting for the electricity to come from the government and we don’t know when it will come,” Nayau added.



“That’s right,” said Apoi who was still sitting closest to the firebox.

“But I can’t make it happen alone. Together is stronger than alone, right?” said Nayau.

“Yeah, let’s do it together, I’m ready to help,” said Supardi.

“We can also help, the women’s troops are ready,” said Nino, the youngest woman among the others,

“Come on, we can do it together,” Hisako said, clenching his fists.

On the next day, they came to the materials shop to discuss the matter. After a few bargaining and such, they made an agreement. They had a deal. Nayau and several supportive friends such as Apoi, Sinko, Hisako, Noh, Dasen, Supardi, Mio, Nino and several other women began working together to build a dam and a mill house along with the water channel in the form of a ditch that reached 200 meters in length and 40 cm in depth. They worked collectively, piled sandbags for the dam, covered the mill house with tarpaulin and covered the generator with zinc. Everything was done manually. Every day, their profusely sweat was not felt as a barrier to their passions to change the condition of their village. They were eager to make their village enlightened and eliminate the limitations of their activities at night.

After three months, the micro hydropower plant was finally completed. Finally, the houses where they lived were in joy at night. Those who previously doubted the value of hard work, cooperation and care for the



environment then joined in cheers. Villagers were then more enthusiastic about protecting the forest and the surrounding environment to keep the water supplies remaining available. Nayau smiled broadly and was proud of his friends.” The beauty of Gurung Mali village will stay forever and people will be more prosperous since they are more productive now,” Nayau whispered “Togetherness can break through limitations”

*Adapted from: Kamra Suci Article/Kompasiana
<https://www.kompasiana.com/tapak/59c55daca0d5d07eae42cc42/mikro-hidro-inspirasi-dari-gurung-mali-menembus-keterbatasan>*



Answer the questions.

1. What is the story about?
 - a. The story where problems encountered by Nayau in Gurung Mali
 - b. The story of Nayau’s struggle to solve the problems that time
 - c. The story of an enchanting Gurung Mali village in Sintang
 - d. The story of Micro Hydro Power Plant building in Gurung Mali
 - e. The story of a group of supportive people to build their village



2. The purpose of the text is...
 - a. to describe the enchanting Gurung Mali village in Sintang
 - b. to amuse the readers with a lesson story from Gurung Mali
 - c. to portray some activities at night in the village of Gurung Mali
 - d. to entertain the readers with the explanation of Gurung Mali
 - e. to discuss the Micro Hydro Power Plant project in Sintang
3. Could the following statements represent what is told in the story? Click **Yes** or **No** for **each** statement.

Could this statement represent what is told in the story?	Yes	No
The material owners fully supported Nayau and her friends		
The building of micro hydropower plant was finally completed		
No one opposed the idea of Micro Hydro Power Plant building		
Nayau whole-heartedly cared of his enchanting village of Gurung Mali		

Villagers were not more enthusiastic about protecting the forest		
--	--	--

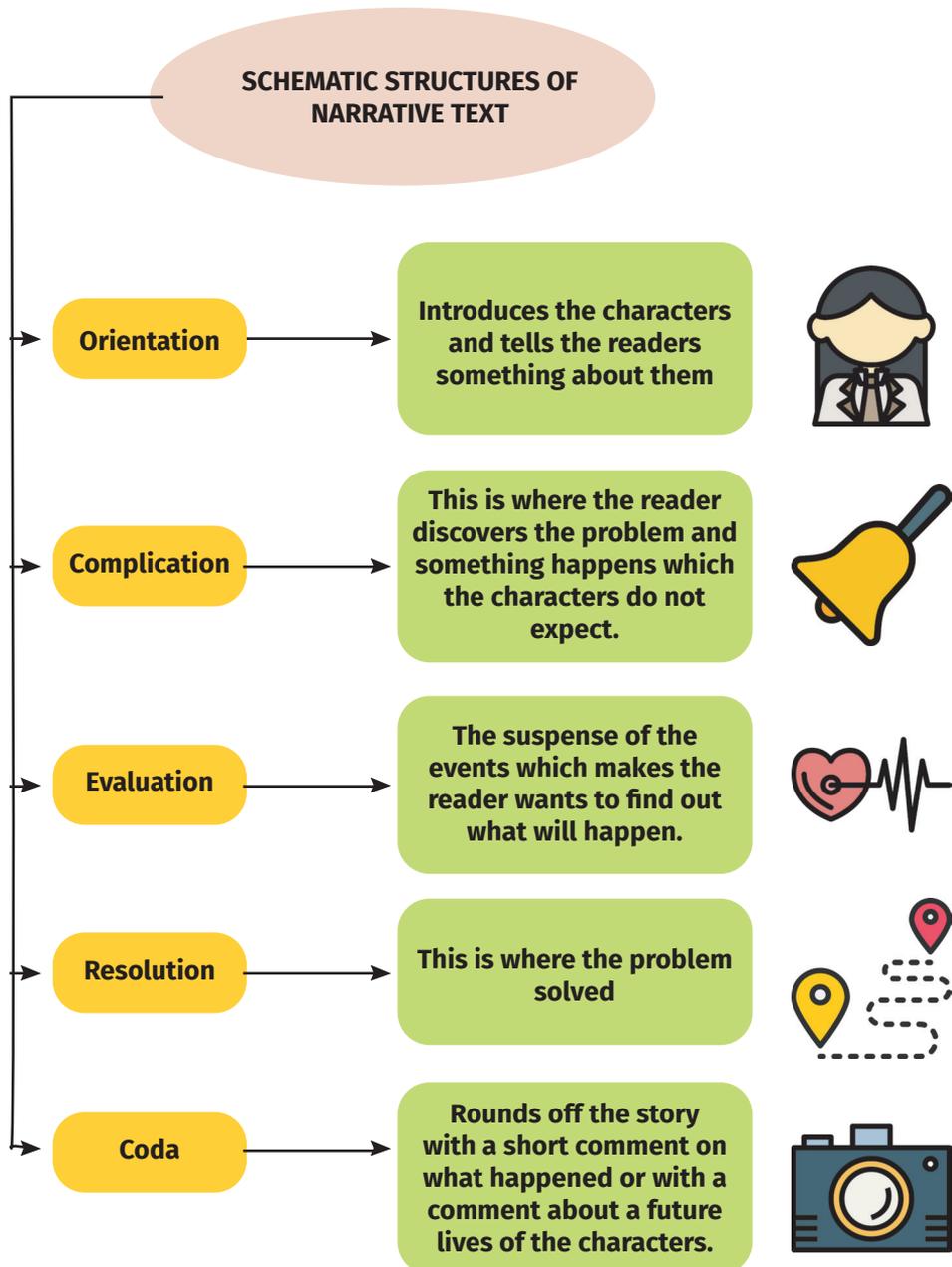
4. What kind of person is Nayau?
- a. persistent c. indifferent e. interesting
b. apathetic d. notorious
5. The phrase ‘smiled broadly’ in ‘Nayau smiled broadly and was proud of his friends’ (paragraph 7) means...
- a. grin c. scowl e. pout
b. frown d. gloom
6. The main idea of the last paragraph is...
- a. After three months, the Micro Hydro Power Plant was finally completed.
- b. Finally, the houses where they lived were in joy at night.
- c. Those who previously doubted the value of hard work, cooperation and care for the environment then joined in cheers.
- d. Villagers were then more enthusiastic about protecting the forest and the surrounding environment to keep the water supplies remaining available.
- e. Nayau smiled broadly and was proud of his friends.” The beauty of Gurung Mali village will stay forever and people will be more prosperous since they are more productive now,”
- f. Nayau whispered “Togetherness can break through limitations”



7. "If we don't try to change our condition, who else will change it for us?" (p.5) The word 'it' refers to....
- change
 - group
 - situation
 - village
 - condition
8. The main idea of the first paragraph is....
- This would make people be able to do more activities at night without any limitation.
 - The night in the village of Gurung Mali in Sintang district of West Kalimantan was colder and darker
 - The enchanting beauty of Gurung Mali village during the day felt short and the night was very long.
 - People couldn't do anything other than go to bed, including a man named Nayau.
 - Nayau often contemplated what he could do so that the beauty of his village could be seen even longer.

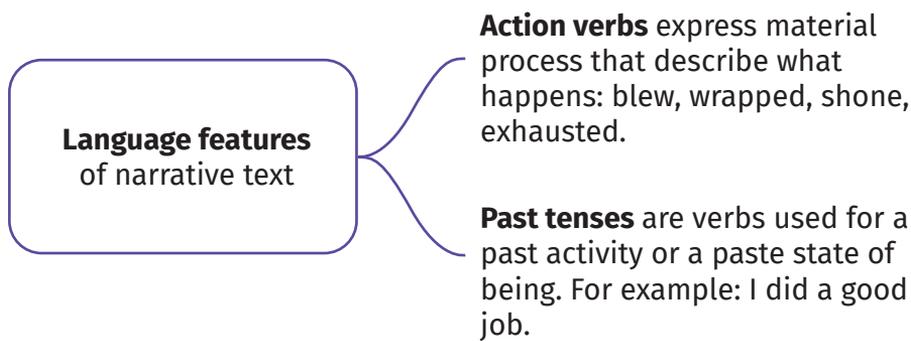
Activity 4

Now it's time to explore the schematic structures and language features of narrative text.



Picture 1.6 Schematic structures of narrative text

Adapted from: https://kupdf.net/download/emi-emilia-teaching-writing-developing-critical-learner_s_5e2dfddee2b6f5211034e19f_pdf



Picture 1.7 Language features of narrative text

Adapted from: https://kupdf.net/download/emi-emilia-teaching-writing-developing-critical-learners_5e2dfddee2b6f5211034e19f_pdf

Activity 5

Let's explore schematic structures and language features in the narrative text entitled "The Breakers of Limitations From Gurung Mali".

Structure	Text	Language features
Orientation	One night, in the village of Gurung Mali in Sintang district of West Kalimantan, the night was colder and darker. There was no light at all. The enchanting beauty of Gurung Mali village during the day felt short and the night was very long. People couldn't do anything other than go to bed, including a man named Nayau. Nayau often contemplated what he could do so that the beauty of his village could be seen even longer.	

This would make people be able to do more activities at night without any limitation.

Complication

The existence of electricity in their village was impossible to wait for because the location of the village was very far from the government's electricity installation facilities. Nevertheless, it did not make Nayau be in despair. When other people could only accept the situation, Nayau **began** to gather his friends to do something for the sake of the light for their village and for breaking up the limitation they had.

There was a faintly heard conversation among a group of men and women. They **gathered** before the campfire while roasting corn and drinking hot tea.

“Your idea is impossible Nayau”, said Paoi, “How can we build a micro hydropower plant? How much money must it cost to build it?”

Action verbs:

gathered

began

smiled

said

asked

scolded

Past tense:

Nayau began to gather his friends to do something for the sake of the light for their village and for breaking up the limitation they had

Yes Nayau, do you have that much money?”, Nico **asked**.

“That’s right, moreover the distance of our village from the Filing river is also very far, Nayau” Paoi **scolded**.

Nayau **smiled** and **said**, “Yes, I don’t have much money, friends. But if we work together, nothing is impossible. This is for our goodness. Our village can be bright and beautiful at night and we can also do more productive activities at night without any limitations like now”

“If we don’t have money, how can we build a ditch to drain water from the Filing river Nayau?” asked Kosa, a woman engrossed in adjusting the position of the wood in the pit.

“We can try to use wood as it is cheaper”, said Nayau.

“How about using diesel fuel to drive the wheel?” asked Sinko.

It did not make Nayau in despair

Paoi scolded

Then some people left the group Villagers were then more enthusiastic about protecting the forest

“If we use diesel, we have to provide funds every day to buy the diesel and it can also pollute the air into our environment. If we use hydropower, it’s more efficient and more environmentally friendly,” Nayau explained.

“But using wood is still expensive, Nayau, because the distance is very far. We need to buy a lot of wood to build the trench,” said Apoi.

“Building the windmill also requires a lot of money, Nayau,” said Noh.

“We can borrow the material first, then we can pay it in installments,” said Nayau.

“Nowadays, there is no material owner who wants to give their goods without any collateral,” said Dasen

“I am ready to be a guarantor for the sake of electricity in our village,” said Nayau.

“Wow, that’s very unreasonable. I don’t agree. I’m afraid the project will fail. There’s no electricity and money will be gone. For the worst scenario, we still need to pay for the material,” said Miso, who had been silent for a long time.

Then some people left the group. Only a few remained, they were still sitting quietly.

Evaluation

“If we don’t try to change our condition, who else will change it for us?” Nayau said quietly. “We can’t just stand still, waiting for the electricity to come from the government and we don’t know when it will come,” Nayau added.

“That’s right,” said Apoi who was still sitting closest to the firebox.

“But I can’t make it happen alone. Together is stronger than alone, right?” said Nayau.

“Yeah, let’s do it together, I’m ready to help,” said Supardi.

“We can also help, the women’s troops are ready,” said Nino, the youngest woman among the others,

“Come on, we can do it together,” Hisako said, clenching his fists.

Resolution

On the next day, they came to the materials shop to discuss the matter. After a few bargaining and such, they made an agreement. They had a deal. Nayau and several supportive friends such as Apoi, Sinko, Hisako, Noh, Dasen, Supardi, Mio, Nino and several other women began working together to build a dam and a mill house along with the water channel in the form of a ditch that reached 200 meters in length and 40 cm in depth. They worked collectively, piled sandbags for the dam, covered the mill house with tarpaulin and covered the generator with zinc. Everything was done manually.



Every day, their profusely sweat was not felt as a barrier to their passions to change the condition of their village. They were eager to make their village enlightened and eliminate the limitations of their activities at night.

Coda

After three months, the Micro Hydro Power Plant was finally completed. Finally, the houses where they lived were in joy at night. Those who previously doubted the value of hard work, cooperation and care for the environment then joined in cheers. **Villagers were then more enthusiastic about protecting the forest** and the surrounding environment to keep the water supplies remaining available. Nayau smiled broadly and was proud of his friends.” The beauty of Gurung Mali village will stay forever and people will be more prosperous since they are more productive now,” Nayau whispered “Togetherness can break through limitations”

Activity 6



Discuss the questions in a group of 3 or 4.

1. Who are the characters?
2. When did the story take place?
3. Where did the story take place?
4. What happened to the characters?
5. What challenges did the characters encounter in the story?
6. How did the characters solve the problem?
7. How was the ending of the story?
8. What do you learn from the story?



Viewing

Activity 1

Before watching the video, you have to draw a flash card consisting of a picture of the following words or phrases. Don't forget to bring your card to the class. You may work in pairs.

Flash Cards:

- kerosene
- abundance
- scaling up
- vast majority
- hilly
- green energy



Activity 2

Discuss the words/phrases in the flash cards with your friend and teacher.

Activity 3

Video 1

- A. Let's watch and observe the video entitled Transforming Indonesia's Sumba into an Iconic Green Energy Island. You may click on the following link.

<https://youtu.be/E-TPtCWsj4s>



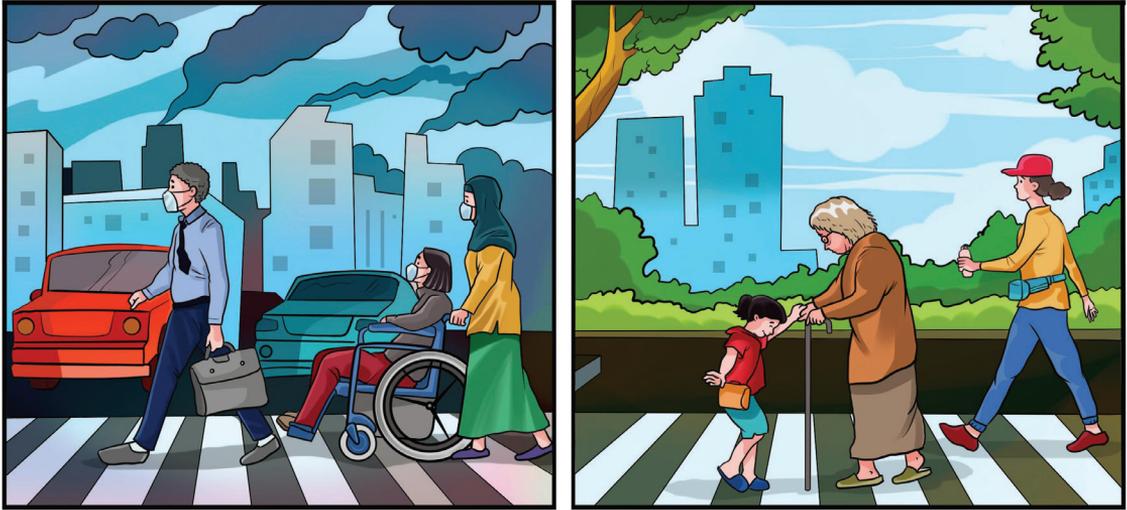
Scan the following QR Code or visit the link to access the video



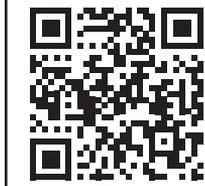
- B. Please discuss the following questions about the video with your partner.
1. What benefits could people gain from renewable energy used in Sumba?
 2. What do you think you could do to help people in Sumba empower their renewable energy for lives?
 3. How could the government support their energy diversification?

Video 2

- A. Can you imagine a world without fossil fuels? Share your thoughts about the two pictures below before you watch the video. https://youtu.be/IaqAyc_Q9mM



Picture 1.8 The polluted Indonesia



Scan the following QR Code or visit the link to access the video

B. Vocabulary

Match the phrases with their meanings.



You can click the link <https://learningapps.org/watch?v=p5pou43s322> or scan the QR code.

- A. Existing or available in large quantities; plentiful
- B. Buying, selling, or trading a raw product, such as oil, gold, or coffee.
- C. A gas that contributes to the greenhouse effect by absorbing infrared radiation, e.g., carbon dioxide and chlorofluorocarbons
- D. Gas, smoke, or vapor that smells strongly or is dangerous to inhale.
- E. A network of cables or pipes for distributing power, especially high-voltage transmission lines for electricity
- F. To flatten the upward trajectory of human-caused warming trends
- G. To pay part of the cost of something
- H. Something unplanned and usually unpleasant that happens in addition to the main effects of that situation
- I. A natural fuel such as coal or gas, formed in the geological past from the remains of living organisms
- J. A steep and rapid fall or drop



Discussion Questions

Answer the following questions individually and write your answers in your book.

1. What are the two conditions of a world without fossil fuels like?
2. What kind of industry will be undermined by fossil fuels soon?
3. What should people do to welcome ‘the new world’?



Writing

In this section, you will do a writing project. You will write a short story in written or visual form. From the previous activities, you have learned about all information related to renewable energy. Now, share your story about renewable energy.

Activity 1: Plan

Make a group of 2-4 students. Brainstorm ideas before you start making a story. Follow the plan table below for your writing guidance. Consider the punctuation, capitalization and tenses (past tense and action verbs). (you can do the task by writing it in the book or paper or by typing it digitally using google docs or other docs apps)

Topic/Title		
Character Map		
What does the character look like?	How do the characters act?	How do other characters react to this character?



Setting Map		
Where does the story take place?	When does the story take place?	Description of the settings?
Conflict Map		
The conflict	Why does it occurs?	How could it be resolved?
Resolution Map		
The resolution		

Activity 2: Writing Plan

With your group, write the ideas in story mapping into paragraphs and fill in the table below. Consider the use of time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. (you can do the task by writing it in the book or paper or by typing it digitally using google docs or other docs apps). If you choose a visual form story, then you make a storyboard for your story plan. (you can do the task by drawing it in the book or paper or by drawing it digitally using other apps)

Written form

Story plan

Title	
Orientation (introduces the characters and settings)	
Complication (the problem)	
Evaluation (suspense which makes the reader want to find out what will happen)	
Resolution (problem is solved)	
Coda (optional. conclude a story with a short comment on what happened)	

Visual form story

Storyboard

Pictures	description of the scenes

Activity 3: Review text

After writing the story based on the narrative schematic structures. Swap the text to another group. Proofread the text by checklisting (V) the element of schematic structures and linguistic features found in the text. (you can do the task by writing it in the book or paper or by typing it digitally using google docs or other docs apps)

Schematic Structures	Yes/No	Linguistic Features	Yes/No
Title		Past tense	
Orientation		Action verb	
Complication			
Evaluation			
Resolution			
Coda (optional)			

Activity 4: Redraft text

Rewrite the text which has been reviewed by another group and submit your final text to your teacher. (you can do the task by writing it in the book or paper or by typing it digitally using google docs or other docs apps).

Final writing draft



Presenting

Present your group's story in digital or printed form in front of the class.

Consider the following steps:

1. Planning presentation (Asking yourself about 5W+1H questions)
2. Preparing Presentation (Personal notes, Visual, Handout (optional))
3. Practicing Presentation
4. Delivering Presentation
5. Dealing with Questions (TRACT Techniques: Thank the questioner, Repeat the question, Answer the question, Check with the questioner if they are satisfied, Thank them again)

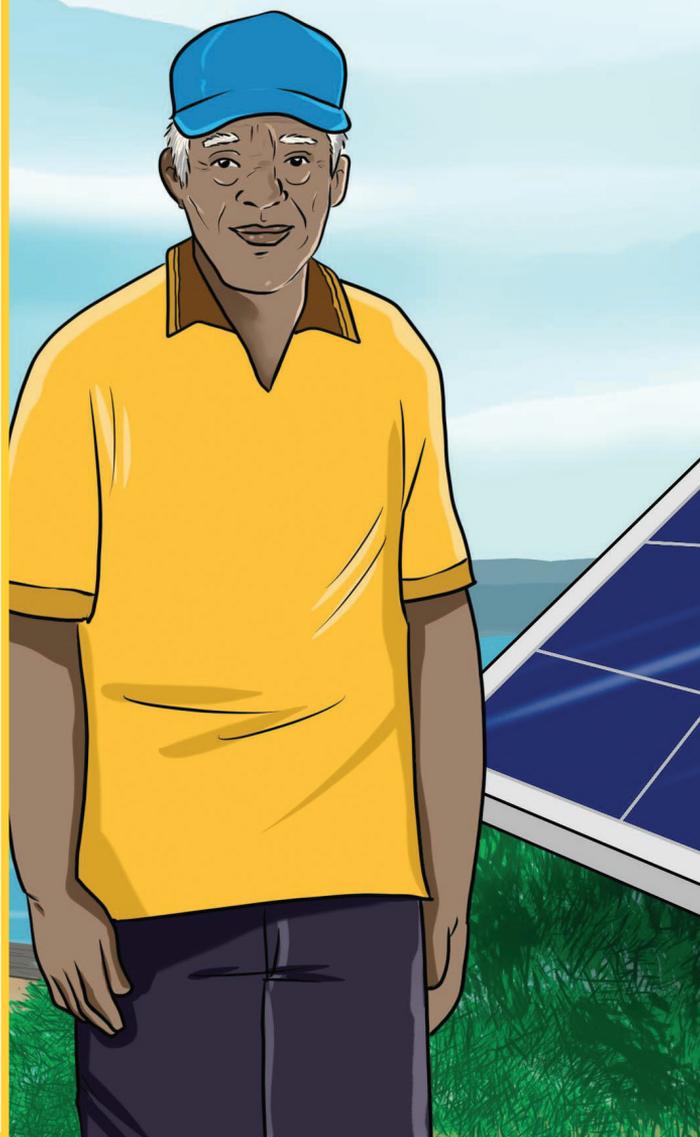
*Source: student-learning.tcd.ie
https://student-learning.tcd.ie/assets/PDF/Giving_Presentations.pdf*





Kilion and His Bright Amdui Village

One day, in a dark remote village of East Indonesia, named Amdui, an old man, named Kilion Manggara, stayed in his dim light house. He wondered about his village which had been dark for many years. Amdui village had always relied on generators and outboard lamps for lightning at night. When he was a young elementary school teacher, the dim light helped him do the teacher's work at home. Time passed but nothing had changed since then. As he got older and older, the light was not much to help him read all of his favorite books during the night. Yet, he was persistent to stay on track.



Picture 1.9 Killion and his bright Amdui village



Although he was a retired elementary school teacher, he felt he had a responsibility to make his village enlightened with electricity - just like people in the city. It was not surprising if the village did not have electricity even though the area had abundant solar energy resources. This was because there was still a lack of needs for villagers, most of whose livelihoods were fishermen and farmers. Then, the day turned to silent night as Kilion suddenly slept in his rocking chair.

The next day, Kilion visited his relative in the neighboring village, Arefu. Upon his arrival in Arefu village, he couldn't help wondering why the village was brighter than his. The retired elementary school teacher's curiosity grew stronger when he realized that Arefu village had a Solar Power Plant (SPP) for electricity, while his village merely relied so much on generators and outboard lamps.

After Kilion arrived at his relative's house, he told his astonishment with his relative. "Your village has electricity now, I've seen lamps lighten the street on my way to your house." Kilion said.

"Yes, it made us relieved. Finally, we can work at night and do many things without worries of darkness." Arfail smiled.

"How can my village have electricity just like yours?" continued Kilion.

"We proposed the electricity establishment to the government. Maybe you need to contact the SPP office staff." Arfail answered.

After Kilion thought about Arfail's advice, he planned to contact SPP office staff on the next day. He was wondering why he hadn't thought about it.

Morning came, Kilion was walking at the beach and listening to the waves as the sun was shining very brightly. The Arefu village, which was located in Raja Ampat Islands, had abundant solar energy resources. Kilion believed that a Solar Power Plant should also be built in Amdui village. While he was wondering how to meet the SPP staff, he saw one of them doing inspection of the solar module to ensure the performance efficiency at optimal levels. Kilion knew him as he was the villager of Arefu. Kilion was approaching him while the staff was doing the work. It was a bit uneasy for him to ask about what he had in mind since there were some curious villagers looking at as if he had been an artist in his concert.

"Why does the village here have electricity while the neighboring village does not?" Kilion asked Almas in front of residents. Almas explained that Kilion had to write a

proposal to the Energy Office of Raja Ampat Regency to build a Solar Power Plant in Amdui village. He could help make the proposal as well if Killion wanted.

Then, shortly, the proposal was arranged, including the request for an opinion from the village Chief. On the same day as well, Kilion went to see the village Chief and brought the proposals. Kilion signed the letter by himself telling that he was concerned about having a dark village. Kilion wrote 5 proposals, namely for the village head, the Energy Office in the Regency Province, the Ministry of Energy and Mineral Resources and one for his relative Arfail in Arefu village. There was no news for a long time but Kilion kept hoping that his proposals would get an answer soon.

After three years passed, some people visited his village. They looked like people from the city.

“Hello? I am Suparno, the representative of the Ministry of Energy and Mineral Resources. Your proposal to build the Solar Power Plant here has been approved. Congratulations!” One of the people with the brightest smile that day announced. Kilion’s dream might not have come true if he hadn’t given up his land planted by sago and coconut plantations to be used as a SPP development area. The construction of infrastructure for the Solar Power Plant began and the construction site was Kilion’s land. Kilion and Amdui villagers could finally get the benefit of the electricity after many years of darkness.

Kilion Manggara’s role had made his village bright. He hoped the children in Amdui village could learn even when the night came and do their school tasks without using generators and outboard lamps. For the residents of Amdui village, Kilion was their true light.

*Adapted from kumparan.com
source: kumparan.com*





Answer the questions based on the text above

1. What is the writer's communicative purpose?
 - A. To tell a story of the making of Solar Power Plant in West Papua
 - B. To show readers how Amdui village can have Solar Power Plant
 - C. To entertain readers with the story of Kilion and his Amdui Village
 - D. To retell the story of Kilion succeeded in making his village bright
 - E. To share the story of West Papua and its abundant solar energy

2. The phrase, 'Yet, he was persistent to stay on track.' in the first paragraph means...
 - A. Kilion loved reading on track at night in his house
 - B. Kilion kept reading books instead of his old age
 - C. Kilion did not like to read a series of book at once
 - D. Kilion's determination in reading books was great
 - E. Despite his old age, Kilion kept trying his best

3. Mention two reasons why Kilion wanted his village to have a Solar Power Plant. Explain!

4. Could the following statements represent what is told in the story? Click **Yes** or **No** for **each** statement.

<p>Could this statement represent what is told in the story?</p>	<p>Yes</p>	<p>No</p>
<p>Kilion was a retired elementary school teacher who initiated Amdui village could be electrified</p>		
<p>The construction of Solar Power Plant was in Killion's land</p>		
<p>As a retired elementary school teacher, Kilion was also an artist in Arefu village</p>		



Almas helped Kilion in writing the proposal to the Energy Office of Raja Ampat Regency to build a Solar Power Plant in Amdui village		
Kilion got the idea to contact SPP office staff from his relative, Arfail		

5. What do you think about Kilion’s hope in the last paragraph? Please explain your answer by comparing your attitude to the story.

6. According to the text, mention two supporting sentences that Kilion was ‘the true light’ of Amdui Village. Explain!

7. Fill in the 2 tables below with **Schematic Structures** and **Linguistic Features** based on the text

1. Schematic Structures

Schematic Structures	Text
Orientation	
Complication	
Evaluation	
Resolution	
Coda (optional)	

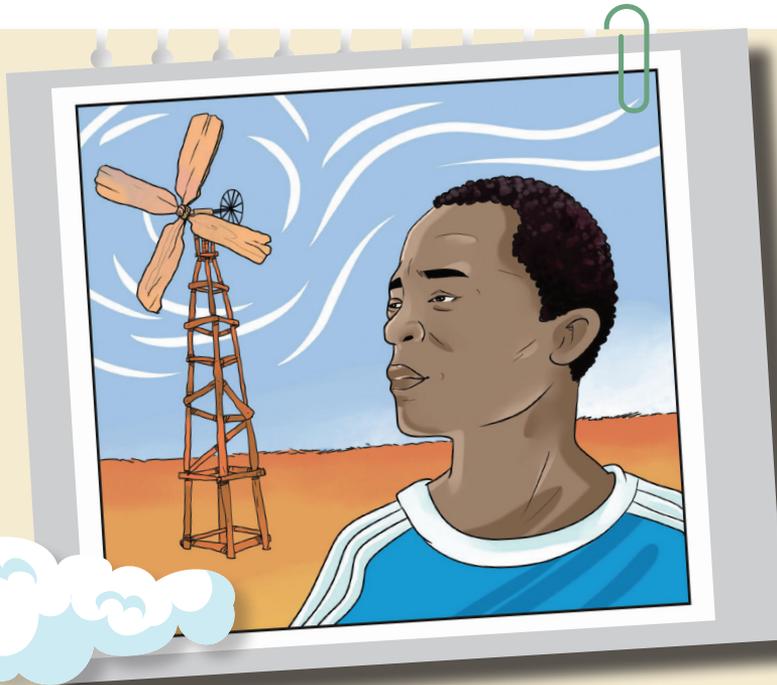
2. Linguistic Features

Linguistic Features	Phrases
Past Tense	
Direct Speech	
Action Verb	
Saying Verb	
Time Conjunction	
Pronoun	





Read the story below then answer the questions carefully!



Picture 1.10 The boy who harnessed the wind

The Boy Who Harnessed the Wind

by William Kamkwamba and Bryan Mealer

Source: Elizabeth Zunon/The Boy Who Harnessed the Wind

In a small village in Malawi where people had no money for lights, nightfall came quickly and hurried for farmers to bed. But for William, the darkness is the best way for dreaming. He dreamed of building things and taking them apart like the trucks with bottle-cap wheels parked under his bed and pieces of radios that he'd crack open and wonder. If I can hear the music, then where is the band?



His grandpa's tales of magic also whispered in the pitch black of his room. Witch planes passed through the window while ghost dancers twirled around the room, as if a hundred men were inside their bodies. At dawn in the fields, William scanned the maize rows for magical beings, then wondered as a truck rumbled past. How does its engine make it go? "Pay attention where you throw that hoe!" his father shouted "You'll cut off your foot."



For all its power over dancers and flying things, magic could not bring the rain. Without water, the sun rose angry each morning and scorched the fields, turning the maize into dust. Without food, Malawi began to starve. Soon William's father gathered the children and said, "From now on, we eat only one meal per day. Make it last." In the evenings, they sat around the lantern and ate their handful, watching hungry people pass like spirits along the roads.

Money also disappeared with the rain. "Pepani," his father said, "I am sorry. You will have to drop out of school." Now William stood on the road and watched the lucky students pass, alone with the monster in his belly and the lump in his throat. For weeks he sulked under the mango tree, until he remembered the library down the road, a gift from the American. He found science books filled with brilliant pictures. With his English dictionary close by, William put together how engines moved those big trucks, and how radios pulled their music from the sky. But the greatest picture of all was a machine taller than the tallest tree with blades like a fan. "A giant pinwheel? Something to catch magic?" Slowly he built the sentences: "Windmills



can produce electricity and pump water.” He closed his eyes and saw a windmill outside his home, pulling electricity from the breeze and bringing light to the dark valley. He saw the machine drawing cool water from the ground, sending it gushing through the thirsty fields, turning the maize tall and green, even when farmers’ prayers for rain went unanswered. This windmill was more than a machine. It was a weapon to fight hunger. “Magetsi a mphepo,” he whispered: I will build electric wind.

In the junkyard, pieces appeared like rusted treasures in the tall grass. A tractor fan. Some pipes. And bearings and bolts that required every muscle to remove. “Tonga!” he’d shout to the birds and spiders, holding up his prize. But as William dragged his metals home, people called out, “This boy is misala. Only crazy people play with trash!”

After many weeks, William arranged his pieces in the dirt: a broken bicycle, rusted bottle caps and plastic pipe, even a small generator that powered a headlight on a bike. For three days, he bolted, banged and tinkered while chickens squawked and dogs barked and neighbors shook their heads, saying, “What’s misala doing now?” His cousin Geoffrey and best friend Gilbert soon appeared. “Muli bwanji,” they greeted. “Can we help with the electric wind?” “Grab your pangas and follow me,” he said, and took them into the forest. Together, they swung their sharp blades into the trunks of blue gum trees, then hammered them together to make the tower. Standing atop, William shouted, “Bring it up!” while the boys tugged and heaved. A crowd gathered below and gazed at this strange machine that now leaned and wobbled like

a clumsy giraffe. Some giggled, others teased, but William waited for the wind.

Like always, it came, first a breeze, then a gusting gale. The tower swayed and the blades spun round. With sore hands once slowed by hunger and darkness, William connected wires to a small bulb, which flickered at first, then surged as bright as the sun. “Tonga!” he shouted, “I have made electric wind!”

“Wachitabwino!” a man yelled. “Well done!” As the doubters clapped and cheered, William knew he had just begun. Light could not fill empty bellies, but another windmill could soak the dry ground, creating food where once there was none. Magetsi a mphepo-electric wind- can feed my country, William thought: And that was the strongest magic of all.

Source: William Kamkwamba and Bryan Mealer/williamkamkwamba.typepad.com



If it is possible, you may also access the video relating to the story in the link <https://youtube.com/watch?v=DqON612WPRU&feature=share> or scan the following QR Code.



1. The story is about...
 - a. Problems encountered by William in Malawi
 - b. William's struggle to solve the problems
 - c. The story of a boy who want to feed his country
 - d. The story of the electric wind discovery in Malawi
 - e. The story of a boy who made his family proud

2. What kind of person is William?
 - a. ingenuitive
 - b. famine
 - c. teasing
 - d. insane
 - e. rushing

3. The purpose of the story is...
 - a. to describe one of beautiful and enchanting village in Malawi
 - b. to describe a boy who harnessed the wind in a village in Malawi
 - c. to explain how many steps needed by a boy to build a windmill in Malawi
 - d. to entertain the readers with the story of a boy who harnessed the wind
 - e. to discuss with the readers which energy should be applied in Malawi

4. Could the following statements represent what is told in the story? Click **Yes** or **No** for **each** statement.

<p>Could this statement represent what is told in the story?</p>	<p>Yes</p>	<p>No</p>
<p>The windmill can feed people in Malawi</p>		
<p>The William family was poor</p>		
<p>William was inspired to build a windmill after reading science books</p>		
<p>Nobody helped William building a windmill</p>		
<p>There were some people who question or lack faith in Williams' effort</p>		



5. “This windmill was more than a machine. It was a weapon to fight hunger” (p. 4). It refers to....
- a machine
 - windmill
 - the wind
 - the rain
 - the maize
6. “Like always, the wind came, first a breeze, then a gusting gale” (p. 7). The underlined word means....
- a building with sails or vanes that turn in the wind and generate power to grind grain into flour
 - burned by flame or heat
 - a very strong wind
 - a form of energy resulting from the existence of charged particles (such as electrons or protons) either statistically as an accumulation of charge or dynamically as a current
 - persons who question or lack faith in something
7. Could the following statements represent the orientation in the story? Click **Yes** or **No** for **each** statement.

<p>Could this statement represent what is told in the story?</p>	<p>Yes</p>	<p>No</p>
<p>At dawn in the fields, William scanned the maize rows for magical beings</p>		

In a small village in Malawi
where people had no money
for lights, nightfall came
quickly and hurried for
farmers to bed.

The darkness is the best way
for William to dream

In the junkyard, pieces
appeared like rusted
treasures in the tall grass



Reflection



Answer the questions for your reflection after you learn Unit 1 narrative text.



Questions

1. What did you know about narrative text?
2. What have you learned from narrative text?
3. What do you want to learn more about?
4. What do you realize after learning the story of a friendly future?

Unit 2

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2022

Bahasa Inggris: Life Today untuk SMA/MA Kelas XII

Penulis: Susanti Retno Hardini, dkk.

ISBN: 978-602-427-945-5 (jil.3)

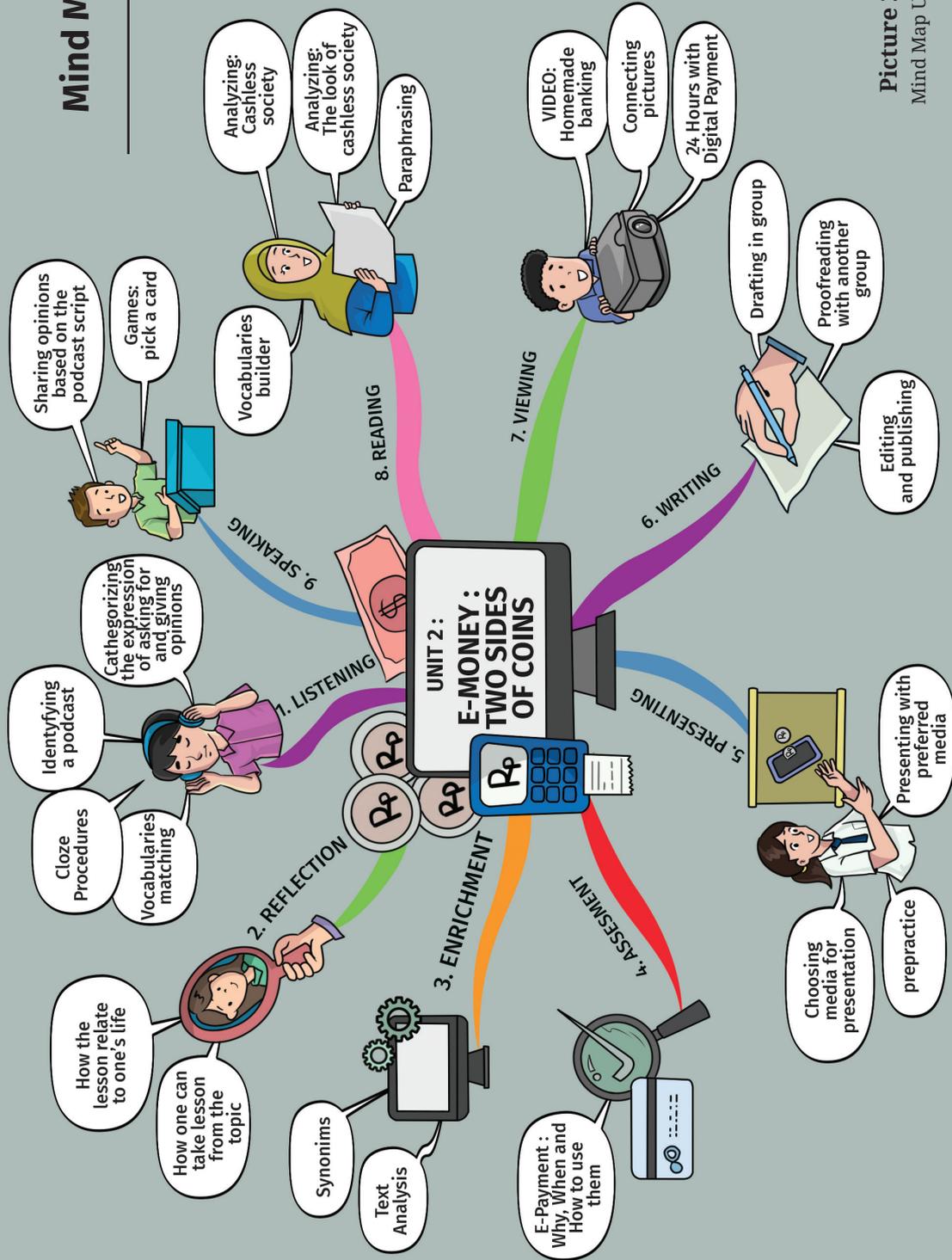
Argumentative Text: E-Money

Learning Goals:

By the end of this unit, you are expected to be able to:

1. Identify the communicative purposes and schematic structures of an argumentative text
2. Identify the language features of argumentative text: the expressions of asking and giving opinions
3. State explicit and implicit information (main ideas and detailed information) from an argumentative text
4. Write an argumentative text with appropriate schematic structures and language features
5. Perform an argumentative text in a form of a preferred media using the expressions of asking and giving opinions in focus

Mind Map



Picture 2.1

Mind Map Unit 2



Did You Know?



Picture 2.2 Laszlo Hanyecz

The first transaction of virtual currency was made on 22nd May 2010. A customer named Laszlo Hanyecz, a Florida-based programmer working for online retail company GoRuck in the United States of America, paid 10,000 BTC to buy two Papa John's Pizzas. Ever since the fateful first-ever recorded transaction of Bitcoin for a physical good, the use case for the currency has taken off, with customers now able to use Bitcoin for real estate deals, online shopping, airplane bookings and, of course, pizza.

Source: Molly Jane Zuckerman / Cointelegraph





Listening

Activity 1

Observe the picture carefully.



In pairs, discuss and answer the questions

1. Explain what is happening in the two pictures.
2. Do you prefer to use cash or electronic money for purchasing? Why?



Picture 2.3 Cash transaction



Picture 2.4 Digital transaction

Activity 2

Vocabularies to learn

Before you listen to the audio, here are some phrases you may need to understand first. Match the phrases and their meanings or you can find the pairs digitally by clicking the link provided or scan the barcode.

A

a type of electronic card which is used for transactions made online through a computer or a smartphone

B

to avoid something

C

a machine-readable code consisting of an array of black and white squares, typically used for storing URLs or other information for reading by the camera on a smartphone.

D

make a quick, nervous movement as an instinctive reaction to fear, pain, or surprise

- 
1. QR code (Noun)
 2. deduct (Verb)
 3. e-wallet (Noun)
 4. fumbling (Noun)
 5. e-payments (Noun)
 6. siphoned off (Verb)
 7. e-commerce platforms (Verb)
 8. flinch (Verb)
 9. cash-based (Noun)
 10. cashless (Adjective)
 11. shun (Verb)
 12. lagging (noun)

E

using or operating with credit and debit cards and electronic systems, not money in the form of coins or notes

F

used to describe investments, financial products, etc. that involve money rather than shares, bonds, etc

G

electronic payments for transactions made on the Internet.

H

to dishonestly take money from an organization or other supply, and use it for a purpose for which it was not intended

I

doing something awkwardly, especially when using your hands

J

moving or making progress so slowly that you are behind other people or things

K

subtract or take away (an amount or part) from a total

L

the buying and selling of goods and services, or the transmitting of funds or data, over an electronic network

Vocabulary Source:

<https://www.bbc.com/future/article/20191204-does-e-money-make-you-spend-more>



Scan the following QR Code or visit <https://learningapps.org/watch?v=pd136p8u522> to access the learningapps

Activity 3

Listen to La-Ode’s podcast interviewing Sri, a social media influencer, about E-Money as a means for online purchasing.

Activity 4

Now, you listen to the recording again, while you are listening, try to fill in the blanks. Check your answers with your teacher after you finish filling in the blanks.

Listen to La-Ode’s podcast interviewing Sri, a social media influencer, about E-Money as a means for online purchasing.

One morning, in a Library Cafe, La Ode is interviewing Sri, a social media influencer.

“Hello guys. This is La-Ode, greeting you again from our podcast studio. Today is so special because I am interviewing a young famous social media influencer. Let’s meet our guest, Sri.”



“Hi Sri, How are you doing?”



“Hi bro, I am good.”



“I heard your social account has reached more than 700K.”



“Thanks.”



“I feel happy for you.”



“Thank you again. It’s a blessing in disguise since it was pandemic two years ago. People have bought things online. My social media account was nearly just for my personal needs.”



“Okay. you are invited to share your experience dealing with ...(1)... platforms. Can you tell us how you came up with the idea of selling products online using your social media account and shifting from cash-based to cashless society?”



“Well, let me start from the reason why I decided to start my online shop. Back then, I have a memory as a girl, saving my pocket money by placing it in a special rooster piggy bank, the silver rupiah coins collected into a pile full of coins. Did you know?”



“Yeahhh.I used to place coins in it.”



“Then, I got my first debit card when I was 20. Later, I saved up money for a gap year, by working as a sales promotion girl in a supermarket, and I put the money into a savings account.”



“So how did you make up your mind by starting your online shop?”



“Let me go on. Fast forward to 2019, I resigned as a sales promotion girl and tried my luck to sell things online as I started to have many followers in my social media account. “



“I see.”



“As far as I know, at that moment, some people were familiar with cashless. Sometimes, they use smartphones for payment with a QR code.”



“Do you know how QR codes work?”



“Yes, I do. I learned it from a friend who works in a bank. He told me that once the QR codes are scanned, the online system would immediately ...(2)... the exact amount owed from the payer’s ...(3)... No ...(4)... for cash and waiting for change. No swipe of a plastic card either. The transaction would take seconds.”



“So, what do you think about their habits?”



“Frankly speaking, I was tempted. But there were a couple of reasons why I kept using physical money and avoided getting into ...(5)... and e-wallets.”



“What are the reasons?”



“Firstly, I felt it was safer. I wasn’t really aware of how electronic money would work on my smartphone and I feared it would somehow get easily ...(6)... off. Having physical cash just felt safer.”



“You think so huh? I was ...(7)... once the e-money got siphoned off.”



“It did?!”



“Yes, even It took me more time to get back using the e-wallet.”



“That’s horrible.”



“Okay, tell me more about the story.”



“I feared that by moving to electronic payments and losing the greater friction of paying with cash, I would end up spending more.”



“Yes, absolutely. It feels like we are losing physical transactions.”



“It’s weird, huh?! Do you think these fears are justified? As more and more people across the world ...(8)... cash, these are essential issues to consider.”



“Yes, they are. Yet, if we keep using cash, it seems that we are ...(9)... behind.”



“That’s the point. For people who live in these increasingly cashless societies, the benefits of electronic payment are obvious.”



“What do you mean?”



“It’s very convenient. And this is the reason I started my online shop. So, to me, it is like living in a world where you get all the benefits of spending, without the pain of paying.”



“Yes, I can see that your online shop is emerging and getting big. I can sum up that as more societies move from ...(10)... to cashless, the way we spend might change.”



“It does change. And not to forget that money will remain a governing force in the lives of humans.”



“What an experience! That was a wise closing statement. Well, I am sure this is the end of our podcast everyone. Congratulations to you, hope your e-commerce platforms will inspire other young entrepreneurs out there. Keep inspiring!”



“Thank you friend. It’s a pleasure to get invited to your podcast. Good luck to you too.”



“Okay guys. I’ll see you when I see you. Bye.”



Adapted from: <https://www.bbc.com/future/article/20191204-does-e-money-make-you-spend-more>

Activity 5



With your partner, answer the following questions after you listen to the podcast.

1. What are La Ode and Sri talking about?
2. What is Sri's profession?
3. Mention some reasons why Sri started her online shop.
4. Can the following information be inferred from the podcast? answer **Yes** or **No** for **each** statement.

Can this information be inferred from the podcast?	Yes	No
Sri is still saving her pocket money by placing it in a special rooster piggy bank		
La Ode ever illegally took some money from online purchasing		
Sri had two logical reasons why she kept using physical money		
The increasing number of people use electronic money had made Sri started her online shop		



5. Fill in the table by using the expressions of opinions from the podcast

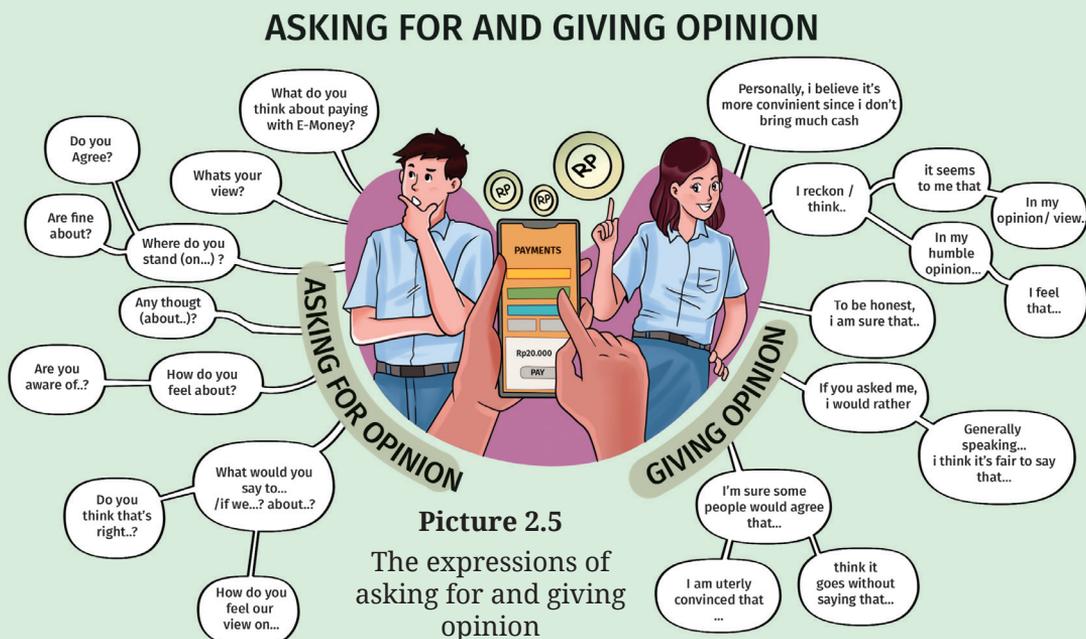
Asking opinions	Giving opinions
“So, what do you think about their habits?”	



Speaking

Activity 1

After listening to the podcast, you can categorize the expression of either asking for or giving opinions. Now, let's have a look at other expressions that you can use.



Then try to use the expression of giving opinions for these questions from the podcast in the listening section.

1. In your opinion, why did La Ode invite Sri to his podcast?
2. How do you feel about Sri's idea that money will remain a governing force in the lives of humans?
3. Do you agree with Sri's opinion 'So, to me, It is like living in a world where you get all the benefits of spending, without the pain of paying.'? Explain your reasons.
4. What is your view on those who want to make social media influencers as a profession?
5. Due to the pandemic, the use of cashless methods has become rapid. What is your thought on that?

Activity 2

Observe the two pictures carefully. The first picture is of people from Baduy dalam and the second one is Baduy luar.

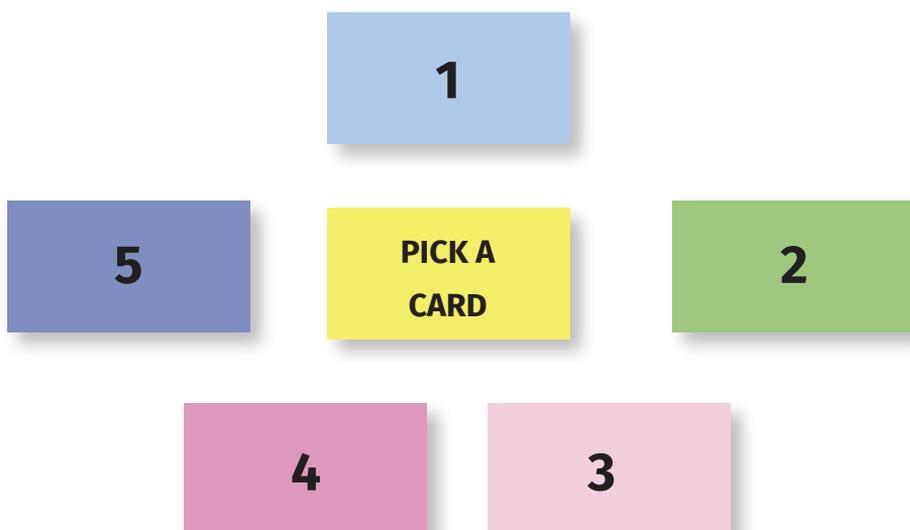


Picture 2.6 People of Baduy dalam



Picture 2.7 People of Baduy luar

Now you are going to pick a card! Your teacher will ask you a question based on the number you've chosen! Discuss it with your team and then take turns in sharing your thoughts by using the expression of Giving Opinion. Feel free to browse on the internet to get some ideas about people from Baduy dalam and Baduy luar.



Picture 2.8 Pick a card



Reading

Activity 1



You are going to read a text about e-money. Answer the questions below based on your experiences.

1. What do you know about e-money?.
2. Beside debit and credit cards, what other examples of e-money that you know?

After answering the two questions above, try to find out the meanings of the words, their word classes, as well as their example sentences in the box provided. Number 1 is an example.

No	Words	Meaning	Word Class	Example Sentences
1	Cashless	Tanpa uang	Adjective	In Indonesia, cashless payment tolling had been started since 2019
2	Bill			
3	Gambling			
4	Account			
5	Charity			
6	Transaction			
7	Currency			
8	Money Laundering			
9	Withdraw			
10	Interest			



Activity 2:

Read the text below.
What is the text about?



Cashless society:

What do we gain and lose when cash is no longer king?

(Adapted from: www.thebalance.com)

What do you think of a cashless world? A cashless world may sound like something out of science fiction, but it is on its way. Many modern financial processes and transactions are now taking place without the use of currency. To be more specific, a cashless society is one in which financial transactions are conducted without the usage of cash (including paper and coin currencies). Instead, all transactions are conducted electronically, with debit or credit cards or payment services.

Like two sides of a coin, a cashless society has its own advantages and weaknesses. The first advantage of cashless society is convenience. People do not need to carry cash when they want to make a transaction. Another advantage is that crime rates are lower. Carrying cash makes people a high-value target for thieves. It will be impossible to track their money or show that it is theirs once it has been removed from their wallet and placed in a criminal's wallet.

Similarly, in a cashless society, financial crime should disappear. Cash is commonly used in unlawful



activities, such as illegal gambling or drug trafficking, because there is no record of the transaction and the money is easier to launder. If the source of the money is unknown, money laundering becomes much more difficult. When every payment people get is recorded, it is more difficult to hide income and evade taxes.

Furthermore, going cashless is thought to be more than just handy. Printing bills and minting coins both cost money. Businesses must store money, obtain more when they run out, deposit cash when they have an excess of it, and in some situations, pay firms to transfer cash safely. To defend their branches from physical bank robberies, banks hire massive security teams. In a cashless future, wasting time and energy moving money around and protecting big sums of cash may become obsolete. People may need to exchange their dollars for local currencies while traveling. If people are traveling in a country that supports cashless transactions, though, they will not have to worry about how much local currency they will need. Instead, their mobile device takes care of everything.

Going cashless, on the other hand, may be more difficult than useful. First of all, electronic payments do not have the same level of privacy as cash payments.



Hackers are the electronic equivalents of bank robbers and muggers. People are more vulnerable to hackers in a cashless culture. If people are targeted and their accounts are emptied, they may be left with no other options for spending money. Secondly, glitches, outages, and unintentional errors can all cause issues, leaving buyers unable to purchase items needed. Similarly, when systems fail, merchants are unable to take payments.

Finally, negative interest rates may have a more direct impact on consumers once all money is electronic. Negative interest rates, according to the International Monetary Fund, lower bank profitability, and banks may be motivated to raise costs on customers to make up the difference. Customers can easily withdraw their cash from the bank if they do not like the fees, therefore banks are constrained in their capacity to pass on those expenses. Customers may have to accept any additional fees if they are unable to withdraw cash from the bank in the future.

Cash currency is becoming less and less prevalent as a result of several technological and sociological shifts toward digital and virtual financial transactions. However, there are other potential negatives to a truly cashless society, and only time will tell whether cash has a unique place in society.

Activity 3



After you read the text above, classify these sentences into benefits or weaknesses of using e-money. Check (✓) the correct column.

NO	SENTENCES	BENEFITS	WEAKNESSES
1	Lower crime rates		
2	Digital transaction sacrifice privacy		
3	Easier international payment		
4	Easier transaction tracking		
5	Hacking risks		
6	Technology problems when accessing funds		
7	Economic inequality barrier		
8	Increase payment fee		
9	Cash management cost money		
10	Effect of negative interest to consumers		



Activity 4

Now it's time to explore the definition, schematic structures and language features of argumentative text.

Definition:

Argumentative text is a text that is used to persuade someone to do or not do something. Argumentative text expresses the reasons for an opinion, an idea, or a belief.

Schematic Structure of an argumentative text:

1. Thesis

It introduces the issue and the writers' point of view about the issue of the topic.

2. Arguments

They elaborate and provide several reasons to the readers about the writers' arguments in order to support the writers' point of view about the issue on the thesis statement.

3. Conclusion/ Reiteration

It presents the summary of all the arguments which have been elaborated before.

(Source: Derewianka, Beverly. 1990. *Exploring how text works. Primary English Teaching Association*)

Activity 5

Let's explore schematic structures and language features in the argumentative text entitled: "Cashless society: What do we gain and lose when cash is no longer king?"

Structure	Text	Language features
Thesis	<p>What do you think of a cashless world? A cashless world may sound like something out of science fiction, but it is on its way. Many modern financial processes and transactions are now taking place without the use of currency. To be more specific, a cashless society is one in which financial transactions are conducted without the usage of cash (including paper and coin currencies). Instead, all transactions are conducted electronically, with debit or credit cards or payment services.</p>	<p>abstract noun, for example: <i>payment, transaction</i>, etc.</p> <p>technical terms, for example: <i>cashless world, science fiction, financial processes, cashless society, paper and coin currencies, payment services, debit or credit cards</i>, etc.</p> <p>modal auxiliaries, for example: <i>A cashless world may sound like something out of science fiction</i>, etc.</p>



Arguments

Similarly, in a **cashless society**, **financial crime should disappear**. Cash is commonly used in **unlawful activities**, such as **illegal gambling or drug trafficking**, because there is no record of the transaction and the money is easier to launder. If the source of the money is unknown, **money laundering** becomes much more difficult. When every payment people get is recorded, it is more difficult to hide income and evade **taxes**.

Furthermore, going cashless is thought to be more than just handy.

Printing bills and **minting coins** both cost money. Businesses must store money, obtain more when they run out, deposit cash when they have an excess of it, and in some situations, pay firms to transfer cash safely. To defend their branches from physical **bank robberies**, banks hire massive security teams.

action verb, for example: **exchange, travel**, etc.

technical terms, for example: *cashless world, science fiction, financial processes, cashless society, unlawful activities, illegal gambling, drug trafficking, transaction, money, money laundering, taxes, printing bill, minting coins, deposit cash, transfer, bank robberies, currencies, cashless transaction*, etc.

modal auxiliaries, for example: *In a cashless society, financial crime **should** disappear.*

*Businesses **must** store money*

In a cashless future, wasting time and energy moving money around and protecting big sums of cash may become obsolete. People may need to **exchange** their dollars for local **currencies** while traveling.

If people are **traveling** in a country that supports **cashless transactions**, though, **they will not have to worry about how much local currency they will need**. Instead, their mobile device takes care of everything.

*They **will not** have to worry about how much local currency they will need.*

Arguments

Going cashless, on the other hand, may be more difficult than useful. **First of all**, electronic payments do not have the same level of privacy as cash payments. Hackers are the electronic equivalents of bank robbers and muggers. People are more vulnerable to hackers in a cashless culture. If people are targeted and their accounts are emptied, they may be left with no other options for spending money.

Temporal connectives, for example:
First of all, Secondly, Similarly, etc.

Secondly, glitches, outages, and unintentional errors can all cause issues, leaving buyers unable to purchase items needed.

Similarly, when systems fail, merchants are unable to take payments.

80.

Conclusion/ Reiteration

Cash currency is becoming less and less prevalent as a result of several technological and sociological shifts toward digital and virtual financial transactions. However, there are other potential negatives to a truly cashless society, and only time will tell whether cash has a unique place in society.

abstract noun, for example: *shift, transaction*, etc.

present tense, for example: *Cash currency is becoming less and less prevalent, there are other potential negatives, cash has a unique place in society.*

technical terms, for example: *cash currency, digital and virtual transactions, potential negatives.*

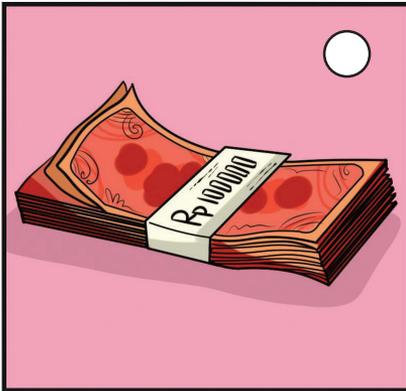


Viewing

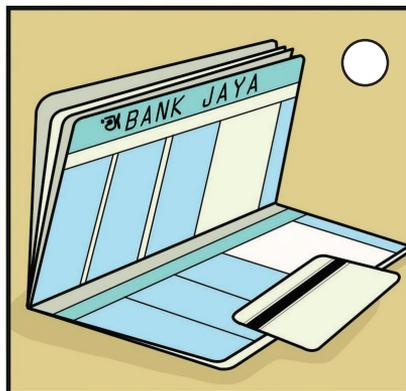
Activity 1

Connect the word/phrase with its example picture.

The list of words/phrases:



1. Bills (Noun)
2. Bank account (Noun phrase)
3. Physical cash (Noun phrase)
4. Mobile money platform (Noun phrase)
5. Receipt (Noun)



Activity 2

Watch and observe the first video entitled “Homemade Banking: E-money Services Emerge in Indonesia”. You may click on the following link: <https://youtu.be/XSEvyBf8Mz4> or you scan the barcode



Then discuss the following issues concerning the video in pairs:

1. How popular is e-money in your community?
2. When do you usually use e-money?
3. What are the attitudes of the people you know towards e-money?
4. Do you have a bank account yourself? What is it commonly for?
5. How could branchless banking support e-money usage among the locals?



Activity 3

Watch the second video entitled “24 Hours with Digital Payment” in the link <https://youtu.be/EwqYnG66SA> or scan the barcode:



After watching the video, work in pairs to discuss whether the following phrases represent the uses of digital payment displayed in the video? Click **Yes** or **No** for each phrase.

No.	Could this phrase represent the uses of digital payment displayed in the video?	Yes	No
1.	Order food		
2.	Book a car mechanic		
3.	Order groceries		
4.	Book a ride		
5.	Book a travel package		
6.	Shop at e-commerce		
7.	Top up e-money		
8.	Scan for online donation		
9.	Book appointment for rapid test		
10.	Book cleaning service		



11.	Expand movie subscription		
12.	Pay for online concert		
13.	Pay for music subscription		
14.	Split bills with friends		
15.	Book the hotel		



Writing



Picture 2.9 School podcast

- Write a podcast about e-money in a group of 3 or 4
- Choose one of the following topics. You may also use your own topic.

1. The challenges of e-money
 2. The benefits of e-money
 3. The development of e-money and its impacts on social life
 4. E-money as a lifestyle.
- Share your roles in your group (one student acts as a presenter who asks for others' opinions and the others act as panelists who give their opinions about e-money).
 - Writing criteria: The podcast script you have created must not discuss the negative issues, hoax or persecution and hate speech.



Activity 2

- Refer to the writing components given by your teacher. (ideas, organization and expression).

Components	Yes (1)	No (0)	Score
Idea			
Organization			
- Thesis			
- Arguments			
- Recommendation			
Expressions			
- Asking for Opinion			

	Scan for online donation		
Giving Opinion			
			Total Score :

Activity 3

- Ask your friends from another group to do group review by exchanging the script.
- You are asked to review mostly on ideas and the expressions of asking for and giving opinion.
- Revise your script based on group feedback.

Activity 4

- Write your final podcast script



Presenting

- Start recording your podcast about e-money by using your cell phone and other recording tools.
- Check and re-check your recording.
- Record several times to ensure the content of the talk, smoothness, pronunciation and the expressions of asking for and giving opinion.
- You may share the link of your podcast in your social media and publish it.
- Other students and teachers comment on it.

PODCAST

WHAT IS PODCAST

Podcast is a radio program that is stored in a digital form that you can download from the internet and play on a computer or an mp3 player

<https://dictionary.cambridge.org/dictionary/english/podcast>

KIND OF PODCAST

- Interview Podcasts.
An interview podcast usually involves one or two hosts who speak with one or more guests each episode
- Conversational Podcasts
- Monologue Podcasts
- Storytelling/
Investigative Podcasts
- Roundtable Podcasts
- Theatrical Podcasts
- Repurposed Content Podcasts
- Hybrid Podcasts

<https://www.brafton.com/blog/video-marketing/types-of-podcasts/>

HOW TO START

1. Structure your show
2. Frame your episodes with an intro and outro
3. Decide on including an interview
4. Practice hosting skills
5. Upload your podcast to the internet

<https://www.google.com/search?q=how+to+make+your+first+podcast&oq>

Picture 2.10 Podcast infographic



Read the text carefully

E-payments - why, when and how to use them



Picture 2.11 About E-payments

Are you worried about giving out your credit or debit card details online? There is another option – an e-money account from a payment company which offers an e-payment account as a way to send and receive money online without needing your credit or debit card details. I am sure some people would agree that more people now



use e-payment companies because they can make it easier to transfer money and make purchases.

There are two main ways that e-payment accounts work. You either, first, pay money into your e-money account using a payment card (when you shop online the money is deducted from your balance – or if you’re selling things, it’s added to your balance), or link your e-money account to your payment card.

The first step is choosing which e-payment company to use. When you’ve chosen a company, most will ask you to: set up an account – register your details and follow the instructions. Next, connect a bank card – enter your credit or debit card details. When you’re registered, you’ll be able to pay for purchases using your new account details. It’s usually free to use e-payment services to buy things – although you might be charged for selling. These companies make their money by charging retailers. You might be charged for making or receiving payments in foreign currencies, or if you spend more money than you have access to.

Personally, I know that there are some drawbacks of using E-payment. E-payment companies aren’t protected by the Financial Services Compensation Scheme (FSCS). This means you might not get compensation if your e-payment company goes out of business. So, in my view, when choosing a provider, you need to check the service you’ll get and the protection it offers for your money so that you can use E-payment wisely.

adopted from: <https://www.moneyhelper.org.uk/en/everyday-money/banking/e-payments-why-when-and-how-to-use-them>





Answer the questions below

1. What is the writer's communicative purpose?
 - A. To inform readers about purchasing online using electronic money
 - B. To give readers an option using electronic money to buy online
 - C. To tell readers using e-money is easier than using debit card
 - D. To remind readers about why we need to use e-payment
 - E. To ask readers to purchase online using e-payment
2. Why does the writer believe that e-money providers are friendly users?
 - A. The writer has used e-payment account to transfer money and buy online
 - B. The writer knows two main ways of how the e-payment accounts work
 - C. E-payment account sends and receives money online with no debit card
 - D. Using e-payment services to buy things online is usually free of charge
 - E. When the writer shops online the money is deducted from his balance
3. Do you agree with the writer's opinion at the end of the paragraph? Please explain your answer by comparing your attitude to the text.

4. Could the following statements represent the reason why people want to shift using E-payment? Type Yes or No

Could the following statements represent the reason why people want to shift using E-payment?	Yes	No
You do not need to use credit or debit card for online transactions		
You can make online transactions easier than using debit card		
When you shop online, you need to pay using payment card		
The e-payment member charge is paid annually		
The e-payment service is no charge when you buy things		

5. If you are given an offer of using e-payment or debit card, what will be your decision? Using e-payment, debit card, or using both. Explain your answer according to the text.



Activity 1



You are going to read a text about using e-money. Before that, try to find the synonyms of the words in column A with the words found in the text in column B. Number 1 is an example.

NO	COLUMN A	COLUMN B
1	Money in coins or notes, as distinct from checks, money orders, or credit. (paragraph 1)	Cash
2	Not logical or reasonable. (paragraph 1)	
3	A distressing feeling often caused by intense or damaging stimuli (paragraph 1)	
4	The fact or process of losing something or someone (paragraph 1)	
5	A particular amount of money. (paragraph 1)	
6	A very large in size, quantity, or extent. (paragraph 2)	

7	An offer (a certain price) for something, especially at an auction. (paragraph 3)	
8	An inspiring respect and admiration; having high status. (paragraph 3)	
9	A greatly surprised (paragraph 4)	
10	Information about the rest amount of money in the saving account (paragraph 6)	

Activity 2

Read the text carefully, and then decide whether the statements below are true (T), false (F) or not mentioned (NM) in the text. Tick the correct answer in the column provided.

Does Spending Without Using Physical Cash Make People Spend More?

(www.bbc.com)

Does spending without using physical cash make people spend more? This is a complicated question and it involves seeing humans as fundamentally irrational creatures, in various ways. For instance, it has been shown psychologically that people feel more pain when they lose

£100 than the joy they feel on gaining £100. In other words, the pain of the loss stings more, even though the two sums are exactly the same.

This kind of psychological insight has powered enormous change in the field of economics. Whereas before, in classical economics, academics based their theories on the assumption that people behave rationally (so that the loss and gain of an equal sum would be treated the same by an individual), this was shown to be false by psychological studies. This led to the discipline of behavioral economics and branches such as consumer psychology.

One of the great researchers in this relatively new discipline is Drazen Prelec. The MIT professor once conducted a study that involved a silent auction. The auction was held for students at the prestigious Sloan business school, for tickets to sold-out NBA basketball games. The researchers told half the bidders they could pay only with cash, while the other half were told they could pay only with a credit card.

The results astonished the researchers. On average, it was found that the credit card buyers were bidding more than twice as much as the cash buyers. What this means, according to Prelec, is that the psychological cost of spending a dollar on a credit card is only 50 cents.

Spending on a credit card clearly has effects on how people spend, which numerous studies have borne out. However, it's also been shown that credit card bills, when they arrive, cause enormous pain for the receiver. So much so, in fact, that behavioral economists believe this explains the continuing popularity of debit cards.

But what about using e-wallets? What's important is feedback, explains Emir Efendic, a post-doctoral psychologist and behavioral economist at the University of Louvain. "With credit cards, you don't get instant updates. But with online banks, you see the amount deducted immediately," says Efendic. "If you lose feedback, then yes you'll be spending more".

No.	STATEMENTS	ANSWERS		
		T	F	NM
1	People feel more pain when they lose something than when they get something, even though the two sums are exactly the same.			
2	Drazen Prelec is a senior researcher at MIT			
3	During Prelec's research, there were more buyers who joined the bid by using cash			
4	Debit cards greatly affect how people spend their money.			
5	Spending on a credit card clearly has effects on how people spend			
6	The participants of Prof Prelec's research were the last semester students at the prestigious Sloan business school			



7	People are usually pleased when the credit card bills arrive			
8	People get instant feedback when using credit cards			
9	By using online bank, people can notice instantly that the amount of money they have is decreased			
10	People who lose feedback after payment will spend more money			

Reflection



Answer the questions for your reflection after you learn Unit 2 Argumentative text on e-money. (You can answer by clicking the link digitally shared by your teacher or write the answer on a piece of paper)



Questions

1. What are the pros and cons of using e-money?
2. In what situations will you use e-money?
3. When do you think it is best not to use it?
4. What is the benefit of learning the argumentative text on e-money for your life?

Unit 3

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2022
Bahasa Inggris: Life Today untuk SMA/MA Kelas XII
Penulis: Susanti Retno Hardini, dkk.
ISBN: 978-602-427-945-5 (jil.3)

Hortatory Exposition: Netiquette

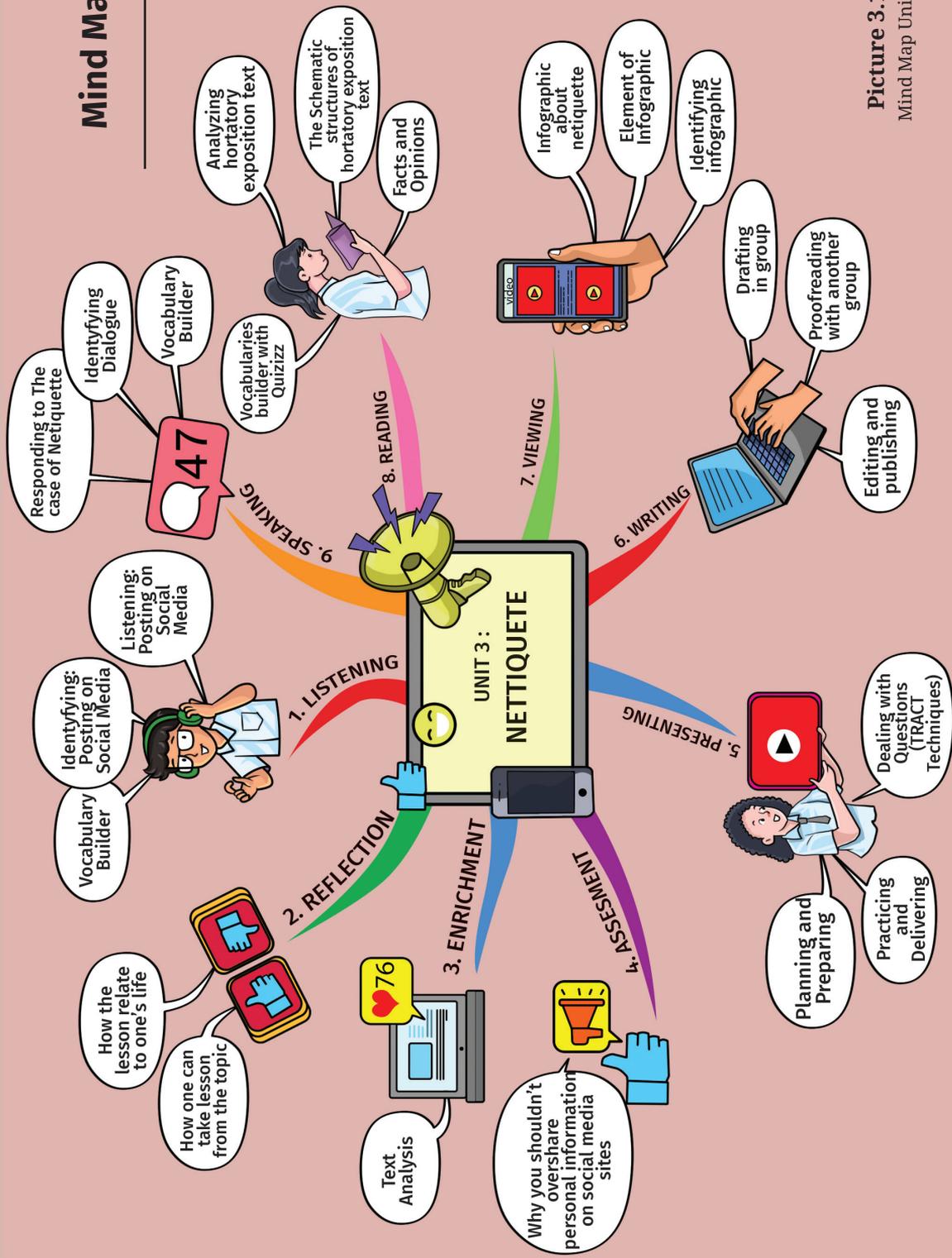
Learning Goals:

By the end of this unit, you are expected to be able to:

1. Identify the communicative purposes and the schematic structures of hortatory exposition text.
2. Identify some of the language features of hortatory exposition text: present tense and emotive phrases.
3. State explicit and implicit information (main ideas and detailed information) from hortatory exposition text.
4. Categorize facts and opinions on hortatory exposition text.
5. Write a hortatory exposition text with appropriate schematic structures and linguistic features.
6. Do a group presentation that focuses on hortatory exposition text.



Mind Map



Picture 3.1
Mind Map Unit 3



Did You Know?

In the spirit of Safer Internet Day theme – “Together for a Better Internet,” Microsoft is releasing the latest results from their sixth annual digital civility study, Civility, Safety & Interaction Online, as well as a newly updated “Digital Civility Index” (DCI) score. The global survey, conducted in 22 countries – including ten European countries – polled teens aged 13-17 and adults aged 18-74 about their exposure to 21 online risks across four categories (reputational, behavioural, sexual, and personal), their experiences of life online (including during the pandemic) and how interactions in those areas have impacted their perception of online civility.

2022’s global DCI score stands at 65 percent – the best it has been since the survey began in 2016. This overall score also marks a two percent improvement since 2020. Of the 22 countries surveyed, the Netherlands leads the way, with Germany, France, the UK, and Italy also appearing in the top ten. Singapore took the

fourth place globally and the first in Asia for its level of online civility. Nearly 9 out of 10 respondents, across all genders and age groups, stated there’s a need to better educate people on how to make the digital world safer.



Picture 3.2

DCI in Netherland



Picture 3.3

DCI in Singapore

Adapted from:

<https://blogs.microsoft.com/>





Listening

Listening: Case on Netiquette

NETIQUETTE

WHAT IS IT

the correct or acceptable way of communicating on the internet

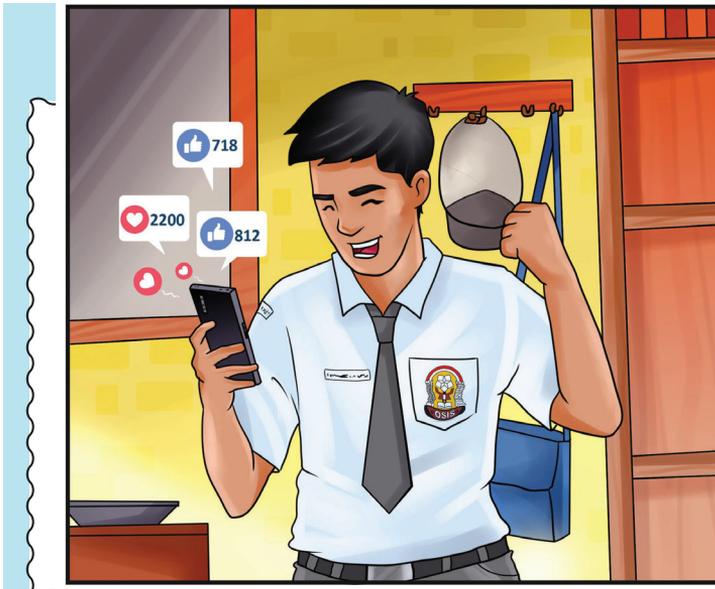
Oxford languages

a combination of the words network and etiquette and is defined as set of rules for acceptable online behavior

<https://www.google.com/search?q=netiquette+meaning&oq=&aqs=chrome.1.35i39i36218.61034404j0j15&sourceid=chrome&ie=UTF-8>

Picture 3.4 Netiquette Info

Activity 1



Picture 3.5
I am liked in social media



Picture 3.6
I am disliked in social media

Answer the questions orally.

1. Are you familiar with any social media platforms?
2. Which do you think is the most popular among teenagers?
3. Do you get 'likes' or 'dislikes' when posting something on social media?
4. How do you respond to them?

Activity 2

Study the following words and phrases. Discuss the meaning with your friends.

nailed

made, succeed

The chairman **nailed** the school art performance so many students were so excited about it.

beauty pageant

beauty contest

All TV channels broadcast the **beauty pageant** show live.

mind-blowing

amazing

Raisa is **mind blowing**. The audience gives her a standing ovation.

alarmed

warned

Muthia was **alarmed** since Arifin was trying to stalk the star.

spill the tea

tell someone more facts about certain person/thing

Okay girls, it is time to **spill the tea**.

hate speech

bad utterances

Roni got lots of **hate speech** after posting his comment in his social media.

recruitment

process of selection

The Korean boy band has just announced their **recruitment** for a new lead singer.

upset

mad, angry

Her parents must be really **upset** due to her improper attitude.

mean

bad attitude, rude

Gosh...he's so **mean**. What he said hurt me.

Invisible

unseen, unnoticeable

I'm just an invisible fan who can admire her in silence.

Activity 3

Listen to the dialog.

Do a role play with your partner as Arifin and Mutia. Read the dialogue in front of the class.

Situation: Arifin and Muthia are talking about the new guitarist of Postparty Band on the way home from school.



Picture 3.7 Arifin and Muthia

Activity 4

Listen to the dialog again. Decide which statements can be concluded from the text. Put a tick (✓) next to each statement.

Work in pairs. Number 1 has been done for you.

Statement	Yes	No
“Postparty” has new guitarists.		✓
Arifin is a stalker who wants to know everything about his idol.		
The new guitarist got many bad comments at the beginning.		
She decides to block her account for new followers.		
Arifin is one of her fans now.		

Activity 5



Listen to the dialog in activity 3 again. Read and answer the questions in pairs.

1. What are the two speakers discussing about?
2. Does Arifin update himself with social media?
3. How do you know that?
4. The phrase 'spill the tea' in the dialog means You may choose more than one correct answer.
 - A. Arifin wants to know more about the new guitarist.
 - B. He has spilled a cup of tea on her dress.
 - C. He is eager to know her deeply.
 - D. He has served her with a cup of tea.
 - E. The new star wants to get more information about Arifin.



Speaking

Picture 3.8 Active in social media



Activity 1



Observe the picture above and answer the questions

1. What do you think about the picture?
2. Are you familiar with the signs?
3. Where do you usually find the signs?
4. Have you ever commented on someone's posting?
If yes, on what occasions do you usually post these comments?

Activity 2

Read and learn some vocabularies before reading

Phrases	Meanings
shamefully	in a way that deserves blame
a stranger	someone you do not know
an in-joke	a funny story that only certain people understand
to hurt somebody's feeling	to upset somebody by saying bad things about them
to feel guilty	to feel that something you did was wrong

to deal with something	to take action to solve a problem
in person	actually being with someone, rather than communicating online
to trust	to believe that someone is good and honest and won't harm you
to apologize	to say sorry for something you've done
to throw you off	to make you suddenly surprised or confused

Activity 3

Perhaps, have you ever read mean things online? Do you know that it is not okay to post mean things? Before you read the dialog, listen to the dialog about three people who are classmates talking about their experiences posting mean things online during breaktime in their class.

Dean

Hi Nana, have you heard the news about a netizen who is sued for posting rude words online to an actress? I have posted the same thing to someone's status but luckily, no one sued me. What about you?

Nana

Shamefully, yes. I have once posted mean things online, like posting rude words on someone's status. Sometimes, about complete strangers, sometimes about people I went to school with, and then other times, even about my friends! What did you post?

Dean

I've definitely sent messages, I typed, 'You're not good enough being the class leader', maybe an hour later, I thought, hmm, perhaps I shouldn't have said that. And there are definitely things that I have said since then, which maybe years later I thought, hmm, I'm not, I'm not really happy with that.

Carmela

That was true. I am sorry to overhear your talks. I posted the same thing. I commented, 'This is the worst art I've ever seen!, you're very rubbish', I was just being really mean. It was actually not necessary to say it. , not needed. What do you usually post Nana?

Nana

Normally it was like an in-joke, or something that happened at school, or, you know, something that we'd been talking about. What happened to the person Carmela?

Carmela

The person commented back, saying that I'd really hurt their feelings. I started crying because I felt so guilty for saying such mean things.

Dean

Yes, we are too mean. If you ever post anything online that you do feel worried about, please make sure you talk to a trusted adult or maybe you might even want to talk to your friend.

Nana

I agree with you Dean. It's all about how you deal with those things afterwards. You know, apologize to the person that you may have upset.

Carmela

From my experience, I learned 'Don't comment mean things that you wouldn't say to someone in person.'

Nana

Yes, it is so true. If it's somebody that you know, let them understand why you did it. If it was a joke, you know, it's not an excuse but at least you're offering some kind of explanation.

Dean

Okay guys,,If I can say that online life can be filled with loads of different surprises, but, remember, should anything throw you off, you can talk to an adult you trust.

Nana

Okay. Noted!

Carmela

Guys...the class has started. We'll talk again later.

adapted from © BBC as cited in <https://learnenglishteens.britishcouncil.org/study-break/video-zone/did-you-ever-post-mean-comments-online>

Activity 4

Answer the questions

1. Categorize the statements.
Whom does the statement belong to?

Statements	Nana	Carmela	Dean
1. Feeling ashamed that he posted mean comments online when he was younger			
2. Posted comments about people that he knew in real life and strangers			
3. Feeling Ok about all of the comments he has posted			
4. Telling someone that their art wasn't good			
5. Often posted private jokes or comments about school			
6. Feeling guilty, when hearing someone's feeling had hurt			
7. Sometimes things happen online that you don't expect			

2. Put the statements in the correct group

- a. Sometimes, about complete strangers, sometimes about people I went to school with, and then other times, even about my friends!
- b. I'm not really happy with that.
- c. 'This is the worst art, you're very rubbish',
- d. Just being really mean. It is not necessary, not needed.
- e. Normally it was like an in-joke, or something that happened at school, or, you know, something that we'd been talking about.
- f. I started crying because I felt so guilty for saying such mean things.
- g. please make sure you talk to a trusted adult or maybe you might even want to talk to your friend.
- h. You know, apologize to the person that you may have upset.
- i. If it's somebody that you know, let them understand why you did it.
- j. But, remember, should anything throw you off, you can talk to an adult you trust.

What is posted online

What you feel after posting online

What you should do if you post mean things....

3. Answer the questions and discuss them with your friends.

a. *Dean: Online life can be filled with loads of different surprises, but, remember, should anything throw you off, you can talk to an adult you trust.*

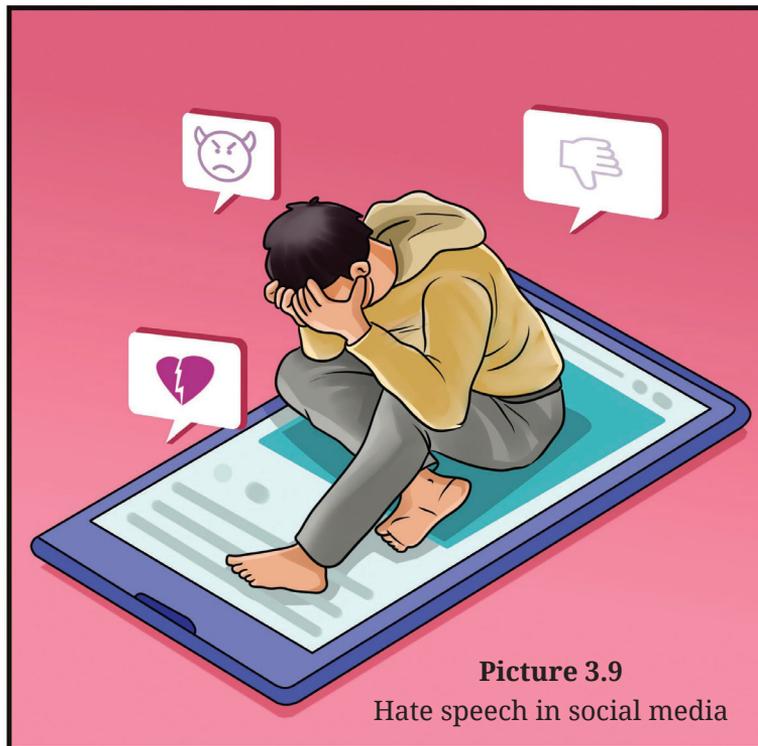
Do you agree or disagree with Dean's recommendation? Explain.

b. According to you, how do you stay safe if you want to post things online?

c. What would you do if you posted things online and then you realize it was mean and hurtful?



Reading



Picture 3.9

Hate speech in social media

Activity 1

Before you read the text, you'll do Quizizz. Scan the barcode to get a direct link or you may go to www.quizizz.com and put the code number 11177837 to get to the quiz.

<https://quizizz.com/join?gc=11177837>



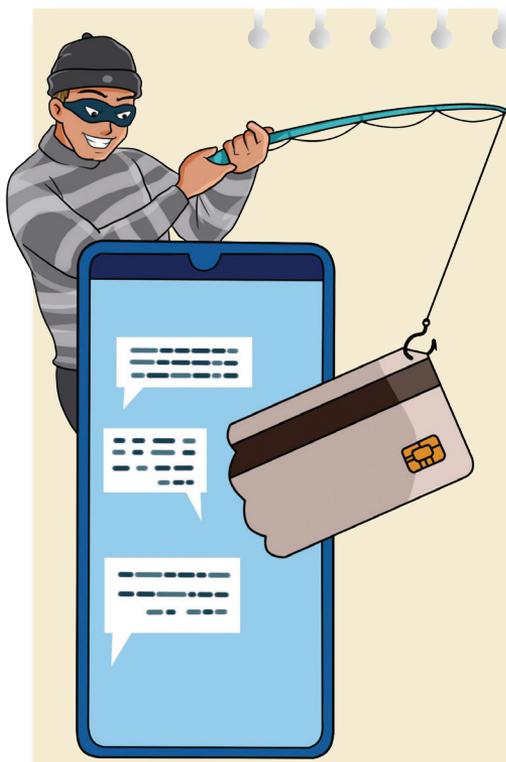
After guessing the words, now, you can fill the words with their proper synonyms and word class.

No	Words	Synonyms
1	..... (noun)	Lying; trickery; untruth
2	..... (verb)	Support; strengthen; reassure
3	..... (noun)	Demonstration; parade; protest
4	..... (noun)	Swindler; deceiver; scammer
5	..... (noun)	Roleplay; acting; imitation
6	..... (noun)	Event; incident; circumstance
7	..... (noun)	Hacking; spamming; attacking

8	..... (adjective)	Doubtful; skeptical; wary
9	..... (noun)	Intimidation; menace; risk
10	..... (noun)	rampage; assault; force

Activity 2

Read the text carefully.



Are Social Media Platforms Safe?

Social media platforms, as one of the new media, have become a phenomenon in the world including in Indonesia with an amazing growing number of users. Data from the Indonesian Internet Network User Association (APJII) as of January 2016 reported there were 79 million users of social media in Indonesia. I am confident

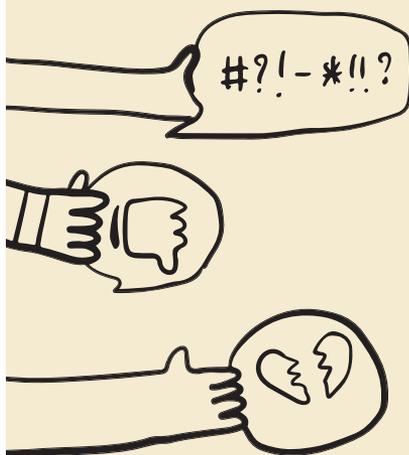
Picture 3.10
The safety in social media

that social media allows all users to become producers of information, present an open space for responding to information, and build a virtual community with discussions in virtual space. However, I am afraid that the flexibility of discussion in social media is implying some negative impacts: the presence and increased intensity of hate speech and insecurity.

Hate speech is a form of intolerance of other groups of people. Another view sees its following impact which considers hate speech as an expression that attacks and encourages violence. As far as I know, this issue is getting more serious when many cases of violence are caused by provocations via social media. I often found attacking sentences to a certain tribe, race or religion. For example, in 2015, the burning of the Tolikara mosque in Papua caused widespread fanfare because of the information confusion on social media.

I believe that almost every social media user has shared their information on their social media, especially on the popular networking sites, like: Facebook, Instagram, Twitter or Whatsapp. Unfortunately, this data may reveal them to various internet threats, such as: fake profiles or

impersonation, viruses, and cybercrime. Fraudsters use deception by: asking for money to the followers on Instagram pretending that they were the real users, selling fraud items at a lower price than the market price, or even sending suspicious links for phishing purposes.



By all means, to reduce the negative effects of social media, the government must formulate better regulations for the digital community. This concept is often referred to as Digital Literacy. It enables people to access, sort and understand different types of information which can be used to improve their quality of life. In addition, one can participate in social life, state and politics by conveying their aspirations in certain channels. Through digital media, one can voice their perspectives and opinions for justice without harming others so that one can participate in social life better.

Source: Suko Widodo (*Unair News*)

<https://news.unair.ac.id/2017/04/12/digital-literacy-strategy-responding-hate-speech-social-media/?lang=en>



Answer these questions based on the text “Are Social Media Platforms Safe?”.

1. What is the communicative purpose of the text?
 - A. to describe how social media becomes a phenomenal emergence
 - B. to discuss the controversy of delivering hate speech on social media
 - C. to convince the readers how dangerous social media in internet are
 - D. to inform about the Indonesian Internet Network User Association
 - E. to explain digital literacy for some communities in the internet

2. The third paragraph talks about?
 - A. The popular networking sites
 - B. Fraudsters' instagram account
 - C. How hackers do the phishing
 - D. Various threats of social media
 - E. The purpose of cybercrime

3. The word "their" in paragraph 3 refers to?
 - A. social media users'
 - B. popular networking sites
 - C. various internet threats
 - D. selling fraud items
 - E. fake profiles by fraudsters

4. Why does hate speech on social media platforms may lead to violence?
 - A. Since it is a form of tolerance of other groups of people in an event
 - B. Because it is considered as an attacking sentence only by youngsters
 - C. As it has recently been a form of confusion on social media like twitter
 - D. Because it may initiate the provocation of a certain race or religion
 - E. Since it is the expression of freedom to a particular community

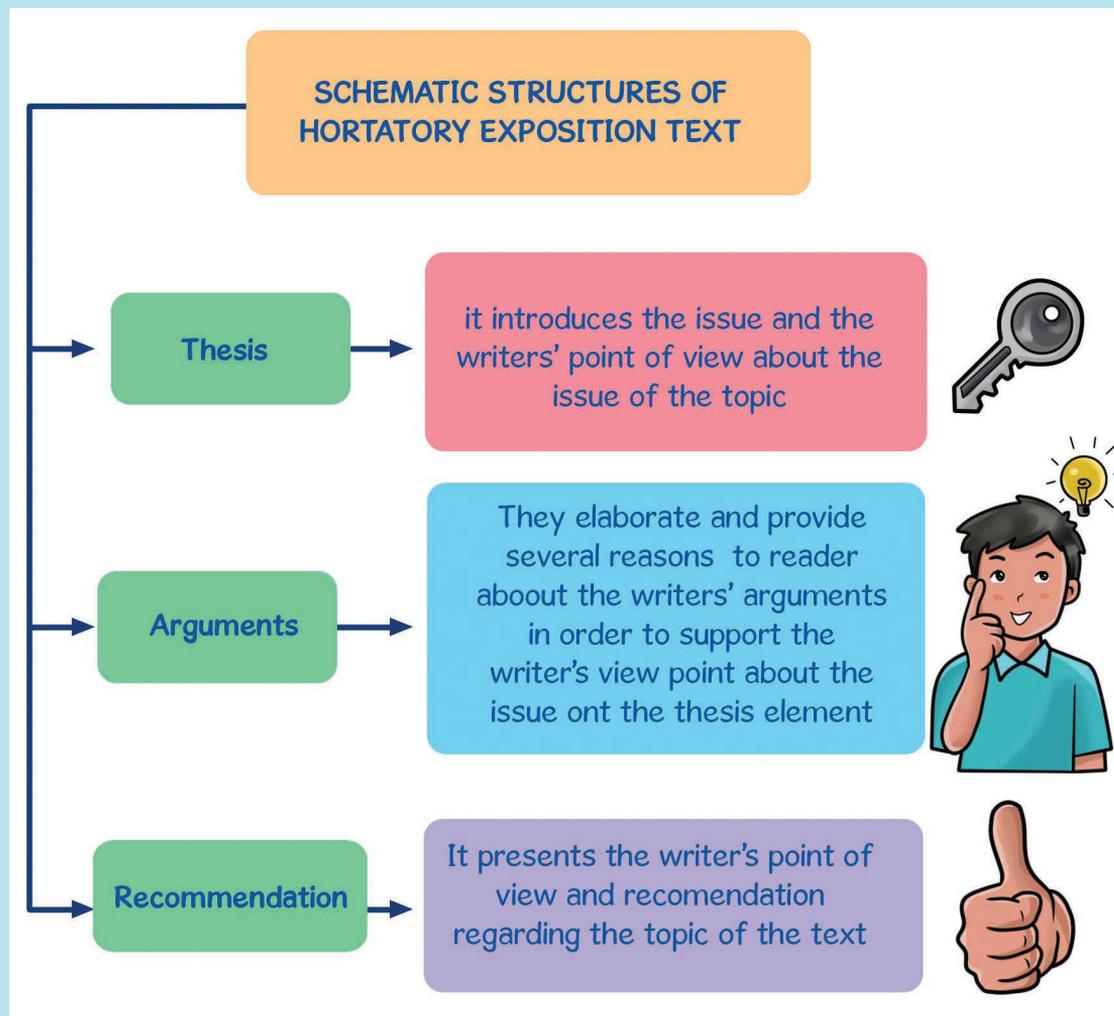
5. From the text, we may define digital literacy as ...
- A. the availability and use of digital tools to communicate on the Internet, digital devices, smart devices and other technologies. (digital world)
 - B. a form of currency that is available only in digital or electronic form called digital or electronic money. (digital currency)
 - C. an individual's ability to find, evaluate, and communicate information through typing and other media on various digital platforms.
 - D. any communication media that operate with the use of any of various encoded machine-readable data formats. (digital media)
 - E. the component of marketing that uses the Internet and online based digital technologies promote products and services. (digital marketing)
6. To make a better internet environment, the author suggests that ...
- A. the government makes use of digital literacy in remote areas.
 - B. digital literacy through proper regulation is devised comprehensively.
 - C. digital media need to be dispersed so there won't be hackers.
 - D. the recent worsening effects of social media on the internet.
 - E. popular social media must be aware of their adverse impacts.

7. From the text, it is implied that the author seems ... that social media may endanger the users.
- A. serious
 - B. positive
 - C. concerned
 - D. piqued
 - E. ignorant
8. Digital literacy helps reduce the negative effects of social media because
- A. it lets internet users access, sort and understand different information types used to improve their quality of life
 - B. it keeps the popular media voice their perspectives by harming others so that one can't participate in social life better
 - C. it drives social media influencers to improve their quality of life with better regulations for the digital community
 - D. it leaves common people participate in social life, state and politics by denying their aspirations in any places
 - E. it encourages social media experts to formulate better regulations for merely the digital community in Indonesia

9. “In addition, one can participate in social life, state and politics by conveying their aspirations in certain channels (P.4).” The underlined word can best be replaced with?
- A. burrows
 - B. sewers
 - C. worlds
 - D. universes
 - E. means
10. The author states, “However, I am afraid that the flexibility of discussion in social media is implying some negative impacts: the presence and increased intensity of hate speech and insecurity.” in paragraph 1 is to ...
- A. elaborate further information of social media
 - B. reveal the main objective of social media
 - C. develop the idea of having social media
 - D. present the drawbacks of social media
 - E. emphasize the importance of social media

Activity 3

Now it's time to explore the schematic structures and language features of hortatory exposition text.



Picture 3.11 The schematic structures of hortatory exposition text

Source: Suci Nur Asyifa Yuniawati, Sudarsono, and Fazri Nur Yusuf / Jurnal UPI <http://ejournal.upi.edu/index.php/L-E/article/view/9899>

Activity 4

Let's explore the schematic structures and language features in the hortatory exposition text entitled "Are Social Media Safe".

Structures	Text	Language features
Thesis	<p>Social media, as one of the new media, has become a phenomenon in the world including in Indonesia with an amazing growing number of users. Data from the Indonesian Internet Network User Association (APJII) as of January 2016 mentioned there were 79 million users of social media in Indonesia. I am confident that social media allows all users to become producers of information, present an open space for responding to information, and build a virtual community with discussions in virtual space. However, I am afraid that the flexibility of discussion in social media is implying some negative impacts: the presence and increased intensity of hate speech and insecurity.</p>	<p>Present tense: Allows as in: Social media allows all users to become producers of information, present an open space for responding to information, and build a virtual community with discussions in virtual space (.1).</p> <p>Emotive phrases: I am confident that social media allows all users to become producers of information, present an open space for responding to information, and build a virtual community with discussions in virtual space. (p.1).</p>

Arguments 1

Hate speech is a form of intolerance of other groups of people. Another view sees its following impact which considers hate speech as an expression that attacks and encourages violence. As far as I know, this issue is getting more serious when many cases of violence are caused by provocations via social media. I often found attacking sentences to a certain tribe, race or religion. For example, in 2015, the burning of the Tolikara mosque in Papua caused widespread fanfare because of the information confusion on social media.

Arguments 2

I believe that almost every social media user has shared their information on their social media, especially on the popular networking sites, like: Facebook, Instagram, Twitter or Whatsapp. Unfortunately, this data may reveal them to various internet threats, such as: fake profiles or impersonation, viruses, and cybercrime.

Fraudsters use deception by: asking for money to the followers on Instagram pretending that they were the real users, selling fraud items at a lower price than the market price, or even sending suspicious links for phishing purposes.

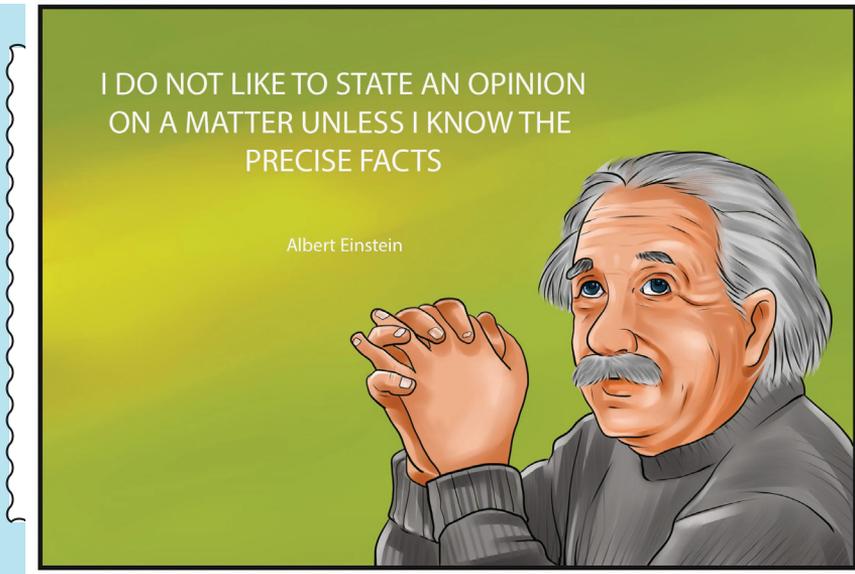
Recommendation

By all means, to reduce the negative effects of social media, the government must formulate better regulations for the digital community. This concept is often referred to as Digital Literacy. It enables people to access, sort and understand different types of information which can be used to improve their quality of life. In addition, one can participate in social life, state and politics by conveying their aspirations in certain channels. Through digital media, one can voice their perspectives and opinions for justice without harming others so that one can participate in social life better.

Recommendation:
By all means, to reduce the negative effects of social media, the government must formulate better regulations for the digital community (p.4).

Activity 5

Read carefully the quote below. Do you agree with the statement below?



Picture 3.12 Quote by Albert Einstein

Source: <https://www.azquotes.com/quote/575807>

In pairs, try to categorize these phrases which define facts or opinions. One has been answered for you.

No	Statement	Fact/Opinion
1	They might have different perspectives.	Opinion
2	They can be backed up with evidence.	
3	They are true.	
4	They are something you feel.	
5	They rely on observation or research.	
6	They are assumptions.	

Individually, determine whether these statements from the text “Are Social Media Platforms Safe” facts or opinions.

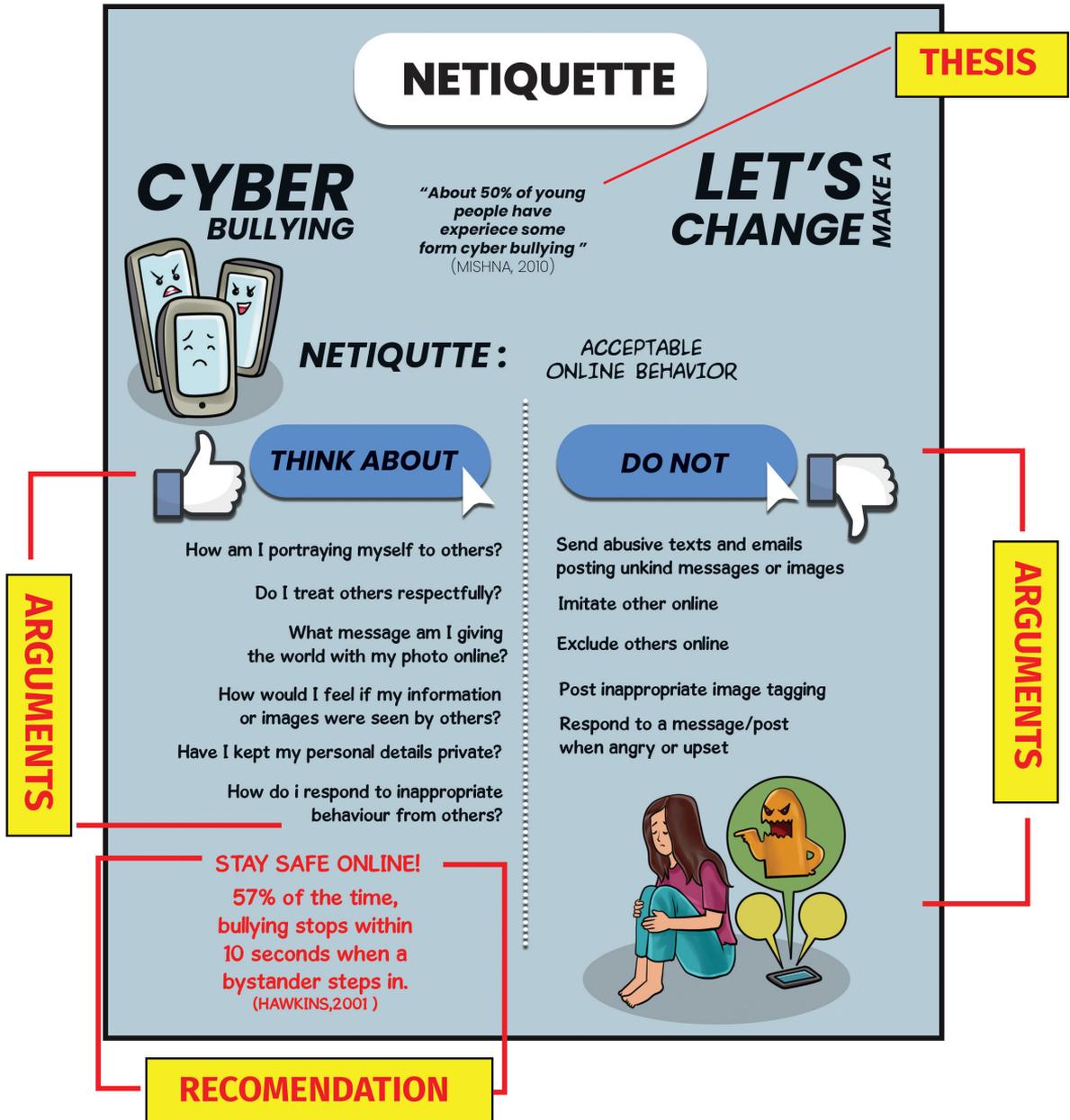
No	Statements	Fact/ Opinion	Reasoning
1	Hate speech is a form of intolerance of other groups of people (p.2).	Fact	
2	As far as I know, this issue is getting more serious when many cases of violence are caused by provocations via social media (p.2).		
3	In 2015, the burning of the Tolikara mosque in Papua caused widespread fanfare because of the information confusion on social media (p.2).		
4	By all means, to reduce the negative effects of social media, the government must formulate better regulations for the digital community (p.4).		
5	Digital literacy enables people to access, sort and understand different types of information which can be used to improve their quality of life (p.4).		





Viewing

Activity 1



Picture 3.13 Netiquette infographic

(Source: <https://educatorpages.com/site/ED505group02/pages/what-is-netiquette>)



Observe the text below and answer the following questions.

1. Are you familiar with this kind of text?
2. Where do you usually find it?
3. Which part of the text do you think is the most interesting part?
4. What do you call for this kind of text?

Activity 2

Read again the infographic in activity 1. Decide if the statements are **true** (T) or **false** (F) or **not mentioned** (NM) according to the infographic above. Put a tick (✓) in the provided column.

NO	STATEMENT	T	F	NM
1	The topic of the infographic is about the acceptable way of communicating on the internet.			
2	Cyberbullying seldom happens among young people.			
3	One of the netiquettes is not sending threatening text messages and emails.			
4	Displaying offensive pictures is recommended.			
5	Maintaining our privacy when online is essential.			
6	Every image we post on the internet is significant.			
7	Inappropriate behavior on the internet must be addressed in the same way.			



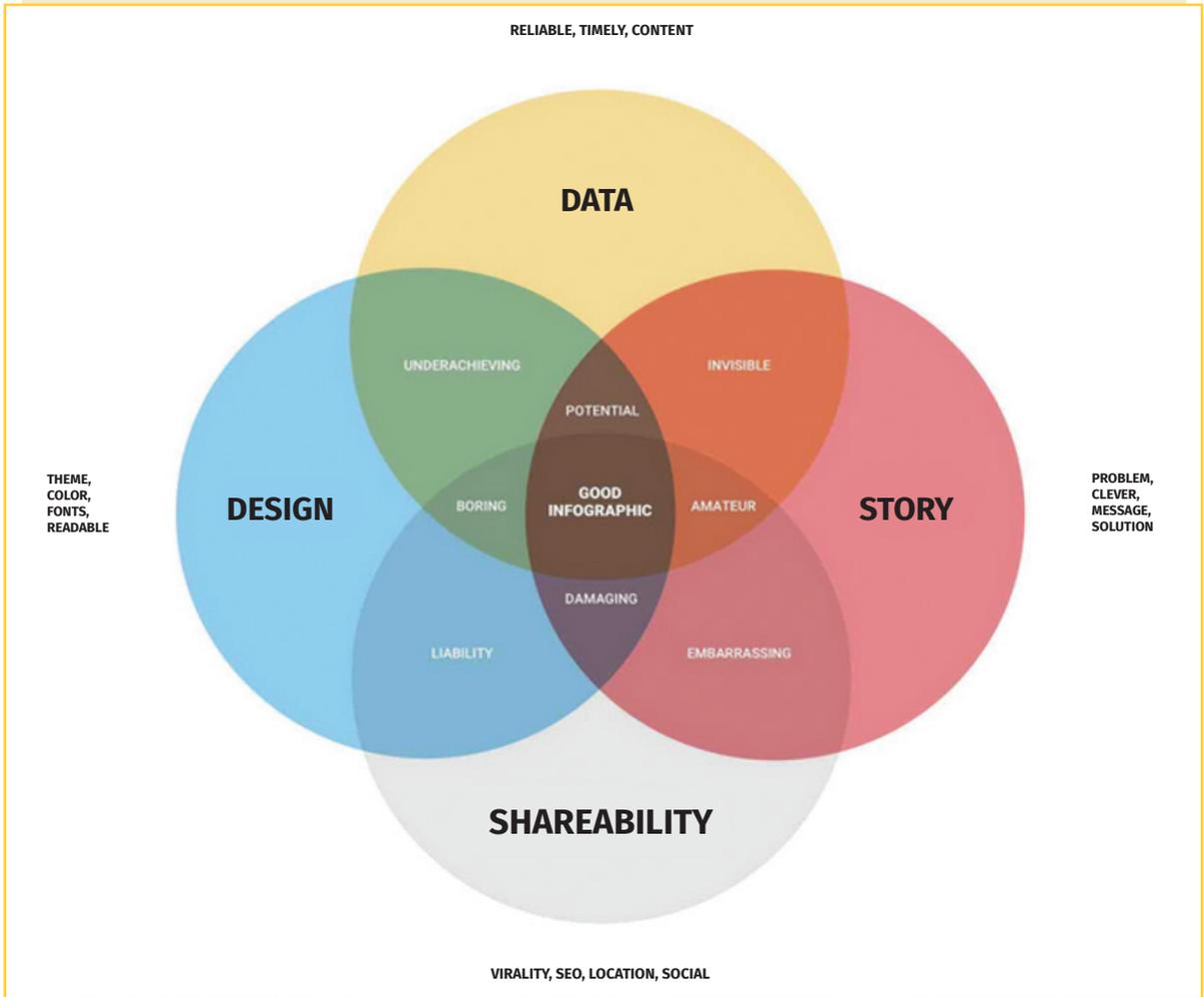
8	When using the internet, it is not necessary to respect others.			
9	We must respect the copyright of others by not copying and pasting without credit.			
10	In senior high school levels, much bullying can be stopped if the teachers intervene.			

Activity 3

Now let us explore the world of an infographic and its elements.

An infographic can be defined as a visual representation of information and data (Oxford English Dictionary). Specifically, an infographic is a combination of graphics, data visualizations such as pie charts and bar graphs, and minimal text that provides a simple overview of a subject. An infographic, which combines text, image, chart, diagram, and video, is an excellent tool for presenting data and explaining complex issues in a way that can quickly lead to insight and better understanding.

An excellent infographic is made up of a well-balanced mix of data, design, story, and shareability. It all starts with a strong title and a clear understanding of who your target audience is and what your main message will be. After that, creating a good infographic is similar to telling a good story. It can guide you through several stages, providing you with facts and exciting graphics along the way. Numbers, headers, color, white space, photos, and, of course, charts may all be used to influence the flow of your infographic. The data is also shown in a good infographic. All the elements in an infographics are visualized in the figure below:



Picture 3.14 Infogram

(Source: www.infogram.com)

An infographic can also be in the form of hortatory text. It consists of three generic structures, namely: thesis, arguments and recommendations. A thesis introduces the issue and the writer’s point of view about the issue of the topic. While the arguments elaborate and provide several reasons to the reader about the writer’s arguments in order to support the writer’s viewpoint about the issue of the thesis element. Finally, recommendation presents the writer’s point of view and recommendation regarding the topic of the text. See the figure below:

NETIQUETTE

THESIS

CYBER BULLYING



"About 50% of young people have experiece some form cyber bullying"
(MISHNA, 2010)

LET'S CHANGE MAKE A

NETIQUETTE :

ACCEPTABLE ONLINE BEHAVIOR

THINK ABOUT



- How am I portraying myself to others?
- Do I treat others respectfully?
- What message am I giving the world with my photo online?
- How would I feel if my information or images were seen by others?
- Have I kept my personal details private?
- How do i respond to inappropriate behaviour from others?

DO NOT



- Send abusive texts and emails posting unkind messages or images
- Imitate other online
- Exclude others online
- Post inappropriate image tagging
- Respond to a message/post when angry or upset

ARGUMENTS

ARGUMENTS

STAY SAFE ONLINE!

57% of the time, bullying stops within 10 seconds when a bystander steps in.
(HAWKINS,2001)



RECOMENDATION

(Source: <https://educatorpages.com/site/ED505group02/pages/what-is-netiquette>)

Activity 4



Read the infographic again in activity 1. Identify its elements. Write your answers in the column provided.

NO	ELEMENTS	YOUR ANSWERS
1	What is the title of the infographic?	
2	Who are the possible target readers of the infographic?	
3	Is there any data presented in the infographic?	
4	Which data show about the cyber bullying experienced by young people?	
5	Which data show about the time when cyber bullying stops?	
6	What is included in the design of the infographic?	
7	How is the story presented in the infographic?	
8	How is the shareability of the infographic?	



Writing

In this section, you will do a writing project. You will write a hortatory exposition in written text. From the previous activities, you have learned about all information related to netiquette (the correct or acceptable way of communicating on the internet). Now, share your hortatory exposition on netiquette.

Activity 1 : Plan

Make a group of 2-4 students. Brainstorm and write ideas on the table. Consider the schematic structures of hortatory exposition which you have learned.

Topic/Title		
Thesis		
What issue do you want to expose?		What is your point of view concerning the exposed issue?
Arguments		
What are the reasons you want to elaborate to support your point?		What are the arguments you want to provide to support your thesis?
Recommendation		
The point of view you want to present		Recommendation regarding the topic of the text

Activity 2: Writing Plan

With your group, write the ideas in the table above into paragraphs and fill in the table below.

Title	
Thesis (issue and point of view you want to expose)	
Arguments (the reasons and arguments to support your point and thesis)	
Recommendation (your point and recommendation)	

Activity 3: Review text

Swap the text with another group. Proofread the text by checklisting (V) the element of schematic structures and linguistic features found in the text.

Schematic Structures	Yes/No	Linguistic Features	Yes/No
Title		Present tense	
Thesis		Emotive phrase	
Arguments			
Recommendation			

Activity 4: Redraft the text

Revise the text which has been reviewed by another group and submit your final text to your teacher.

Final writing draft



Presenting

Present your group's writing about Netiquette in front of the class.

Consider the following steps:

1. Planning presentation (Asking yourself about 5W+1H questions such as what, who, why, where, when and how))
2. Preparing presentation (Personal notes, Visual, Handout (optional))
3. Practicing presentation
4. Delivering presentation
5. Dealing with questions (TRACT Techniques: Thank the questioner, Repeat the question, Answer the question, Check with the questioner if they are satisfied, Thank them again)

Source: https://student-learning.tcd.ie/assets/PDF/Giving_Presentations.pdf



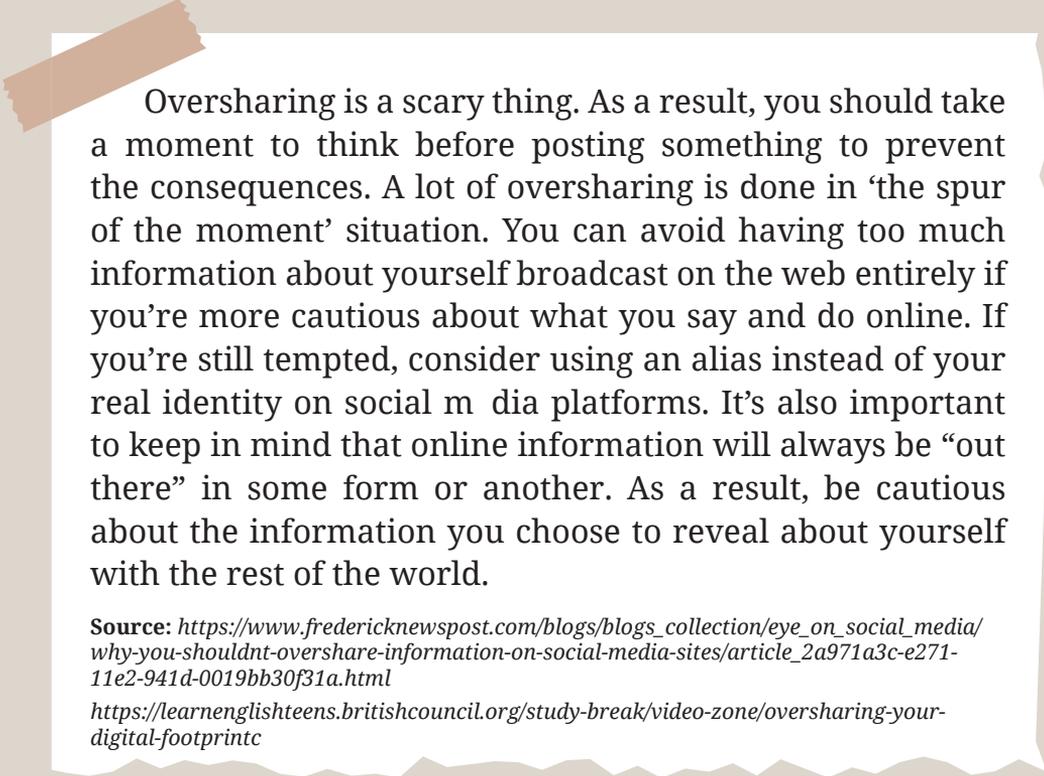
A. Read the text carefully.

Why You Shouldn't Overshare Personal Information on Social Media Sites

You must have posted things online as teenagers who own social media, from random stuff to informative publications. However, recently, the idea of posting and having a large number of people see it has become somewhat frightening. Many people are unaware that they are oversharing and have difficulty reading their audience. Oversharers are frequently unaware that they have revealed too much until after the act, or they may simply not see it as a problem. If you suspect you're providing TMI (Too Much Information), consider the following important reasons to avoid sharing too much on social media.

You are more likely to be found if you are active on the Internet. Although people say and post things they later forget, these tidbits remain in cyberspace, where they can be seen and shared by everyone. When you post something online, it can stay there indefinitely because people may snap screenshots, record it, or save it. I don't believe anyone realizes it will be there indefinitely. I believe they are simply unconcerned. Many people hold the mindset that "what I'm doing is insignificant." "Why should anyone care about this?" I think you should ask someone who has lost a lucrative career opportunity due to a mistakenly posted photo from five years ago. Contrary to popular belief, everything about you on the Internet comes together to create a portrait of your personality. Even if you believe this image does not accurately represent you, the more absurd and scandalous the digital tidbits are, the greater the risk of future shame.





Oversharing is a scary thing. As a result, you should take a moment to think before posting something to prevent the consequences. A lot of oversharing is done in ‘the spur of the moment’ situation. You can avoid having too much information about yourself broadcast on the web entirely if you’re more cautious about what you say and do online. If you’re still tempted, consider using an alias instead of your real identity on social media platforms. It’s also important to keep in mind that online information will always be “out there” in some form or another. As a result, be cautious about the information you choose to reveal about yourself with the rest of the world.

Source: https://www.fredericknewspost.com/blogs/blogs_collection/eye_on_social_media/why-you-shouldnt-overshare-information-on-social-media-sites/article_2a971a3c-e271-11e2-941d-0019bb30f31a.html

<https://learnenglishteens.britishcouncil.org/study-break/video-zone/oversharing-your-digital-footprintc>

B. Answer the questions based on the text **Why You Shouldn’t Overshare Personal Information on Social Media Sites**



Question 1

What is the communicative purpose of the text?

- A. To tell readers that oversharing personal information online is terrifying
- B. To inform readers about the danger of oversharing personal information online
- C. To explain that posting online can result in bad consequences for mental health
- D. To persuade readers that oversharing information on social media is dangerous
- E. To discuss some arguments on social media about oversharing things

Question 2

The phrase ‘Oversharers are frequently unaware that they have revealed too much until after the act,...’ in the first paragraph means...

- A. people often share too much personal information without knowing the risk on social media
- B. oversharers do not realize they have disclosed about themselves until after they finish sharing
- C. people share too much personal information and they do not realize what they do
- D. oversharers are people who share too much personal information on social media in purpose
- E. overshares often shares personal information on social media to prove everyone about their existence

Question 3

Mention the writer’s recommendation to avoid oversharing personal information on social media. Explain.



Question 4

Could the following statements represent why oversharing is a problem? Write Yes or No for each statement.

Could the following statements represent why oversharing is a problem?	Yes	No
People can see and share personal information you post in cyberspace		
People may lose his job opportunity because of a mistakenly posted photo from the past		
The pictures of yourself on social media portrays what you are in reality		
What you post online can be deleted for a period of time with no fixed end		
You're careful about what you say and do online before posting information		

Question 5

The phrase 'the spur of the moment' in the sentence 'A lot of oversharing is done in 'the spur of the moment' situation' in the last paragraph has a similar meaning to....

- A. quick moment
- B. short event
- C. momentary push
- D. unprepared situation
- E. improvised moment

Question 6

Do you agree with the writer’s conclusion at the end of paragraph that we should be cautious about the information you choose to reveal about yourself with the rest of the world? Explain your answer by comparing your opinion to his thesis statement.

Question 7

Some statements are matters of opinion, based on the ideas and values of the writer. Some statements are matters of fact, which may be tested objectively and are either correct or incorrect.

Write “matter of opinion” or “matter of fact” next to each of the statements taken from the text *Why You Shouldn’t Overshare Personal Information on Social Media Sites*

The first one has been done for you.

statements	Matter of opinion or Matter of fact
I believe they are simply unconcerned.	Matter of opinion



When you post something online, it can stay there indefinitely because people may snap screenshots, record it, or save it.

Oversharing is a scary thing.

Although people say and post things they later forget, these tidbits remain in cyberspace, where they can be seen and shared by everyone.

If you're still tempted, consider using an alias instead of your real identity on social media platforms.

Enrichment



Read the text below to answer the questions.

The increased conflicts and online propaganda on social media recently have raised the negative impacts on society such as violence and conflicts. As for Niekerk's research on social media in 2013, social media was utilized to convey disorders, conflicts and violence, for instance riots in Greece and England. There are a number of factors influencing the conflicts, such as discrimination, political aspect, and marginalization.

Social media is violent. They can be a medium to spread harassment, stalking, and sexual victimization both online and offline. There is limited research to indicate that an increased number of hours on social media correlates directly with aggressive behavior, but there is literature that connects certain types of internet use to increased aggressive behavior. For example, the quality of online exposure may be contributory; youths who perpetrated serious crimes were significantly more likely to have viewed violent online content. Moreover, similar to the way media coverage of suicide can act as a contagion for “copycat” suicides, there is also evidence that some mass killings may be influenced by other violent acts in the immediate past. This means that the internet, specifically social media, provides unfettered access to images of real-life violence, like recent videos of murders and gang violence uploaded to Facebook Live—overall exposure to, and potential for, copycat violence may be increased.

To prevent the great risk of social media, parents and teachers – or any responsible adults - therefore, must do something by explaining the true consequences of violence

and pointing out how unrealistic it is for people to get away with violent behavior, keeping an eye on the clock, teaching conflict resolution and how to use their words responsibly to stand up for themselves, and others, without throwing a punch, checking out ratings and their content like the streaming online videos showcasing very brutal stuff.

Adapted from:

Sri Wahyuningsih / Institut Agama Islam Negeri Kudus

<https://journal.unilak.ac.id/index.php/ELT-Lectura/article/view/5573/2706>

Meredith E. Gansner, MD / psychiatrictimes

<https://www.psychiatrictimes.com/view/-internet-made-me-do-itsocial-media-and-potential-violence-adolescents>

Caroline Knorr / commonsensemedia

<https://www.commonensemedia.org/articles/tips-on-how-to-deal-with-media-violence>



1. What is the main topic of the text?

2. Why is the text above called a hortatory text?

3. What is the main information of Paragraph 1

Paragraph 2

Paragraph 3

4. Exemplify some facts and opinions from the text given:

Facts

Opinions



Reflection



After studying Unit 3 in this book, answer the following question as your reflection. Write your answers in the form of a paragraph in the box provided.

1. What do you know about hortatory text?
2. What is the difficulty in writing a hortatory text?
3. What is meant by netiquette?
4. How important is it for us to observe netiquette?
5. What are the DO's in using the internet?
6. What are the DON'Ts in using the internet?
7. What would probably happen if someone ignores netiquette?

MY REFLECTION OF UNIT 3

Unit 4

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2022
Bahasa Inggris: Life Today untuk SMA/MA Kelas XII
Penulis: Susanti Retno Hardini, dkk.
ISBN: 978-602-427-945-5 (jil.3)

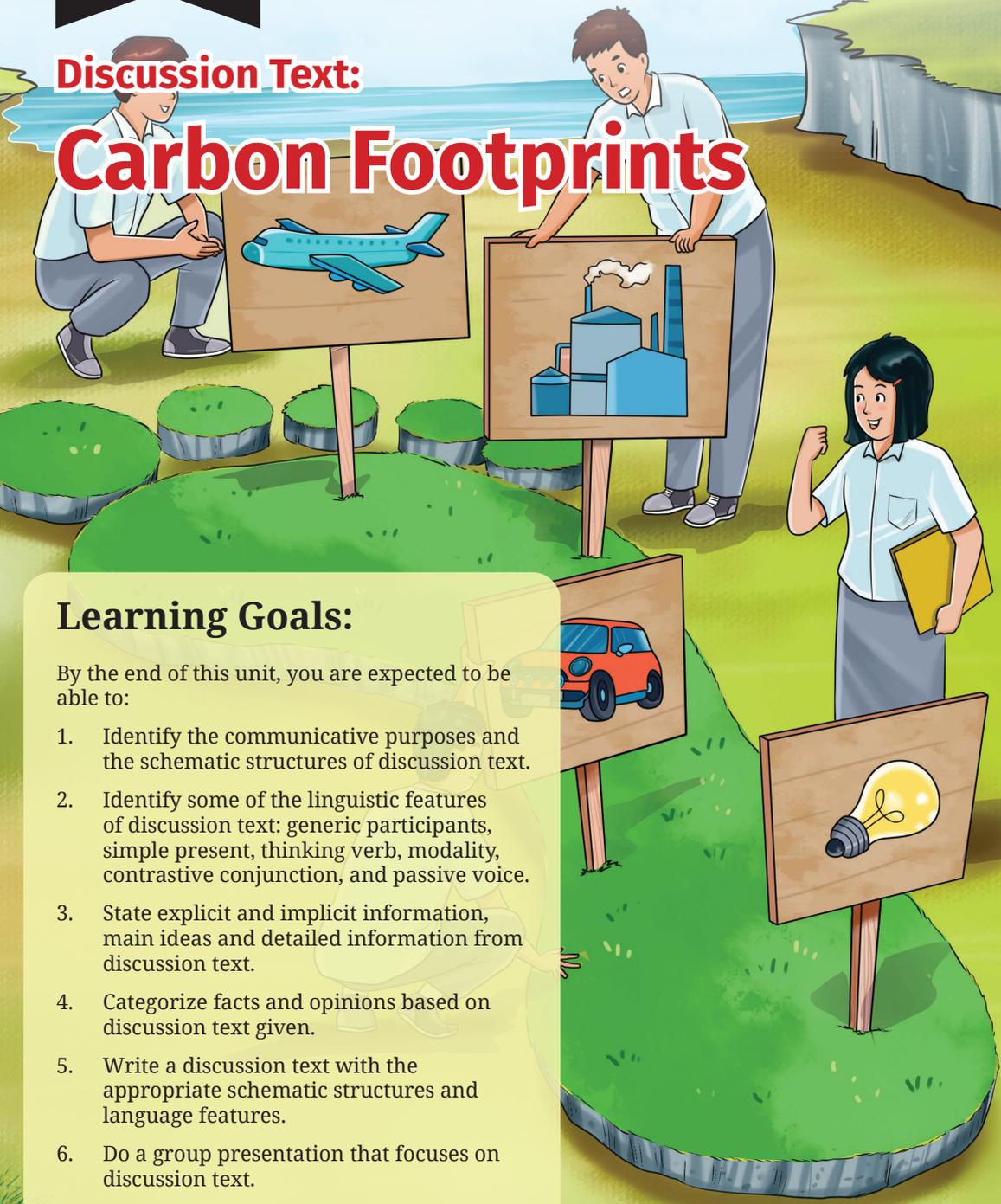
Discussion Text:

Carbon Footprints

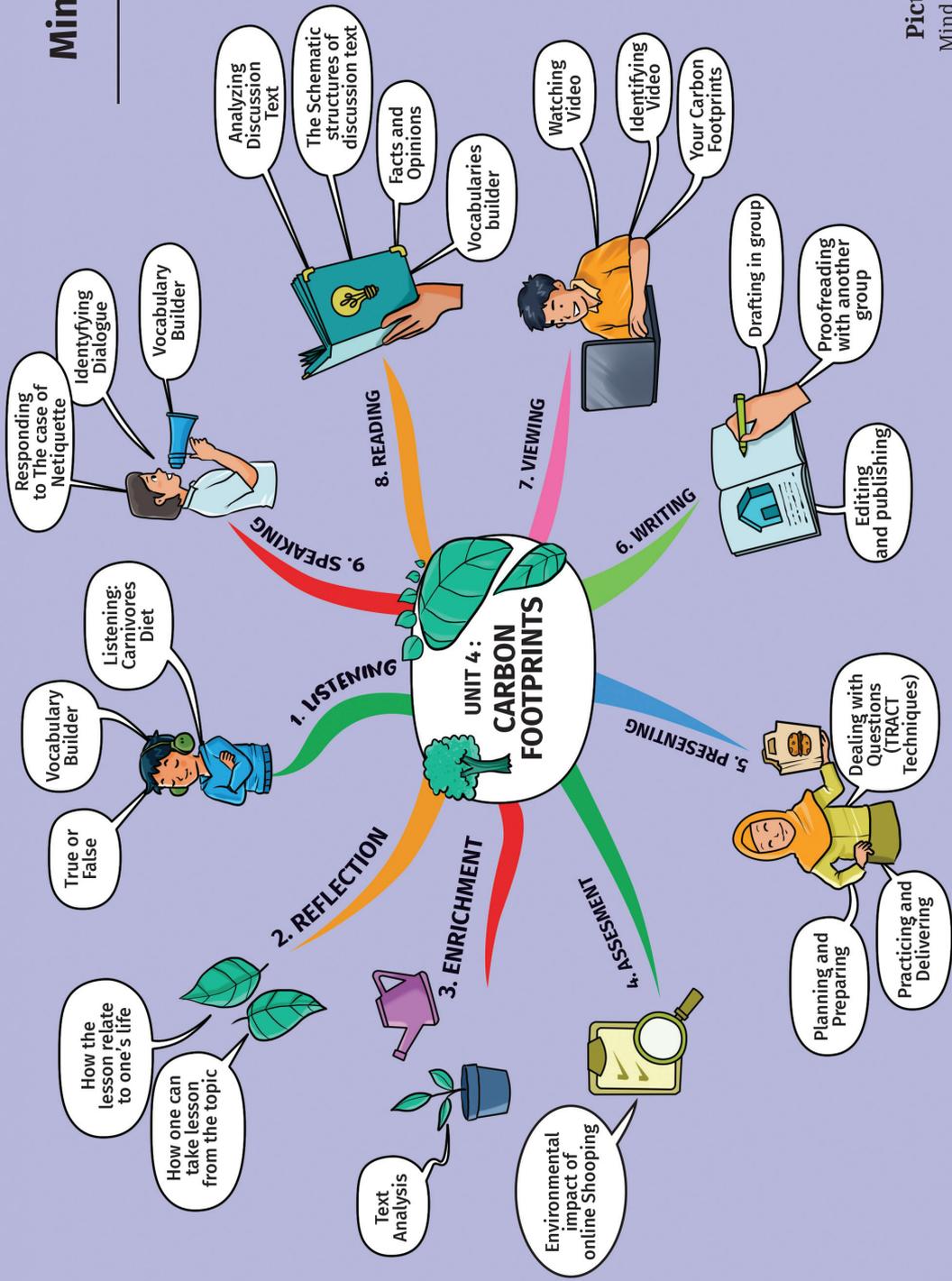
Learning Goals:

By the end of this unit, you are expected to be able to:

1. Identify the communicative purposes and the schematic structures of discussion text.
2. Identify some of the linguistic features of discussion text: generic participants, simple present, thinking verb, modality, contrastive conjunction, and passive voice.
3. State explicit and implicit information, main ideas and detailed information from discussion text.
4. Categorize facts and opinions based on discussion text given.
5. Write a discussion text with the appropriate schematic structures and language features.
6. Do a group presentation that focuses on discussion text.



Mind Map

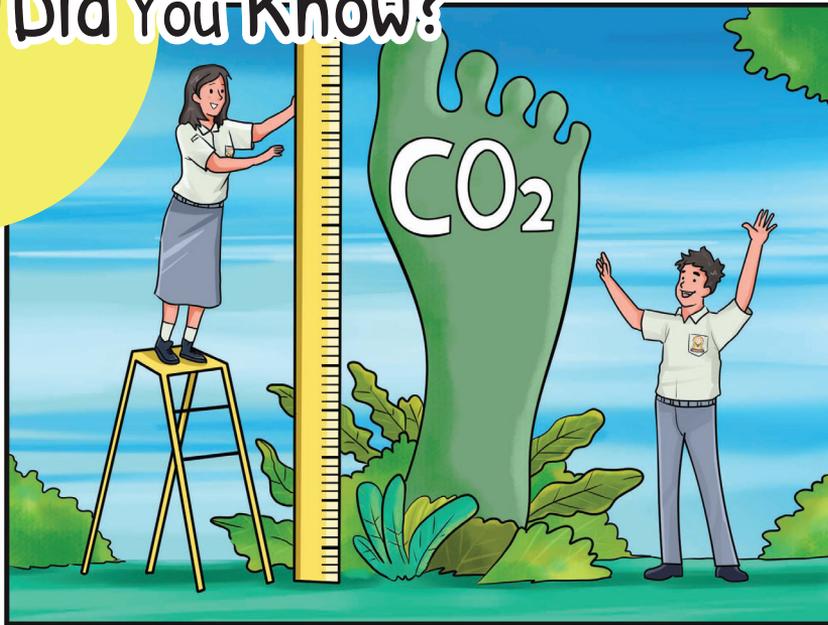


Picture 4.1

Mind Map Unit 4



Did You Know?



Picture 4.2 Students calculated their carbon footprint

According to Mike Berners-Lee, a professor at Lancaster University in the UK and author of “The Carbon Footprint of Everything”, carbon footprint is the sum total of all the greenhouse gas emissions that had to take place in order for a product to be produced or for an activity to take place, such as: household energy use, transport, food, and everything products we buy, from utensils, clothes, cars to television sets.

Each of these activities and products has its own footprint. For example, a person who regularly consumes beef will have a larger food footprint than his vegan neighbor, but that neighbor’s overall footprint may be larger if she drives an hour to work and back in an SUV each day while our meat-eater bicycles to his office nearby. Both their footprints may pale in comparison to the businesswoman across the street, who flies first-class cross-country twice a month.

Then, what about yours?

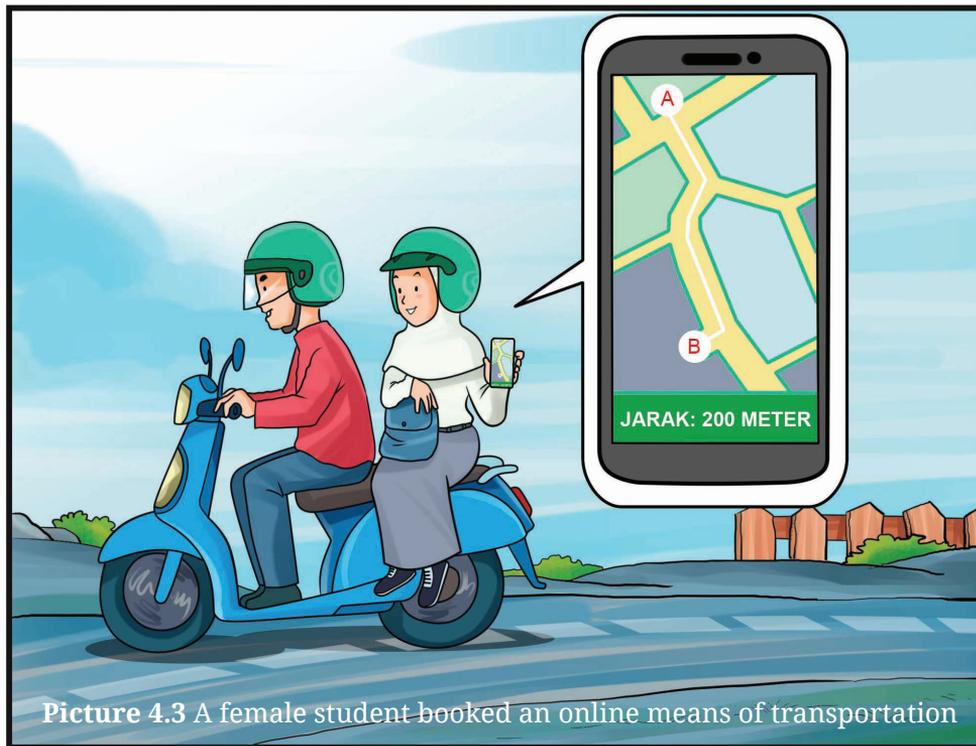
Adapted from: <https://www.nationalgeographic.com/environment/article/what-is-a-carbon-footprint-how-to-measure-yours>



Listening

Activity 1

Look at the pictures.



Picture 4.3 A female student booked an online means of transportation



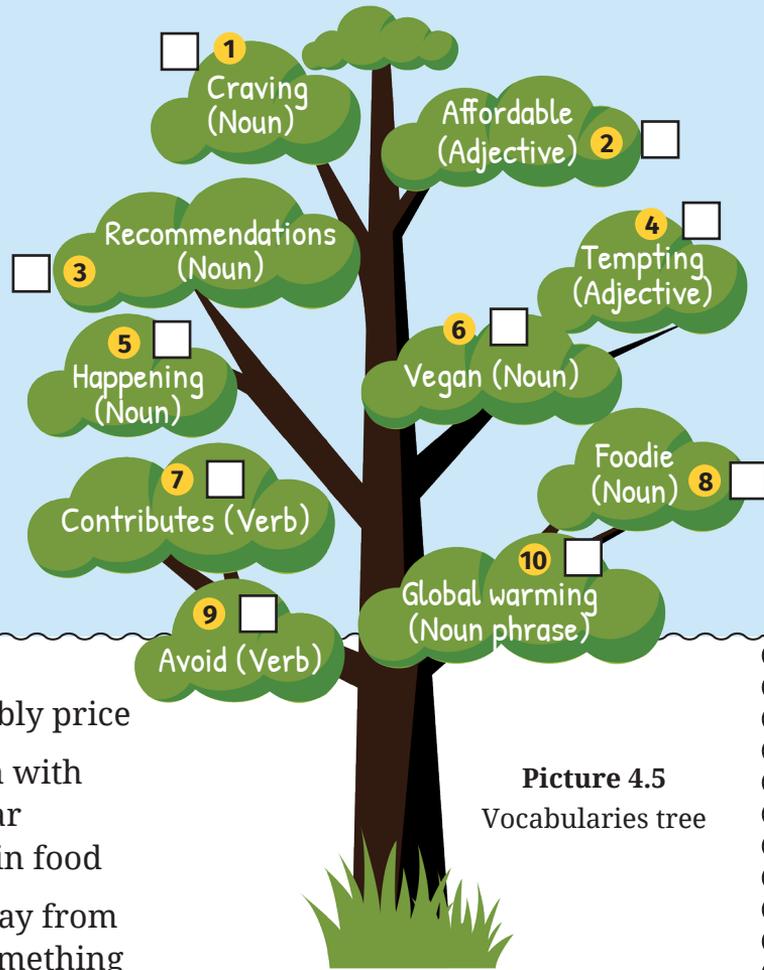
Picture 4.4 Bright home

Discuss the questions in pairs.

1. Are the illustrations above familiar to you?
2. If you were that student, would you do the same?

Activity 2

Work in pairs and match the words/phrases with the correct meanings.



Picture 4.5
Vocabularies tree

- a. Reasonably price
- b. A person with particular interest in food
- c. Keep away from doing something
- d. A gradual increase in the overall temperature of the earth's atmosphere is generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, chlorofluorocarbons, and other pollutants.
- e. A person who does not eat any food derived from animals and who typically does not use other animal products.
- f. Give in order to help achieve or provide something.
- g. Powerful desire for something
- h. Appealing to
- i. An event or occurrence
- j. Suggestion to the best action

Activity 3

Listen to the dialogue between two students; Putra and Siti. Siti was in class during break time and saw Putra busy scrolling down his phone.

Based on the dialogue, decide if the statements below are **true** (T) or **false** (F) or **not mentioned** (NM). Put a tick (✓) in the column provided.

NO	STATEMENT	T	F	NM
1	Putra is a foodie.		✓	
2	Putra's sister is a vegan.			
3	Siti is a vegan herself.			
4	Putra is interested in finding a steak restaurant.			
5	Putra decides to go to the Dinosaur.			
6	Eating meat is the number one contributor to the heat we have been experiencing lately: global warming.			
7	Putra will book at the Dinner Table.			
8	The Dinner Table serves vegan steak.			
9	Putra is a superhero of the earth today.			
10	Public figures influence their followers' behavior a lot.			

Activity 4



Put a tick in the suitable column whether Yes or No whether each action below relates to reducing climate change and carbon footprints.

No	Actions	Yes	No
1.	Switch car to public transport	✓	
2.	Recycle waste comprehensively		
3.	Switch to canvas bags		
4.	Vote for extra plastic bags		
5.	Buy only local food		
6.	Waste no extra food		
7.	Use electric cycle		
8.	Wash laundry in cold water		
9.	Don't litter		
10.	Eat vegan diet		
11.	Live car free		
12.	Upgrade fashion interest		
13.	Buy only unpackaged food		
14.	Upgrade gadget		
15.	Upgrade to motorcycle hybrid		

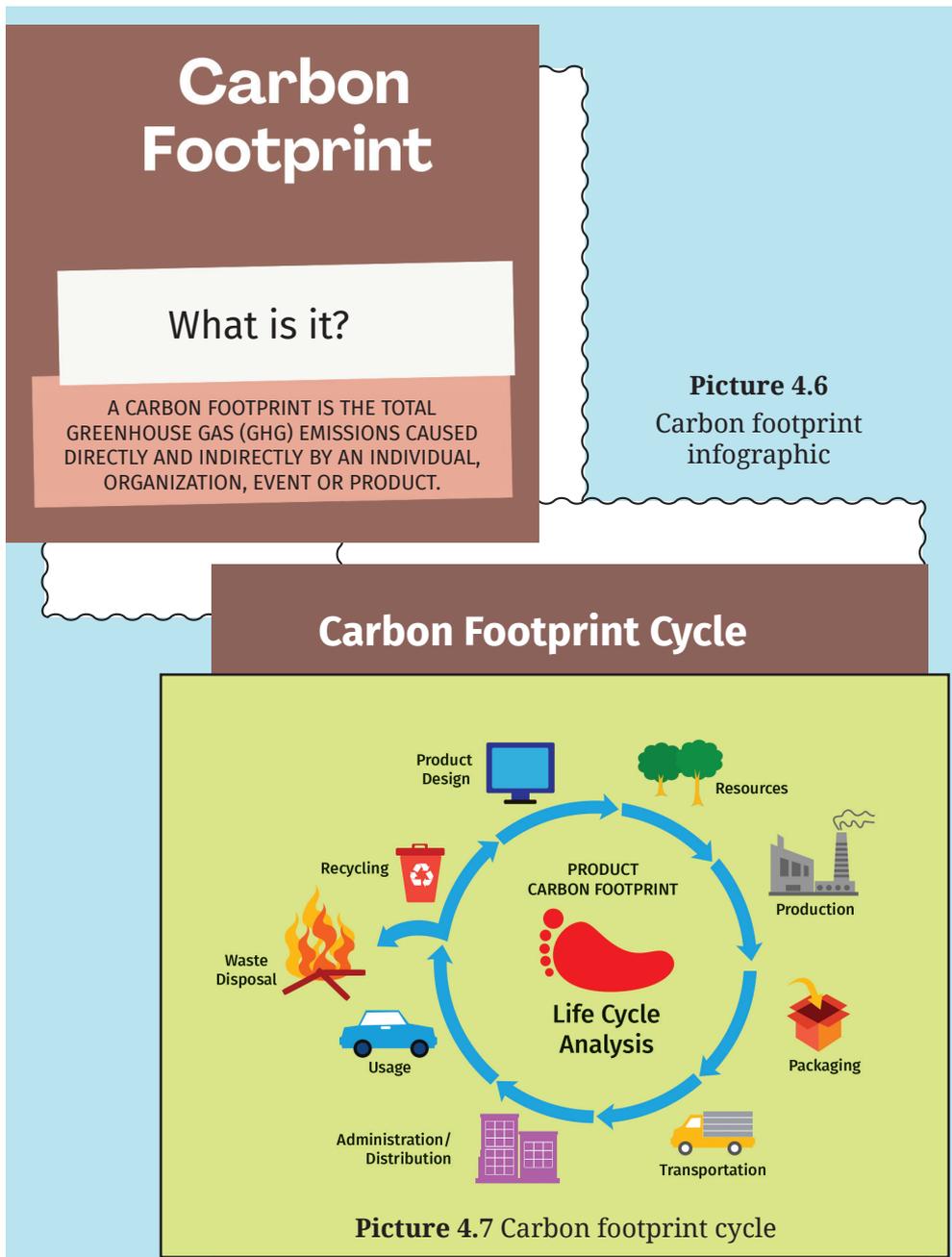
Adapted from: <https://theconversation.com/carbon-footprints-are-hard-to-understand-heres-what-you-need-to-know-144317>



Speaking

Activity 1

Study and discuss the following poster in groups of 4. Pay attention to the meaning of carbon footprint and its cycle.



Picture 4.6
Carbon footprint infographic

Picture 4.7 Carbon footprint cycle

Activity 2

Look at the words/phrases in the left column. Discuss their meanings in the right column in your group.

Car-sharing

Some people travel together to save fuel energy.

Recycling

Used items to produce something useful.

Energy efficiency

Using less energy for the same function.

Vegan diet

Avoid all animal products including meat, egg and dairy.

Traditional energy sources

Things used to create energy with environmental impact

Food waste

Food we don't eat

Emission

Poisonous gasses produced by cars and other vehicles

Home working

Working from home to reduce environmental impact.

Adapted from: https://www.teachingenglish.org.uk/sites/teacheng/files/Online_class_presentation_Family_Footprint.pdf

Activity 3

Work in pairs. Classify the following words into four categories of carbon footprint. You may choose one appropriate category among transportation, waste, food and energy. Number 1 has been done for you as an example.

No.	Words/phrases	Category
1	car-sharing	transportation
2	recycling	
3	energy efficiency	
4	vegan diet	
5	traditional energy sources	
6	food waste	
7	emission	
8	home working	

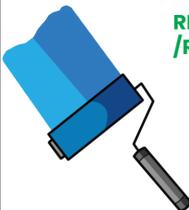
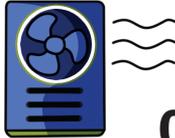
Activity 4

Study the following chart containing several actions to reduce carbon footprint in pairs. State your opinion completed with the data. Do it orally in turn.

This is an example for you:

Student A: In my opinion, conducting a vegan diet won't contribute much in reducing carbon footprint.

Student B: But, at least, it reduces 0.8 tonnes CO₂ per year.

TOP OPTIONS FOR REDUCING YOUR CARBOON FOOTPRINT	
 <p>LIVE CAR-FREE 2.04</p>	 <p>REFURBISHMENT /RENOVATION 0.895</p>
 <p>BATTERY ELECTRIC CAR 1.95</p>	 <p>VEGAN DIET 0.8</p>
 <p>ONE LESS LONG-HAUL FLIGHT PER YEAR 1.68</p>	 <p>HEAT PUMP 0.795</p>
 <p>RENEWABLE ENERGY 1.60</p>	 <p>IMPROVED COOKING EQUIPMENT 0.65</p>
 <p>USE PUBLIC TRANSPORT 0.98</p>	 <p>RENEWABLE BASE HEATING 0.64</p>

Picture 4.8 Options to reduce carbon footprint

Activity 5

Work in a group of 4. Interview your friend to think at least two more actions on how to limit your carbon footprint by completing the table.

This is an example for you:

Student A : What do you think we should do to reduce food dealing with the increasing number of carbon footprint in our country?

Student B : I think we can increase the consumption of healthy and natural food.

No.	Component	Actions	Your friends' name
1	Food	Increase the consumption of healthy and natural food.	
		Consume local and seasonal products.	
		
		

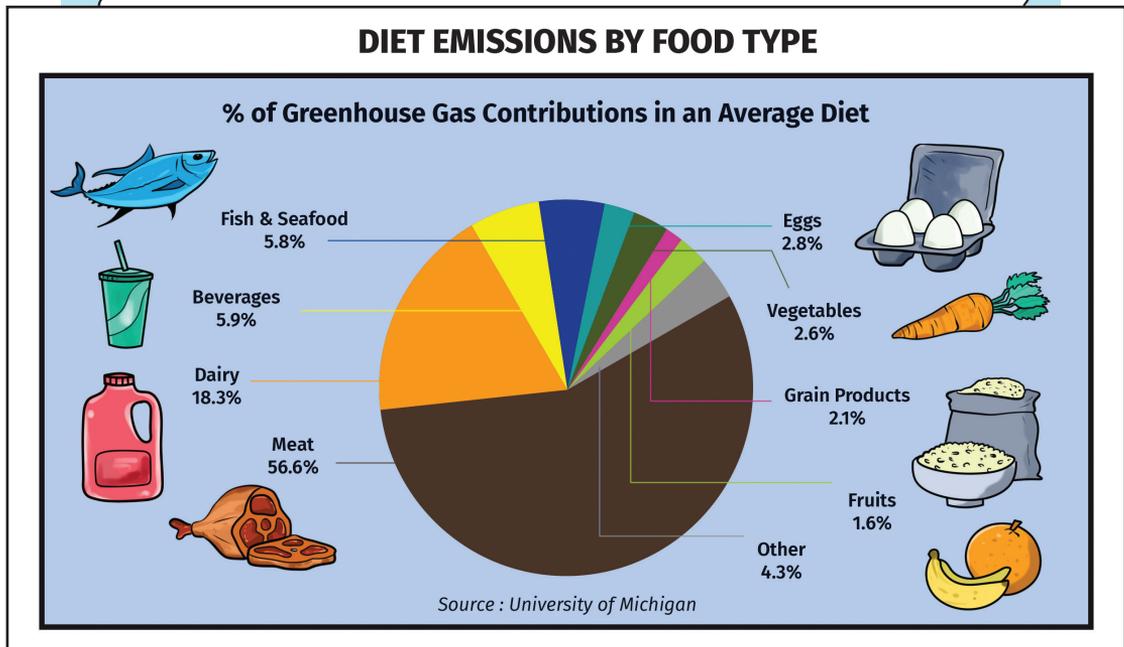
2	Clothing	Buy responsibly-made clothes (made from recycled or eco-friendly materials)	
		Take good care of your clothes	
		
		
3	Transportation	Use public transportation	
		Do carpool	
		
		
4	Energy and waste	Don't leave your battery still charging when it is already full.	
		Turn off the water when you brush your teeth.	
		
		



Reading

Activity 1

A. Observe the picture.



Picture 4.9 Diet emission by food type

B. Answer the questions orally.

1. What does the picture describe?
2. Which one has the most and the least contribution to carbon footprints?

B. Read and learn the vocabulary before you read the text. Consult your dictionary for further information.

Carbon Footprints

(noun phrase)

a measurement of the amount of carbon dioxide produced by the activities of a person, company, organization, etc.

Essential

(adjective)

necessary; needed

Consumption

(noun)

the amount used or eaten

Meat eaters

(noun phrase)

someone who eats meat or has a particular attitude towards meat

Livestock

(noun)

animals and birds that are kept on a farm, such as cows, sheep, or chickens

Greenhouse gasses

(noun phrases)

gasses that causes the greenhouse effect, especially carbon dioxide

Emissions

(noun)

the act of sending out gas, heat, light, etc.

Methane

(noun)

a gas with no smell or color, often used as a fuel

Deforestation

(noun)

the cutting down of trees in a large area, or the destruction of forests by people

Habitable land

(noun phrase)

providing land conditions that are good enough to live in or on

Plant-based foods

(noun phrase)

food consisting or made completely of plants, or mainly of plants

Deficits

(noun)

the total amount by which money spent is more than money received

Nourish

(verb)

to provide people or living things with food in order to make them grow and keep them healthy

Sufficient

(adjective)

enough for a particular purpose

sustainability

(noun)

the quality of being able to continue over a period of time

Activity 2

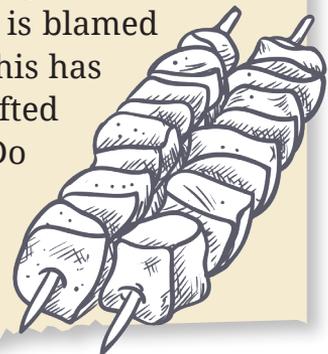
Read the text carefully



Picture 4.10 Meat eaters

Do we need to stop eating meat?

By nature, humans are meat eaters, and our bodies are designed for eating meat. We have incisors for tearing meat, and molars for grinding it. Meat is an essential source of nutrients and calories for a large part of the human population, and this in itself is one major argument for meat-eating. However, meat consumption is blamed for one of the carbon footprints of food. This has caused people to realize and they have shifted from being meat eaters to vegetarians. Do we need to stop eating meat to help protect the planet?



One of the most significant contributors to today's most serious environmental problems is livestock. Globally, the UN estimates it makes up more than 14% of all man-made greenhouse gasses, including methane. The impact of livestock on emissions varies between countries. When we talk about emissions, we usually think of carbon dioxide (CO₂). But livestock's emissions also include methane, which is up to 34 times more damaging to the environment over 100 years than CO₂, according to the UN. Beef produces the most greenhouse gas emissions, which include methane. At one stage, beef production is the leading cause of deforestation in tropical rainforests which adds to the environmental impact of beef from that part of the world. Moreover, the true climate impact of what we eat is not easy to calculate as carbon footprints of food vary with how it is produced and where it comes from, and thus changes with the seasons. Therefore, how we produce our food doesn't just affect our global emissions, but has a wider environmental impact, such as on biodiversity.

In the report issued by ourworldindata.org, it is said that half of all habitable land is used for agriculture, and three-quarters of that land is used to feed and raise livestock. For this reason, it is assumed that to feed a growing world population, it's far more efficient to use land to produce crops that people can consume directly, and to have a fair global approach ensuring that parts of the world with diets high in meat and dairy shift towards more plant-based foods. Thus, some people choose not to eat meat when other options exist to meet their nutritional needs.

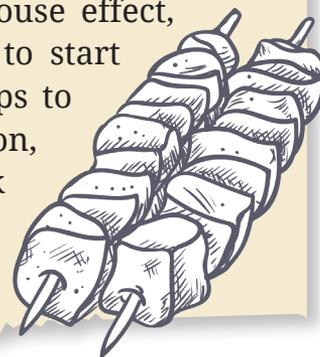
But then on the other hand, meat is an essential source of nutrients and



calories for a large part of the human population, and this in itself is one major argument for meat-eating. Meat is a ready source of protein, vitamin B-12, fat, iron, zinc, and many more essential nutrients that the human body needs to survive. All B vitamins are found in greater concentration in meats than in plant sources, and vitamin B-12 can only be found in animal sources. Besides, the B vitamins are critical to health, especially mental health and deficits in these vitamins can cause confusion, impaired senses, aggression, insomnia, weakness, dementia, and peripheral neuropathy. Moreover, for body builders, eating meat is to get creatine, a nitrogen-containing compound that improves protein synthesis and provides muscles with energy, encouraging muscle gain. In other words, you can take protein supplements, but the best source of protein is meat.

The last argument is that the environmental effects of factory farming have also been criticized, particularly the waste produced during raising and slaughtering and the high cost of grain-based meat production. Fortunately, there are alternatives, such as you can support small farms that raise animals compassionately, follow better farming practices, avoid antibiotics or hormones, and feed animals natural diets.

After looking at all these facts, people can't just stop eating meat for health and environmental reasons. However, since the Earth is suffering due to the greenhouse effect, people should be aware that they need to start to reduce meat consumption since it helps to maintain the Earth's lifespan. For this reason, I am sure that people should start to think and act for the better.



Activity 3

Answer the questions based on the text “Do we need to stop eating meat?”

1. What is the communicative purpose of the text?
 - A. To explain the issue and the effect of carbon footprints to the environment.
 - B. To persuade people to be vegetarians for the sake of the environment.
 - C. To show readers that being vegetarian is the best choice to protect the earth from carbon footprints.
 - D. To present two different points of view about the effect of being vegetarians and meat eaters.
 - E. To inform the reader that livestock can cause carbon footprints to the environment.
2. The statement which supports the writer’s position is ...
 - A. People can support small farms that raise animals compassionately by avoiding antibiotics or hormones, and feed animals natural diets.
 - B. Deficits in B vitamins can cause confusion, impaired senses, aggression, insomnia, weakness, dementia, and peripheral neuropathy.
 - C. Beef produces the most greenhouse gas emissions, which include methane, which also lead to carbon footprints.
 - D. Human body needs a source of protein, vitamin B-12, fat, iron, zinc, and many more essential nutrients to survive from meat.
 - E. People cannot get protein from supplements as good as from meat.

3. Could the following statements represent why we need to stop eating meat? Tick **Yes** or **No** for each statement.

<p>Could the following statements represent why we need to stop eating meat?</p>	<p>Yes</p>	<p>No</p>
<p>According to the UN, livestock's emissions are up to 34 times more damaging to the environment over 100 years than CO₂.</p>		
<p>The most greenhouse gas emissions, which include methane, are produced by beef.</p>		
<p>The waste produced during raising and slaughtering livestock and the high cost of grain-based meat production adds to the environmental impact.</p>		
<p>Better farming practices, avoiding antibiotics or hormones, and feeding animals with natural diets are the alternatives which can be done to protect the environment.</p>		
<p>It is far more efficient to feed a growing world population by using land to produce crops that people can consume directly so that parts of the world with diets high in meat and dairy shift towards more plant-based foods.</p>		



4. *Globally, the UN estimates it makes up more than 14% of all man-made greenhouse gasses, including methane.* (Paragraph 2)

The word 'it' in the sentence refers to

- A. The UN
 - B. greenhouse gasses
 - C. methane
 - D. livestock
 - E. the impact of livestock
5. According to the text, why do bodybuilders need to eat meat?
- A. To maintain their body shape as bodybuilders.
 - B. To provide muscles with energy, supporting muscle gain.
 - C. To obtain creatine that improves protein synthesis.
 - D. To consume protein supplements is not as good as eating meat.
 - E. To fuel your body with the right nutrients.
6. Thinking about the arguments presented by the writer, which argument do you agree with most strongly?

In your own words, explain your choice by stating your own personal opinion. You can also refer to the arguments presented by the writer.

7. Some statements are matters of opinion, based on the ideas and values of the writer. Some statements are matters of fact, which may be tested objectively and are either correct or incorrect. Type “matter of opinion” or “matter of fact” next to each of the statements from the writer’s arguments listed below.

The first one has been done for you.

No.	Arguments from writer’s arguments	opinion or fact
1.	For this reason, I am sure that people should start to think and act for the better.	opinion
2.	So, you have to fuel your body with the right nutrients to achieve sufficient muscle repair and recovery to make gains.	
3.	Fortunately, there are alternatives, such as you can support small farms that raise animals compassionately, follow better farming practices, avoid antibiotics or hormones, and feed animals natural diets.	
4.	But livestock’s emissions also include methane, which is up to 34 times more damaging to the environment over 100 years than CO ₂ , according to the UN.	

5.	All B vitamins are found in greater concentration in meats than in plant sources, and vitamin B-12 can only be found in animal sources.	
6.	For this reason, it is assumed that to feed a growing world population, it's far more efficient to use land to produce crops that people can consume directly, and to have a fair global approach ensuring that parts of the world with diets high in meat and dairy shift towards more plant-based foods.	

8. The main idea of paragraph 2 is

- A. Livestock is one of the most significant contributors to today's most serious environmental problems.
- B. Beef produces the most greenhouse gas emissions, which include methane.
- C. Beef production is the leading cause of deforestation in tropical rainforests.
- D. Some people choose not to eat meat because they find other options to meet their nutritional needs.
- E. How we produce our food does not only affect our global emissions but also has a wider environmental impact, such as on biodiversity.

9. What can we conclude from paragraph 5?
- A. The major argument of meat eating is that meat is an essential source of nutrients and calories for a large part of the human population.
 - B. People can only find vitamin B-12 in animal sources rather than in plant sources.
 - C. It is suggested that people should follow better farming practices, avoid antibiotics or hormones, and feed animals natural diets to protect the environment.
 - D. Eating meat is crucial for bodybuilders to get creatine, a nitrogen-containing compound that improves protein synthesis and provides muscles with energy to encourage muscle gain.
 - E. Meat is a ready source of protein, vitamin B-12, fat, iron, zinc, and many more essential nutrients that the human body needs to survive.

Activity 4

Now it's time to explore the communicative purpose, the schematic structures and the language features of discussion text.

Communicative purpose of discussion text

Communicative purpose of discussion text

To present arguments and information from different points of view.

Schematic Structures of discussion text

Schematic Structures	Function
Statement of Issue	Tells the reader the problem and what will be argued about it. Gives information about the issue and how it is to be framed.
Arguments for	Tells the reader points to be developed
Arguments against	Tells the reader points to be developed
Recommendation	Tells the reader the position held by the writer. It is also presented at the most logical conclusion. It recommends a final position on the issue

Language Features of discussion text

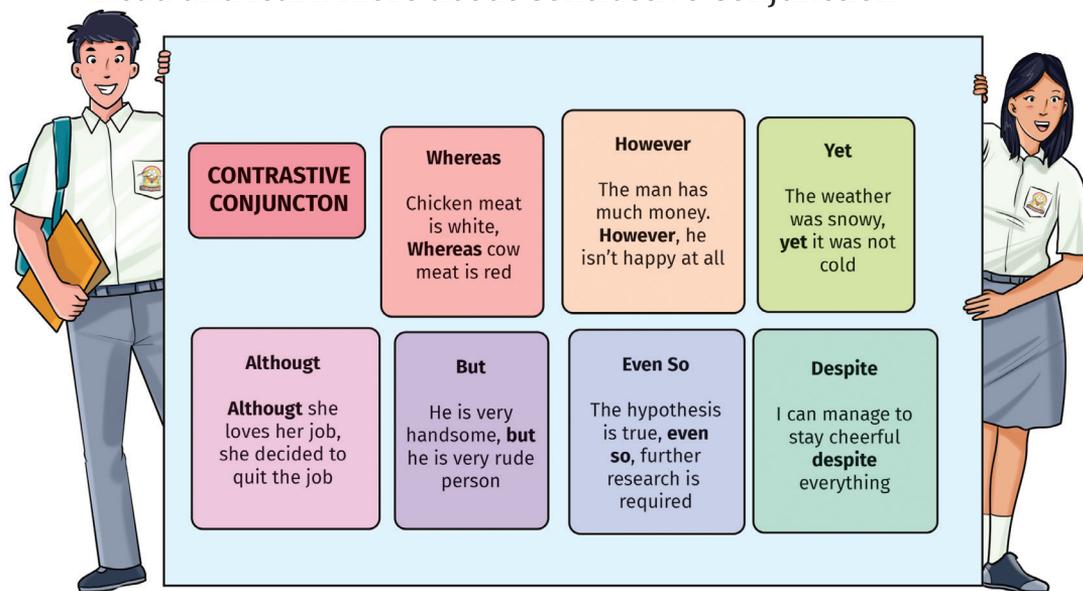
Language Features	Phrases
Generic Participants	carbon footprints; meat
Simple Present	"...,humans are meat eaters,..."

Thinking verb	“I believe...”
Modality	“...,we cannot protect ...”
Contrastive Conjunction	“But then on the other hand, meat is an essential source of nutrients and calories for a large part of the human population, and this in itself is one major argument for meat-eating.”
Passive voice	“All B vitamins are found in greater concentration in meats than in plant sources, and vitamin B-12 can only be found in animal sources.”

Learn the examples of language features:

1. Generic participants: sun; rain.
2. Simple present: “Beef produces the most greenhouse gas emissions, which include methane.”
3. Thinking verbs: think; believe; realize; decide; hope; forget; conclude.
4. Modality: must; should; could; may.
5. Contrastive conjunction: but; on the other hand; however; on other side; although.
6. Passive voice: is produced; is said; is assumed; is used.

Read and learn more about Contrastive Conjunction



Picture 4.11 Contrastive conjunctions

Read and learn more about **Passive Voice**.

Passive voice is used in English when **the thing done** is more important than **the doer** or when the doer is generally known.

Active and Passive Voice		
Tense	Active	Passive
Present simple	Reporters write news reports.	News reports are written by reporters.
Present continuous	Tata is baking a brownie.	A brownie is being baked by Tata.
Past simple	The company hired new workers last year.	New workers were hired by the company last year.

Past continuous	The salesman was helping the customer when the thief came into the store.	The customer was being helped by the salesman when the thief came into the store.
Present perfect	They have already discussed the book.	The book has already been discussed .
Past perfect	He had delivered the letters.	The letters had been delivered .
Auxiliary	Active	Passive
Future simple	The company will hire new workers.	New workers will be hired by the company.
Infinitive	She has to deliver the letters.	The letters have to be delivered .
Modals	She must deliver the letters.	The letters must be delivered .

Activity 5

Read again and learn the schematic structures and language features in the text entitled “Do We Need to Stop Eating Meat?”

Structure	Text	Language features
Title	Do We Need to Stop Eating Meat?	
Statement of Issue	By nature, humans are meat eaters, and our bodies are designed for eating meat . We have incisors for tearing meat, and molars for grinding it. Meat is an essential source of nutrients and calories for a large part of the human population, and this in itself is one major argument for meat-eating. However, meat consumption is blamed for one of the carbon footprints of food. This has caused people to realize and they have shifted from being meat eaters to vegetarians. Do we need to stop eating meat to help protect the planet?	are= simple present meat= generic participant

**Arguments
for:**

One of the most significant contributors to today's most serious environmental problems is livestock. Globally, the UN estimates it makes up more than 14% of all man-made greenhouse gasses, including methane. The impact of livestock on emissions varies between countries. When we talk about emissions, we usually think of carbon dioxide (CO₂). But livestock's emissions also include methane, which is up to 34 times more damaging to the environment over 100 years than CO₂, according to the UN. Beef produces the most greenhouse gas emissions, which include methane. At one stage, beef production is the leading cause of deforestation in tropical rainforests which adds to the environmental impact of beef from that part of the world. Moreover, the true climate impact of what we eat is not easy to calculate as carbon footprints of food vary with how it is produced and where it comes from, and thus changes with the seasons.

Therefore, how we produce our food doesn't just affect our global emissions, but has a wider environmental impact, such as on biodiversity.

In the report issued by ourworldindata.org, it is said that half of all habitable land is used for agriculture, and three-quarters of that land is used to feed and raise livestock. For this reason, **it is assumed** that to feed a growing world population, it's far more efficient to use land to produce crops that people can consume directly, and to have a fair global approach ensuring that parts of the world with diets high in meat and dairy shift towards more plant-based foods. Thus, some people choose not to eat meat when other options exist to meet their nutritional needs.

... is assumed...= passive voice

Arguments against:

But then on the other hand, meat is an essential source of nutrients and calories for a large part of the human population, and this in itself

But = **contrastive conjunction**

is one major argument for meat-eating. Meat is a ready source of protein, vitamin B-12, fat, iron, zinc, and many more essential nutrients that the human body needs to survive. All B vitamins are found in greater concentration in meats than in plant sources, and vitamin B-12 can only be found in animal sources. Besides, the B vitamins are critical to health, especially mental health and deficits in these vitamins can cause confusion, impaired senses, aggression, insomnia, weakness, dementia, and peripheral neuropathy. Moreover, for body builders, eating meat is to get creatine, a nitrogen-containing compound that improves protein synthesis and provides muscles with energy, encouraging muscle gain. In other words, you can take protein supplements, but the best source of protein is meat.

The last argument is that the environmental effects of factory farming have also been criticized, particularly the waste produced during

on the other hand=
contrastive conjunction

raising and slaughtering and the high cost of grain-based meat production. Fortunately, there are alternatives, such as you can support small farms that raise animals compassionately, follow better farming practices, avoid antibiotics or hormones, and feed animals natural diets.

Recommendation

After looking at all these facts, I **believe** people can't just stop eating meat for health and environmental reasons. However, since the Earth is suffering due to the greenhouse effect, people should be aware that they need to start to reduce meat consumption since it helps to maintain the Earth's lifespan. For this reason, I am sure that people **should** start to think and act for the better.

believe = **thinking verb**

should = **modality**

Activity 6



According to the reading text of Activity 5, discuss the questions in a group of 3 or 4.

1. What is the generic participant?
2. What is the issue being discussed?
3. Mention at least two of the writer's arguments that he/she is for the issue?
4. Mention at least two of the writer's arguments that he/she is against the issue?
5. What is the writer's position? Is he for or against the issue? Explain.
6. Identify the passive voice taken from the text by classifying the "thing done" and the "doer". One example has been done for you.

1. **Passive Voice:** Moreover, the true climate impact of what we eat is not easy to calculate as carbon footprints of food vary with how **it is produced** and where it comes from, and thus changes with the seasons.

Thing done: food is produced

Doer: not mentioned/ people (generally known)

2. **Passive voice:** In the report, **it is said** that half of all habitable land is used for agriculture, ... and three-quarters of **that land is used** to feed and raise livestock.

Thing done:

Doer:



3. **Passive voice:** ...and three-quarters of **that land is used** to feed and raise livestock.

Thing done:

Doer:

4. **Passive voice:** For this reason, **it is assumed** that to feed a growing world population, ...

Thing done:

Doer:

5. **Passive voice:** **All B vitamins are found** in greater concentration in meats than in plant sources, and vitamin B-12 can only be found in animal sources

Thing done:

Doer:



Viewing



Picture 4.12 Carbon footprint from vehicle and factories

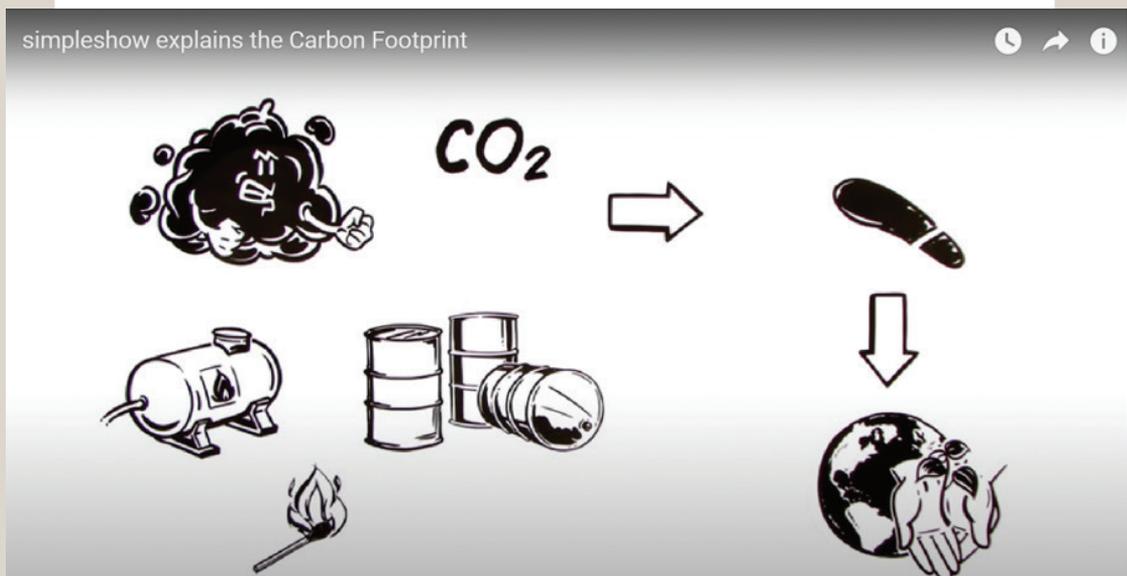
Activity 1

Watch the first video carefully.



The Carbon Footprint

Simpleshow explains the Carbon Footprint



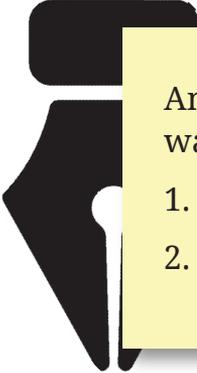
Picture 4.13 Carbon footprint by YouTube/Simpleshow

You've probably been hearing a lot about climate change and how you should reduce your carbon footprint. But what's that exactly? Just like an actual footprint, it's a mark you leave upon the environment. No, not with your shoes but with every action that releases "Carbons". Those are the harmful gasses, such as CO_2 , which are pumped out by burning fossil fuels, like oil or gas. And the more fuel is used, the bigger your footprint will be. You may think that by driving your car, the only carbons you release come from the engine, but





no. Consider the carbons that are emitted just to get fuel into the tank: From the energy needed to extract the oil from underground, the pollution caused by transportation and refinement, to the final delivery to your local petrol station. Not to mention the CO₂ released by manufacturing your car in the first place. More than you thought, eh? So, unless you live in a cave; you and everything you own have its own carbon footprint: reading a book -- Printing and distributing it uses energy. Brush your teeth and your tools will have a history in a factory. Even something as basic as an apple could have traveled hundreds or even thousands of miles to end up in your local supermarket. You see, it's pretty much impossible to leave no carbon footprint behind. But by thinking about your actions and personal choices, maybe you can make your feet just that little bit smaller and really help to put the boot into climate change.



Answer these questions based on the video you have watched.

1. What does the video tell you about?
2. What activities contribute to climate change?

Activity 2

Watch the second video.



Can healthy food save the planet?

<https://www.youtube.com/watch?v=PIc42oIU0Ik>

You know the saying “you are what you eat.” But the way we currently eat is in fact ruining our health, the health of others and that of the planet. Unhealthier food is now deadlier than alcohol, drug, and tobacco use combined. 2.1 billion people are



Picture 4.14 Healthy food

overweight yet we eat more sugar, fat, and red meat than ever. Still, 821 million go to bed hungry every night. On top of that our food is the main cause behind species extinction and a third of all global greenhouse gas emissions. So, can we feed a growing population without destroying the planet and ourselves?

Science had no clear answer to this question. That’s why EAT gathered 37 of the world’s best scientists to determine what a healthy and sustainable diet is and how to get there. The result is the EAT-Lancet commission – a scientific blueprint for a healthy and sustainable future.



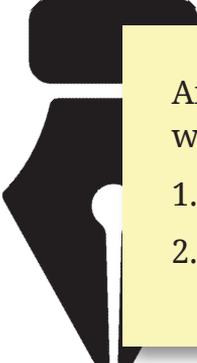
If we change the way we produce, consume, transport, and waste food, we can feed everyone a healthy diet while improving the health of our planet. What does this look like?

Meat can stay on our planet but plants need to be the new main course. We should eat a huge variety of vegetables and fruits, and a low amount of meat, dairy, and seafood. We should choose unsaturated fats and stay away from refined grains, highly processed and added sugar, and we have no food to waste.

It will take huge changes but following this plan will lower our risk of cancer, strokes, and diabetes. It could help 11 million adult deaths per year. In fact, consuming and producing food more efficiently and mindfully will help to keep our planet flourishing.

We have an answer now: we know the right course for a better future. It is on us to actually take that step. Our food can be the key to solving the biggest challenges we face: food really can fix it.

*EAT is a global, non-profit startup dedicated to transforming our global food system through sound science, impatient disruption and novel partnerships.



Answer these questions based on the video you have watched.

1. What does the video tell you about?
2. What activities contribute to climate change?

Activity 3



After watching the two videos, in pairs, check your understanding by giving a circle/color/checklist on the correct statement as presented (in the video). One number has been answered for you.

No	Which statements are correct?	
1	Every human in the world now contributes to climate change (v1).	Only people in the city contribute to climate change (v1).
2	Carbon footprints can be released by anyone and anything (v.1).	Carbon footprints can be released by humans' activity with machines (v.1).
3	This video disagrees with more impacts of climate change by humans' health (v.2).	This video concerns more impacts of climate change by humans' unhealthy diet (v2).
4	The United Nations made a change for the climate change issue while improving the health of the earth (v.2).	People can make a change for the climate change issue while improving the health of the earth (v.2).



5	The presenter felt if people stayed in the cave that would reduce carbon footprint (v.1).	The presenter asked the viewers to stay in the cave to reduce carbon footprint (v.1).
6	This video talks about the carbon footprint shared by general human activities (v.1).	This video talks about the carbon footprint shared by forest and animal activities (v.1).
7	Printing and distributing a book will surely cause carbon release (v.1).	Printing and distributing a book does not cause carbon release (v.1).
8	The apple you bought in the market will not leave a carbon footprint (v.1).	The apple you bought in the market will, in fact, leave a carbon footprint (v.1).
9	Humans' diet is the main cause behind species extinction and a third of all global greenhouse gas emissions (v.2).	Humans' diet is the third main cause behind species extinction and the main cause of global greenhouse gas emissions (v.2).
10	Carbons are harmful gasses produced merely by fossil fuels (v.1).	Carbons are harmful gasses produced by all human activities (v.1).

Activity 4 (Optional)

How huge is your carbon footprint?

The Carbon Footprint Survey will ask a series of questions that will direct the participant to color lines around the footprint drawing. The more greenhouse gasses you produce, based on your answers, the bigger the carbon footprint grows. Different color crayons will represent the four categories of behavior surveyed:

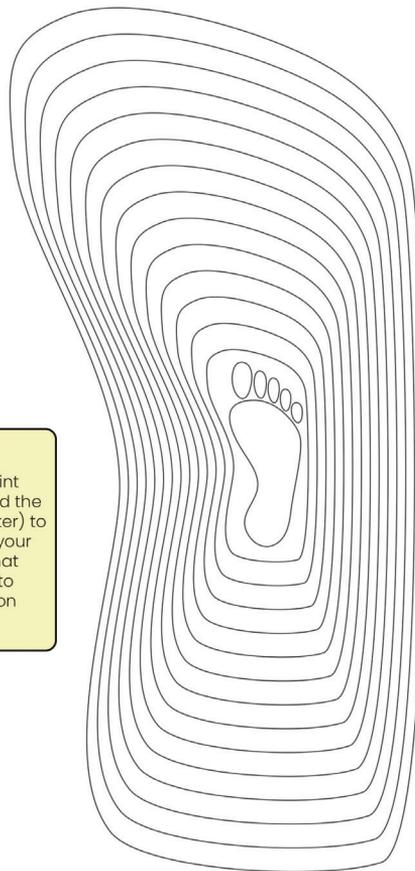
Housing and Home Energy	Transportation
<ol style="list-style-type: none">1. If you live in a single-family home, color 4 rings RED; if you live in an apartment or other type of home, color 2 rings RED.2. If you don't use energy-efficient light bulbs such as CFLs (compact fluorescent), color 1 more ring RED.3. If your home doesn't have a programmable thermostat, color 1 more ring RED.4. If you are not familiar with the Energy Star appliance rating system, color 1 more ring RED.	<ol style="list-style-type: none">1. For every small car in your family, color 1 ring BLUE.2. For every medium or large car in your family, color 2 rings BLUE.3. If you don't regularly change the air filter on your car and check the tire pressure, color 1 more ring BLUE.4. For every airplane trip you've taken in the past year, color 1 more ring BLUE.
	Recycling and Waste
<ol style="list-style-type: none">1. If you are a vegetarian, color 1 ring GREEN; if you are not a vegetarian, color 2 rings GREEN.	If you usually recycle your household trash, color 1 ring BROWN ; if you never recycle, color 2 rings BROWN .

2. If you never eat organic food, color 1 more ring **GREEN**.
3. If you take baths, run the faucet while brushing your teeth or washing dishes, or water your lawn several times a week, color 1 ring **GREEN**.

2. If you never compost your yard and kitchen waste, color 1 more ring **BROWN**.



Based on the Carbon Footprint Survey, color the rings around the footprint (start from the center) to estimate the relative size of your family's carbon footprint. What can you and your family do to reduce the size of your carbon



Picture 4.15 Coloring carbon footprint



Writing

In the previous sections, you have learned all the information about carbon footprints and discussion text. Now it is the time for you to do a writing project.

Activity 1: Plan

Make a group of 2-4 students. Brainstorm ideas before you start making a text. Follow the plan table below for your writing guidance. Consider the punctuation, capitalization and tenses. You can do the task by writing it in the book or paper or by typing it digitally using google docs or other docs apps.

Topic/ Title:

1. What is the topic of your text?
2. What is the possible title for your text?

Statement of issue:

1. What are the problems?
2. Why do you argue about the problem?

Arguments for

1. What are your arguments which support the problem?

Arguments against

1. What are your arguments which disagree with the supporting arguments?

Recommendation

1. What is your position towards the problem?
2. What is your recommendation about the problem?



Activity 2: Writing Plan

In your groups, write the ideas in activity 1 into paragraphs in the table below. Consider the use of contrastive conjunctions, thinking verbs and modality for linking or contrasting ideas between and within paragraphs. You can do the task by writing it in the book or paper or by typing it digitally using google docs or other docs apps.

Topic/ Title:	
Statement of Issue	
Arguments for	
Arguments against	
Recommendation	

Activity 3: Review Text

After writing the discussion text based on the narrative schematic structures, swap the text with another group. Proofread the text by checklisting (✓) the elements of schematic structures and linguistic features found in the text.

Schematic Structures	Yes/No	Linguistic Features	Yes/No
Title		Generic Participants	
Statement of issue		Simple Present	
Arguments for		Thinking verb	

Arguments against		Modality	
Recommendation		Contrastive Conjunction	
		Passive voice	

Activity 4: Redraft Text

Rewrite the text which has been reviewed by another group in the box below. Then submit your final text to your teacher.

Final writing draft



Presenting

In groups, present your discussion text in the form of digital or printed in front of the class.

Consider the following steps:

1. Planning presentation (Asking yourself about 5W+1H questions)
2. Preparing Presentation (Personal notes, Visual, Handout, etc)

3. Practicing Presentation
4. Delivering Presentation
5. Dealing with Questions (TRACT Techniques: Thank the questioner, Repeat the question, Answer the question, Check with the questioner if they are satisfied, Thank them again)

Source: *student-learning.tcd.ie*

https://student-learning.tcd.ie/assets/PDF/Giving_Presentations.pdf

Assessment



Read the following text and answer the questions individually.

Environmental Impact of Online Shopping

In the past few decades, the way we shop has changed dramatically. We used to buy our goods in traditional shops, on the high street or in department stores. Now, customers are increasingly buying online, where they can order whatever they want directly to their door with the click of a mouse. One in seven sales are now made online and studies suggest that by 2021, global online retail will reach an enormous US\$4.8 trillion. As companies race to improve their internet shopping experience, the trend towards shopping online is predicted to continue.

But what is the impact of all this online shopping on the environment? You might think that online shopping is greener than in-store shopping. After all, an online store does not use the electricity that a traditional store might use and it doesn't require the customer to drive anywhere. Items are



often delivered to several homes at once, so you would think the carbon savings must be significant. Take the typical home delivery round in the UK, for example. Supermarket drivers often do 120 deliveries on an 80-kilometer round, producing 20 kilograms of CO₂ in total. In contrast, a 21-kilometer drive to the store and back for one household would generate 24 times more CO₂!

However, the reality is slightly more complex than that. Many home deliveries fail the first time and the driver has to make a second or third attempt to deliver the purchase. Customers who choose speedy delivery or those who buy single items from different places also contribute towards increasing the carbon footprint.

The carbon footprint also goes up if the customer chooses to return the item. A study in Germany showed that as many as one in three online purchases are returned. According to another study, merchandise worth nearly US\$326 million is returned each year in the USA. Two billion kilograms of this ends up in landfill, leading to 13 tonnes of CO₂ being released.

In Indonesia, online returns can involve a number of environmentally damaging activities. Consumers sending items back, and couriers collecting and redistributing them, all means extra driving and thus traffic congestion and carbon emissions. Cleaning, repairing and/or repackaging returned items mean consuming more natural resources and potentially using more materials that contain fossil fuels or palm oils. Processing, transporting and landfill of single-use or non-recyclable packaging used in returns mean more land use and a greater carbon footprint.



Clothing is one product that has high return rates. Unlike in a walk-in store, the online shopper can't try things on before buying. So, companies offer free returns to make it easier for shoppers to purchase the same item of clothing in different sizes and colors. Customers try them at home, keep one and return the rest of them. However, when clothes are returned, they are not always cleaned and put back for sale. This is because many companies have found it cheaper to simply throw away the returned items than to pay someone to sort the damaged goods from the unwanted ones. In these cases, the returned clothes, which might be in perfect condition, end up in landfills or burnt.

When we take all these factors into consideration, we realize that online shopping isn't necessarily as green as people might think. That last kilometer to your door is costly, for companies and for the environment. There is some positive news, as various online retailers are starting to lower their carbon footprint by investing in electric delivery vehicles. However, the question of how to deal with returns efficiently and without waste is a challenge that many companies have not wanted to face. As online shoppers become aware of what companies are doing, and campaign groups demand urgent action in the face of the climate and ecological emergency, there is increasing pressure for companies to take responsibility for the environmental impact of their activities.



1. According to the text, where did we buy our goods?
You may choose more than one correct answer.
 - A. anywhere
 - B. on the high street
 - C. in conventional shops
 - D. In the department store
 - E. online
 - F. through catalogue
2. What makes online shopping contribute much to the carbon footprint?
 - A. When the customer returns the item he/she bought.
 - B. When a person burns his/her goods.
 - C. If a smoker keeps smoking while riding the customer.
 - D. When customers shop a lot.
 - E. If the customer buys many goods for himself/herself.
3. Are the sentences true or false? Put a tick next to each statement.

No	Statements	True	False
A	Online shopping is decreasing in terms of numbers.		
B	More shopping might be done online in the future.		

C	Online shopping uses less electricity than conventional shopping.		
D	The carbon footprint of online shopping is worsened due to speedy delivery and goods returns.		
E	Companies have found environmentally-friendly solutions for the problem of returned goods.		

4. State how is online shopping correlated to the increasing number of carbon footprint.

.....

.....

.....

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Below are some arguments taken from a text. Read the text carefully.

AGREE 1: Switching to renewable energy is not as simple as it is being made out to be. Quite the opposite.

“It is commonly assumed that greenhouse gas and energy problems can be solved by switching from fossil fuel sources of energy to renewables. However, little attention has been given to exploring the limits to renewable energy. Unfortunately, people working on renewable energy technologies tend not to throw critical light on the difficulties and limits. They typically make enthusiastic claims regarding the potential of their specific technologies.”
(Alex Epstein)

DISAGREE 1: Leaving fossil fuels in the ground is good for everyone

“To deliver a 50% probability (which is not exactly reassuring) of no more than 2C of warming this century, the world would have to leave two-thirds of its fossil fuel reserves unexploited. I should point out that reserves are just a small fraction of resources (which means all the minerals in the Earth’s crust). The reserve is that proportion of a mineral resource which has been discovered, quantified and is viable to exploit in current conditions: in other words that’s good to go.... a third of the world’s oil reserves, half its gas reserves and 80% of its coal reserves must be left untouched to avert extremely dangerous levels of global warming. 2C is dangerous enough; at present we are on course for around 5C by the time the century ends, with no obvious end in



“It would be difficult to find a more taken for granted, unquestioned assumption than that it will be possible to substitute renewable energy sources for fossil fuels, while consumer-capitalist society continues on its merry pursuit of limitless affluence and growth. There is a strong case that this assumption is seriously mistaken.”
(Ted Trainer)

sight beyond 2100.”
(George Monbiot,
The Guardian, 2015)

“The major thrust of climate-change claims is that man is destroying the planet. There is much evidence to show that we are the greatest burden that Earth has to bear. To simply rape the earth of all its fossil-fuels would be gross folly.”
(Dr. Peter Langdon)

AGREE 2: Renewables cannot provide the required amount of energy to supply demand (Intermittency)

“As you look at the jagged and woefully insufficient bursts of electricity from solar and wind, remember this: some reliable source of energy needed to do the heavy lifting. In the case of Germany, much of that energy is coal. As Germany has paid tens of billions of dollars to subsidize solar panels and windmills, fossil fuel capacity, especially coal, has not been shut down—it has increased.

DISAGREE 2: Renewable energy can meet energy needs in a safe and reliable way

“...The key is to have a mix of sources spread over a wide area: solar and wind power, biogas, biomass and geothermal sources. In the future, ocean energy can contribute. Intelligent technologies can track and manage energy use patterns, provide flexible power that follows demand through the day, use better storage options and group producers together to form virtual power plants.

Why? Because Germans need more energy, and they cannot rely on the renewables.”
(Alex Epstein)

“It is concluded that although the foregoing figures are not precise or confident, their magnitudes indicate that it will not be possible to meet a 1000 EJ/yr energy target for 2050 from alternative energy sources, within safe greenhouse gas emission levels... . Such a goal could not be achieved without radical change in social, economic, political and cultural systems.”
(Ted Trainer)

With all these solutions we can secure the renewable energy future needed. We just need smart grids to put it all together and effectively ‘keep the lights on’”.
(Greenpeace.org 2014)

“There’s no shortage of renewable energy from the sun, wind and water and even stuff usually thought of as garbage — dead trees, tree branches, yard clippings, left-over crops, sawdust, even livestock manure, can produce electricity and fuels — resources collectively called ‘biomass’... The sunlight ... in one day contains more than twice the energy we consume in an entire year. ... Clean energy sources can be harnessed to produce electricity, process heat, fuel and valuable chemicals with less impact on the environment.”
(California Energy Commission 2006)

Question 1

Based on the text, which of the following issues do people seem to be debating?

- A. Renewable energy is replaceable
- B. Fossil fuels leave carbon footprints
- C. Renewable energy cannot replace fossil fuels
- D. Renewable energy needs time to be used
- E. Renewable energy can reduce carbon footprints

Question 2

Whom do the arguments belong to? Put a checklist in the table provided

Arguments	Alex	Ted	George	Peter
Without fundamental changes to the social, economic, political, and cultural structures, this objective could not be attained.				
"It is widely assumed that switching from fossil fuel to renewable energy sources will solve the greenhouse gas and energy problems."				

<p>The constraints of renewable energy, however, have not received much attention.</p>				
<p>"The central claim of climate-change denial is that man is destroying the planet."</p>				
<p>"It would be difficult to find a more taken for granted, unquestioned assumption than that renewable energy sources can be substituted for fossil fuels while consumer-capitalist society continues on its merry way of limitless affluence and growth."</p>				
<p>To avoid extremely dangerous levels of global warming, one-third of the world's oil reserves, half of its gas reserves, and 80 percent of its coal reserves must be left untouched.</p>				



There is ample evidence that we are the most significant burden that the Earth must bear. It would be a huge mistake to simply rob the Earth of all its fossil fuels."				
--	--	--	--	--

Question 3

Could the following arguments represent Greenpeace's disagreement? Type **Yes** or **No** for **each** argument.

Arguments	Yes	No
"As you observe the jagged and woefully insufficient bursts of electricity from solar and wind, keep in mind that some reliable source of energy is required to do the heavy lifting."		
Ocean energy has the potential to contribute in the future.		
With all of these solutions, we can ensure the necessary renewable energy future.		
Clean energy sources can be used to generate electricity, process heat, fuel, and valuable chemicals while minimizing environmental impact.		
We simply need smart grids to connect everything and effectively "keep the lights on."		

Question 4

Thinking about the arguments presented by the six sources from the text above, which source do you agree with most strongly?

Source's name: _____

Using your own words, explain your choice by referring to your own opinion and the arguments presented by the source.

Question 5

Based on the text of agreement and disagreement, are the statements in the table below facts or opinions? Put a checklist in the **Fact** or **Opinion** for each statement.

Is the argument a fact or an opinion?	Fact	Opinion
People working on renewable energy technologies typically make enthusiastic claims regarding the potential of their specific technologies.”		

Intelligent technologies can track and manage energy use patterns, provide flexible power that follows demand through the day, use better storage options and group producers together to form virtual power plants.		
The reserve is that proportion of a mineral resource which has been discovered, quantified and is viable to exploit in current conditions.		
There is a strong case that this assumption is seriously mistaken.		
However, little attention has been given to exploring the limits to renewable energy.		

Reflection



After studying Unit 4, answer the following reflective questions. Write your answers in the box.

1. Why is it important for us to understand our carbon footprint?
2. How can we help the global warming issue after learning about carbon footprint?

MY REFLECTION OF UNIT 4





Scan the following QR Code or visit the link to download the audio recording:

https://static.buku.kemdikbud.go.id/content/media/rar/BIng_12.zip

Glossary

A

Abundant (adj):

existing or occurring in large amounts

Adequate (adj):

sufficient for a specific need or requirement.

Affordable (adj):

reasonably price

Apologize (v):

to say sorry for something you've done

Avoid (v):

keep away from doing something

B

Bank account (np):

an account with a bank created by the deposit of money or its equivalent and subject to withdrawal of money (as by check or passbook)

Bill (n) :

a statement of charges for food or drink, goods sold, services performed, or work done

Biomass resources(n):

an organic matter that is available on a renewable or recurring basis

Blackout (n):

a period of darkness caused by a failure of electrical power

C**Carbon dioxide (n):**

a heavy colorless gas CO₂ that does not support combustion, dissolves in water to form carbonic acid, is formed especially in animal respiration and in the decay or combustion of animal and vegetable matter, is absorbed from the air by plants in photosynthesis, and is used in the carbonation of beverages.

Carbon footprint (n): the amount of carbon dioxide and other carbon compounds emitted due to the consumption of fossil fuels by a particular person, group, etc.

Carbon Footprints (np):

the amount of greenhouse gasses and specifically carbon dioxide emitted by something (such as a person's activities or a product's manufacture and transport) during a given period

Car-sharing (np):

some people travel together to save fuel energy

Cash (n):

money or its equivalent (such as a check) paid for goods or services at the time of purchase or delivery

Cashless (adj):

the exchange of funds by check, debit or credit card, or various electronic methods rather than the use of cash.

Characters (n):

one of the persons of a drama or novel

Charity (n):

the voluntary giving of help, typically in the form of money, to those in need.

Climate change (n):

a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

Coda (n):

a concluding part of a literary or dramatic work

Conserve (V):

to protect (something, especially an environmentally or culturally important place or thing) from harm or destruction

Contributes (v):

give in order to help achieve or provide something

Craving (n):

powerful desire for something

Credit card (np):

a card authorizing purchases on credit

Currency (n):

a system of money in general use in a particular country.

Cybercrime (n):

criminal activity (such as fraud, theft, or distribution of child pornography) committed using a computer especially to illegally access, transmit, or manipulate data.

D**Deal with something (v):**

to take action to solve a problem

Deception (n):

lying; trickery; untruth.

Deduct (v):

subtract or take away (an amount or part) from a total

Deforestation (n):

the action or process of clearing of forests; the state of having been cleared of forests

Devastating (adj):

causing great damage or harm.

Digital (adj):

of, relating to, or utilizing devices constructed or working by the methods or principles of electronic

E**E-commerce platforms (np):**

the buying and selling of goods and services, or the transmitting of funds or data, over an electronic network

Emissions (n):

substances discharged into the air (as by a smokestack or an automobile engine)

Encounter (v):

to engage in conflict with

Energy efficiency (np):

using less energy for the same function

E-payments (n):

electronic payments for transactions made on the Internet.

E-wallet (n):

a type of electronic card which is used for transactions made online through a computer or a smartphone

Exposure (n):

the condition of being presented to view or made known.

F

Fanfare (n):

demonstration; parade; protest.

Feel guilty (v):

to feel that something you did was wrong

Flinch (v):

make a quick, nervous movement as an instinctive reaction to fear, pain, or surprise

Flourish (v):

to be in a state of activity or production.

Food waste (n):

food we don't eat

Foodie (n):

a person with particular interest in food

Fraudster (n):

swindler; deceiver; scammer.

Fumbling (n):

doing something awkwardly, especially when using your hands

G

Gas emission (n):

direct emissions produced by burning fuel for power or heat, through chemical reactions, and from leaks from industrial processes or equipment.

Global warming (np):

a gradual increase in the overall temperature of the earth's atmosphere is generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, chlorofluorocarbons, and other pollutants.

Governing force (np):

to exercise authority over; rule, administer, direct, control, manage; to influence the action or conduct of; guide; sway.

Green energy (n):

any energy type that is generated from natural resources, such as; sunlight, wind or water

Greenhouse gasses (np):

any of various gaseous compounds (such as carbon dioxide or methane) that absorb infrared radiation, trap heat in the atmosphere, and contribute to the greenhouse effect

Guarantee (v):

to provide a formal assurance or promise, especially that certain conditions shall be fulfilled relating to a product, service, or transaction.

H**Happening (n):**

an event or occurrence

Hate speech (n):

speech expressing hatred of a particular group of people

Hoax (v):

to trick into believing or accepting as a genuine something false and often preposterous

Home working (np):

working from home to reduce environmental impact

Hurt somebody's feeling (v):

to upset somebody by saying bad things about them

Hybrid (n):

something (such as a power plant, vehicle, or electronic circuit) that has two different types of components performing essentially the same function

I

Impersonation (n):

roleplay; acting; imitation.

In person (np):

actually being with someone, rather than communicating online

Indispensable (adj):

absolutely necessary; essential.

Influencer (n) :

a person who inspires or guides the actions of others.

In-joke (np):

a funny story that only certain people understand

Interest (n):

money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt.

K

Kerosene (n):

a flammable hydrocarbon oil usually obtained by distillation, of petroleum and used as a fuel, solvent or thinner

L

Language (n):

a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings

Livestock (n):

animals kept or raised for use or pleasure especially : farm animals kept for use and profit



Local power company (n):

a local utility company supplies electricity to buildings connected to the power grid

M

Meat eaters (np):

someone who eats meat or has a particular attitude towards meat

Money Laundering (n):

the concealment of the origins of illegally obtained money, typically by means of transfers involving foreign banks or legitimate businesses

N

Nourish (v):

to nurture; to promote the growth of

O

Overweight (n):

excessive or burdensome weight.

P

Payment (n):

the act of paying

Persecution (n):

the condition of being persecuted, harrasses or annoyed

Phenomenon (n):

a rare or significant fact or event.

Phishing (n):

hacking; spamming; attacking.

Piqued (adj):

to arouse anger or resentment in.

Power outage (np):

(a power cut, a power out, a power failure, a power blackout, a power loss, or a blackout) is the loss of the electrical power network supply to an end user.

Proofread (v):

to read and mark corrections in (something, such as a proof)

R**Receipt (n):**

a writing acknowledging the receiving of goods or money

Recommendations (n):

suggestion to the best action

Recycling (n):

used items to produce something useful

Refurbishment (v):

to brighten or freshen up

S**Scaling up (v):**

to increase the size, amount, or importance of something, usually an organization or process

Scan (v):

to read or mark so as to show metrical structure

Selfish (adj):

a person or an action lacking consideration for others

Shamefully (adv):

in a way that deserves blame

Shun (v):

to avoid something

Siphoned off (v):

to dishonestly take money from an organization or other supply, and use it for a purpose for which it was not intended

Spill the tea (vp):

want to know more information about a specific person

Stalker (n):

a person who pursues someone obsessively and aggressively to the point of harassment

Stranger (n):

someone you do not know

Suspicious (adj):

doubtful; skeptical; wary.

Sustainability (n):

the quality of being able to continue over a period of time

SUV (n):

sport utility vehicle.

Swap (n):

an act, instance, or process of exchanging one thing for another

T

Tempting (adj):

appealing to

Threat (n):

intimidation; menace; risk.

Throw one off:

to make one suddenly surprised or confused

Throw you off (v):

to make you suddenly surprised or confused

Top-up (v):

to make up to the full quantity, capacity, or amount

Traditional energy sources (np):

things used to create energy with environmental impact

Trust (v):

to believe that someone is good and honest and won't harm you

U

Unsaturated fat (n):

beneficial fats because they can improve blood cholesterol levels, ease inflammation, stabilize heart rhythms, and play a number of other beneficial roles.

Urge (v):

persistently to persuade (someone) to do something

V

Vass majority (np):

great majority

Vegan (n):

a person who does not eat any food derived from animals and who typically does not use other animal products.

Vegan diet:

avoid all animal products including meat, egg and dairy

Violence (n):

rampage; assault; force.

W

Waste disposal (np):

a device in a kitchen sink that grinds up food waste so it can be washed down the drain

Windmill (n):

a mill or machine operated by the wind

Withdraw (v):

remove or take away (something) from a particular place or position.

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1. SMAS Dwiwarna Bogor. 2011 - sekarang
2. Ganesha Operation 2007 - 2011

Riwayat Pendidikan dan Tahun Belajar:

1. Pendidikan Profesi Guru Universitas Pakuan 2018
2. Universitas Pendidikan Indonesia, Pendidikan Bahasa Inggris 2009

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. "Sunya" dalam *Antologi Kurikulum Ngumpet* (2021)
2. "Bermain Peran: Wawancara Pekerjaan" dalam *Antologi Kelas Kreatif: Semangat Berbagi! Semangat Menginspirasi! - 65 Tulisan Releksi Pendidik Mengajar selama Masa Pandemi* (2020).
3. "Bermain secara Daring dengan Classtools.net" dalam *Antologi Kelas Kreatif dengan Smartphone* (2020).
4. "Words Bingo" dalam *Antologi E-Book 75 Artikel Strategi Mengajar_Kelas Kreatif - HUT RI 75* (2020).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

Tidak ada

Informasi Lain

Blog penulis www.achdimerdianto.blogspot.com

Profil Penulis

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Prov. Sumatera Barat
Bidang Keahlian : (ELT) English Language Teaching



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. 2005 – sekarang : Guru Bahasa Inggris SMAN 1 Batang Anai
2. 2006 – 2013 : Guru Bahasa Inggris LBPP-LIA Padang
3. 2013-2015 : Dosen Bahasa Inggris Poltekkes Kemenkes Padang
4. 1999 – 2005 : Guru Bahasa Inggris SMPN 3 Sei Geringging
5. Instruktur Nasional Guru Pembelajaran tahun 2016
6. Pengajar Praktik Program Guru Penggerak Angkatan 4 tahun 2021-2022

Riwayat Pendidikan dan Tahun Belajar:

1. S2: Pendidikan Bahasa Inggris, Universitas Negeri Padang (2012-2015)
2. S1: Pendidikan Bahasa Inggris, Institut Keguruan dan Ilmu Pendidikan Padang (1990-1996)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Collaborative Strategic Reading dalam Antologi Membaca Itu Seru (2021)
2. Emoticon Berkesan Penyampai Pesan dalam Asesmen Untuk Personalisasi Belajar-SKGB Edisi ke 2 Tahun ke Enam-(2021)
3. Memperkenalkan Diri dalam Antologi Kelas Kreatif Dengan Smartphone (2020)
4. Mengasah HOTS dan Speaking Skill Melalui Impromptu English Debate dalam Antologi Merdeka Belajar Itu Asyik (2021)
5. Online Learning-Prospek Model Pendidikan di Masa Depan (duo writer)(2021)
6. Pembelajaran Greget dengan Alternatif Teknik Pembelajaran Daring dalam Antologi Semangat Berbagi! Semangat Menginspirasi! (2020)
7. Pembelajaran Greget Menggunakan Padlet dalam Inovasi Media Mengajar Saat Pandemi-SKGB-(2020)

Profil Penulis

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Pengalaman Terbaik Meningkatkan Keterampilan Menulis Ending Narrative Siswa Kelas X IPA 2 SMA Negeri 1 Batang Anai Melalui Tekni Gula. 2021. Cendekia Online Journal. ISBN.
2. Teknik Spider Web Sebagai Upaya Meningkatkan Kemampuan Menulis Paragraf Recount di Kelas X MIPA 4 SMA Negeri 1 Batang Anai. Profil STKIP Nasional Padang Pariaman. 2019.
3. The Effect of Clustering Technique and Motivation Toward Student's Skill in Writing a Recount Paragraph at Grade X of SMA Negeri 1 Batang Anai. 2017. Komposisi Jurnal Pendidikan, Bahasa, Sastra dan Seni. ISSN.
4. Transformasi Sekolah Menuju Sekolah Inklusi. 2021. Jurnal Exponential (Education for Exceptional Children). E-ISSN.
5. Using Warm Technique in Improving Student's Skill at Grade X BB of SMA Negeri 1 Batang Anai. 2018. The English Language Teaching and Research Journal (ELTAR) UNP.



Profil Penulis

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Instansi : SMAN 2 Majalaya
Alamat Instansi : Jl. Wangisagara Majalaya
Bidang Keahlian : (ELT) English Language Teaching



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Pengajar Bahasa Inggris di SMAN 2 Majalaya tahun 2008-sekarang
2. Guru Pamong Program PPG Daljab pada tahun 2022
3. Instruktur Nasional Program PKB pada tahun 2017
4. Instruktur Kurikulum 13 untuk SMA pada tahun 2016
5. Instruktur Nasional Guru Pembelajar pada tahun 2016

Riwayat Pendidikan dan Tahun Belajar:

1. Universitas Terbuka. S2. Pendidikan Bahasa Inggris (2020)
2. Universitas Pendidikan Indonesia. S1. Pendidikan Bahasa Inggris (2000)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. "Modalitas Peserta Program Pengembangan Keprofesian Berkelanjutan (PKB): Contingencies or Necessity" dalam buku antologi "*Kelas Inspiratif*" (2018)
2. "Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Melalui Musikalisasi Teks Naratif Secara Berkelompok" dalam buku antologi "*Education Development Project 2008-2018: Kelas Kreatif*" (2019)
3. "Belajar Listening (Mendengar) Melalui Voice Thread di Whatsapp" dalam buku antologi "*Kelas Digital: Technology Enhanced Language Learning*" (2019)
4. "Kombinasi Cantik, Seru buat Semua" dalam buku antologi "*Semangat Berbagi, Semangat Menginspirasi*" (2020)
5. "Move and Get" dan "Stop and Go" dalam buku antologi "*Belajar itu Menyenangkan*" (2020)
6. "Kuis Seru di Live Ig" dalam buku antologi "*Kelas Kreatif dengan Smartphone!*" (2020)
7. "Strategi 3-2-1 untuk Memahami Teks Eksplanasi" dalam buku antologi "*Membaca Itu Seru*" (2021)
8. "Role Play, Model Pembelajaran PAIKEM yang Memerdekakan Siswa Belajar" dalam buku antologi "*(Merdeka) Belajar Itu Asyik!*" (2021)
9. 17 Strategi Mudah untuk Pembelajaran Tatap Muka dan Daring (2021)

Profil Penulis

10. 4 Langkah Mudah Menulis Best Practice (2021)

11. Road to Guru Penggerak (2021)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Improving Listening Skills on HOTS-based Items through WhatsApp; a Literature Review (Proceeding of AISOFOLL/Annual International Symposium of Foreign Language Learning, 2019)
2. The Effectiveness of Whatsapp-based Teaching Technique on Learners' Listening Skills and Autonomy (Thesis, 2020)
3. Quizziz Seru untuk Semua (SKGB/Surat Kabar Guru Belajar, edisi Desember 2020)
4. Meningkatkan Partisipasi Siswa pada Pertemuan Daring Melalui Penugasan Presentasi Kelompok Mandiri (JLIS/Journal of Language and Instructional Studies, 2021)
5. Memanjakan Murid dengan Pembelajaran Berdiferensiasi/Pampering Students through Differential Learning (Lingo, Volume 1 No. 2 Agustus 2021)



Profil Penulis

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Bidang Keahlian : (ELT) English Language Teaching



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen Tetap Yayasan Kartika Jaya Siliwangi (IKIP Siliwangi)
2. Tutor *Part Time* di Lembaga The British Institute (TBI)

Riwayat Pendidikan dan Tahun Belajar:

1. S3 Pendidikan Bahasa Inggris UPI Bandung (2014 - 2021)
2. S2 Pendidikan Bahasa Inggris UPI Bandung (2008 - 2011)
3. S1 Pendidikan Bahasa Inggris UIN Bandung (2000 - 2004)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. *An Introduction to English in Scientific Papers* (2020 - PT Edupotensia)
2. *30 Digital Tools for Assessment* (2020 - CV Alfabeta)
3. *Pengalaman Mengajar Masa Pandemi* (2020 - MJW Book)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Technology-Integration In EFL Classroom: Augmentation Language Learning Activities in Puentedura's SAMR Framework (2022) dipublikasikan di *Journal of Educational and Language Research* (JOEL) 1(12), 2081-2090.
2. Exploring the Potentials of Technology Integration for Teaching Language Skills: A Literature Review (2021) dipublikasikan di *Professional Journal of English Education* (PROJECT), 4(3), 488-496.
3. Analyzing Students' Voice of Using Semantic Mapping Technique in Oral Presentation Class (2020) dipublikasikan di *Jurnal Bahasa Inggris Terapan*, 6(1), 13-24.

Informasi Lain

1. Google Scholar:
<https://scholar.google.com/citations?user=N2U65NwAAAAJ&hl=id>
2. Orcid ID:
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3. SINTA (Science and Technology Index) ID: 6082559

Profil Penulis

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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).
7. “Mind Mapping!” dalam antologi *Belajar itu Menyenangkan!* (2020).
8. “Kegiatan Membaca Berbasis HOTS Menggunakan Inset Learning” dalam antologi *Membaca itu Seru! : 46 Strategi Mengajar Interaktif* (2021).
9. “Kegiatan Interaktif dengan Permainan dan Kerja Kelompok” dalam antologi *Semangat Berbagi! Semangat Menginspirasi!* (2021).

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).

Profil Penelaah

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Alamat Instansi : Jl. Dr. Setiabudhi No. 229 Bandung
Bidang Keahlian : Interculturality; professional identity;
literature pedagogy
Google Scholar ID : cO8VtJM AAAAJ



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Dosen pada Program Studi Bahasa dan Sastra Inggris Universitas Pendidikan Indonesia
2. *Reviewer* Jurnal System Elsevier (Scopus Q1)
3. *Reviewer* Jurnal International Review of Applied Linguistics in Language Teaching (Scopus Q1)
4. *Reviewer* Jurnal Humanities and Social Sciences Communications (Scopus Q2)
5. *Reviewer* dan *Section Editor* Indonesian Journal of Applied Linguistics (Scopus Q2)
6. *Reviewer* dan *Section Editor* Jurnal Pendidikan Bahasa dan Sastra (Sinta 3)
7. *Reviewer* English Language Teaching Educational Journal (Sinta 3)

Riwayat Pendidikan dan Tahun Belajar:

1. Monash University Australia (Ph.D 2014)
2. Monash University Australia (M.Ed 2008)
3. Universitas Pendidikan Indonesia (S.Pd 2003)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Novitri, S. A., Noorman, S., & Gandana, I. (2021). Lokalitas dan globalitas dalam sebuah perjalanan pemahaman konsep diri: Penelitian berbasis cerita. Dalam E. Malihah, dkk. (Eds). *Perempuan Menulis*. Bandung: UPI Press.
2. Emilia, E., & Gandana, I. (2021). Antara cinta dan cita: Kisah dua akademisi perempuan menggapai asa. Dalam E. Malihah, dkk. (Eds). *Perempuan Menulis*. Bandung: UPI Press.
3. Gandana, I. (2015). Critical thinking, (inter)cultural awareness, and pedagogical dilemmas: Stories of three university teachers in Indonesia. Dalam Chan, W.M., Bhatt, S.K., Nagami, M., & Walker, I. (Eds.) (2015), *Culture and foreign language education: Insights from research and implications for the practice*. Berlin: De Gruyter Mouton.

Profil Penelaah

4. Kuswandono, P., Gandana, I., & Rohani, S. (2015). Towards deimperialisation of Instructional strategies: Cases of Communicative Language Teaching and Reflective Practice implementation in the Indonesian context. Dalam H. Zhang, P. Chan, & J. Kenway (Eds.), *Asia as method in education studies: A defiant research imagination*. Routledge: London; New York.
5. Gandana, I. (2013). Arti sebuah kejujuran. Dalam L. Fridani & B. Nu'man (Eds.), *Mencari DNA pendidikan karakter: Ekspresi pengalaman anak Indonesia di Australia*. Jakarta: Lentera Ilmu Cendekia.
6. Gandana, I. (2011). Mendidik dengan nurani. Dalam B. Nu'man & L. Fridani (Eds.), *Membangun sekolah negeri yang dicintai anak*. Jakarta: Lentera Ilmu Cendekia.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Gandana, I.S.S., Nafisah, N. Imperiani, E.D.A. (2021). Critical thinking, literature and teachers' instructional activities: An Indonesian case of community service program for English teachers. *English Language Teaching Educational Journal*, 4(2), 138-147.
2. Gandana, I., & Oktaviandy, R. (2021). Social media use among Indonesia's Generation Z: A case of university students in Bandung, West Java. *Komunitas: International Journal of Indonesian Society and Culture*, 13(2).
3. Fitriani, A. A. D., Gandana, I. S.S., & Nafisah, N. (2021). In search of self: Navigating subjectivity amidst conflicts in Rainbow Rowell's Eleanor & Park. *K@ta*, 23(1), 21-27.
4. Gandana, I. S. S., & Nissa, L. Globalization, English and identity construction: A narrative inquiry. Dalam Y. Wirza, I. L. Damayanti, W. Gunawan, E. D. A. Imperiani, A. Arifin, & L. Hakim (Eds.), *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*. Atlantis Press.
5. Abdurahman, N. H., Gandana, I., & Novianti, N. (2018). The fever of English 2.0 in Indonesia: University students' and faculty members' attitudes towards English in different multilingual landscapes. *Indonesian Journal of Applied Linguistics*, 8(2), 482-488.
6. Yuliana, D., & Gandana, I. (2018). Writers' voice and engagement strategies in students' analytical exposition texts. *Indonesian Journal of Applied Linguistics*, 7(3), 613-620.
7. Gandana, I., & Parr, G. (2013). Professional identity, curriculum and teaching Intercultural Communication: An Indonesian case study. *Language, Culture and Curriculum*, 26(3), 229-246.
8. Kuswandono, P., Gandana, I., Rohani, S., & Zulfikaar, T. (2011). Revisiting local wisdom: Efforts to improve education quality in Indonesia. Dalam J. Wright (Ed.), *AARE 2011 Conference Proceedings* (pp. 1-15). Hobart, Australia: The Australian Association for Research in Education.

Profil Penelaah

Pengalaman sebagai editor:

1. *Dasar-Dasar Teknik Ketenagalistrikan (Semester 1)*. Jakarta, Penerbitan bersama antara Direktorat Sekolah Menengah Kejuruan dan Pusat Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022. ISBN 978-623-388-022-0
2. *English in Mind (second edition): Student's Book 4 for Senior High School Grade 11*. Jakarta, Pusat Perbukuan, 2021. ISBN 978-602-244-757-3
3. *English in Mind (second edition): Teacher's Resource Book 4 for Senior High School Grade 11*. Jakarta, Pusat Perbukuan, 2021. ISBN 978-602-244-758-0
4. *Ensiklopedia Shalat for Kids: Panduan Shalat Lengkap untuk Anak*. Bandung, DAR!Mizan, 2010. ISBN 978-979-752-906-2

Profil Penelaah

Nama Lengkap : Dr. Nia Kurniawati, M.Pd.
Email : niakurniawati29_ftk@uinsgd.ac.id
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Alamat Instansi : Jl. Soekarno Hatta Cimencrang, Bandung
Bidang Keahlian : Critical Literacy Pedagogy, TESOL Methodology,
Teacher Professional Development

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

Dosen pada Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Sunan Gunung Djati Bandung

Riwayat Pendidikan dan Tahun Belajar:

1. Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia (Dr. 2016)
2. Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia (M.Pd., 2007)
3. Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia (S.Pd., 2000)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Book Series for EFL Students in Migrant Worker's Areas: Working and Living in Malaysia, LPPM UIN Sunan Gunung Djati Bandung (2022);
2. Book Series for EFL Students in Migrant Worker's Areas: Working and Living in Hong Kong, Diktis Kementerian Agama RI (2021);
3. Book Series for EFL Students in Migrant Worker's Areas: Working and Living in Taiwan, Diktis Kementerian Agama RI (2021);
4. Folklore for Critical Thinking, LPPM UIN Sunan Gunung Djati Bandung (2020);
5. LITERATE: Fostering EFL Students Reading and Writing Skills, Book 2, UIN Sunan Gunung Djati Bandung (2018)
6. LITERATE: Integrating the Four English Language Skills, Book 1, UIN Sunan Gunung Djati Bandung (2017);
7. The Power of Prosa Cerita Rakyat untuk Pengajaran berpikir Kritis, LPPM UIN Sunan Gunung Djati Bandung (2017);
8. DIY Video untuk Optimalisasi Pembelajaran Bahasa, LPPM UIN Sunan Gunung Djati Bandung (2017);
9. Let's Talk in English, Book 1, Language Centre UIN Sunan Gunung Djati Bandung (2012).



Profil Penelaah

1. Membangun *Questioning Attitude* Siswa melalui “Multicultural dan Critical Literacy Pedagogy Program”: Studi Kasus Putera Puteri PMI di Sekolah di Kampung Migran (2022);
2. Merancang Program Bahasa dan Bahan Ajar Berbasis Multicultural and Critical Literacy Principles bagi Putera Puteri Pekerja Migran di Konteks Indonesia (2021);
3. A Portrait of Indonesian EFL Teacher Talk and Student Talk in International Teaching Practicum: Thailand Classroom Context (2021);
4. Indonesian EFL Students’ Writing Anxiety in Post-pandemic Online Classroom Context: A Survey (2021);
5. Proposing a model of critical literacy program for fostering Indonesian EFL students’ critical thinking skills (2020);
6. The Use of Reading Aloud Method to Improve Students’ Speaking Ability: Indonesian Secondary School (2020);
7. “Do It Yourself Video”: Equipping Indonesian EFL Teachers with DIY Video Creation Skill (2020);
8. Indonesian EFL Teachers Competence in Constructing Lots and Hots-based Test: A Case Study in an Indonesian Secondary School (2020);
9. Peningkatan Literasi Budaya Asing, Literasi Kritis, dan Literasi Digital untuk Tunas Indonesia di Kampung Migran: Studi kasus di Kampung Migran di Cirebon (2019);
10. Prosa Cerita rakyat Indonesia untuk Membangun Kemampuan Siswa Berbahasa Inggris, Berpikir dan Berliterasi Kritis: Konteks Madrasah Aliyah Indonesia (2018);
11. Model Pengajaran Berpikir Kritis Berbasis Critical Literacy Pedagogy Principles (2017);
12. Developing EFL Students’ Descriptive Writing through Alternative Joint Construction (2017);
13. The Use of Reflective Writing to Improve Students’ Writing and Critical Thinking Skills (2017);
14. Exploring EFL Students’ Metacognitive Strategies in Speaking Class: An Indonesian Context (2017);
15. Promoting the Emergence of EFL Students’ Fundamental Critical Thinking Skills through English Debate: A Case Study in Indonesian Context (2017);
16. Model Teacher Professional Development Program (TPDP) Berbasis Classroom Teachers Need Assessment (2016);
17. Is this life? This is a siege: A Critical Discourse Analysis to Transcript of a Palistian Boy’s Talk (2015).

Profil Editor

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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. Universitas Pendidikan Indonesia. S2 Administrasi Pendidikan, 2011.
2. Universitas Pendidikan Indonesia. S1 Pendidikan Bahasa Inggris, 2003.

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

Tidak ada

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

Tidak ada

Profil Desainer

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Bidang Keahlian : Penata Letak (Desainer)



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

Bisnis Indonesia (2015-sekarang)

Riwayat Pendidikan dan Tahun Belajar:

Sekolah Tinggi Media Komunikasi Trisakti (2009-2013)

Profil Ilustrator

Nama Lengkap : Nana Maulana, S.Sn
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Instansi : Kartunaung Studio
Alamat Instansi : Jl. Raya Kalimulya Gg.Sasak no 98
Bidang Keahlian : Ilustrasi/Kartunis



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Percetakan Citra Kharisma Bunda (2011)
2. Kartunis Penerbit Gerrmedia Komik (2011-2015)
3. Guru Seni dan Budaya SMA BINTARA DEPOK (2015-2018)
4. Owner Bikindong Creative Studio (2017-Sekarang)

Riwayat Pendidikan dan Tahun Belajar:

Sarjana Seni Strata 1 Universitas Indraprasa PGRI

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Komik Serba 90-an Dalam Komik (2014)
2. Buku Jakarta Penuh Hantu (2013)
3. Buku Penunggu Puncak Ancala (2015)
4. Buku After School Horror (2015)

Prestasi di bidang Ilustrasi (10 Tahun Terakhir)

1. Juara 1 lomba Komik Pembelajaran SD (2019)
2. Juara 1 Lomba Komik Gema Pertiwi Dit. SD (2021)
3. Juara 1 Lomba Komik Polisi Milenial Safety Festival (2018)
4. Juara 2 Lomba Komik Polisi Nasional (2020)
5. Juara 2 Lomba Komik Bank BNI (2019)
6. Juara 1 Lomba Komik Bank BRI (2021)
7. Juara 1 Lomba Komik Silih Tulungan Jawa Barat (2021)
8. Juara 2 Lomba Komik PPAK (2022)
9. TOP 5 Kreavi/Google Comic Challenge (2022)
10. Juara 1 Lomba Komik EUPHORIA TKN PSL (2021)
11. Juara 1 Lomba Komik Anti Ujaran Kebencian (2022)
12. Juara 1 Lomba Komik BNPB Tangguh Award (2021)
13. Juara 1 Lomba Komik Polisi Milenial Safety Festival (2018)