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Bahasa Inggris Tingkat Lanjut

Let's Elevate Our English

Edisi Revisi

Rida Afrilyasanti
Anik Muslikah Indriastuti

SMA/MA KELAS XI

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Bahasa Inggris Tingkat Lanjut: Let's Elevate Our English untuk SMA/MA Kelas XI (Edisi Revisi)

Penulis

Rida Afrilyasanti
Anik Muslikah Indriastuti

Penelaah

Emi Emilia
Nurmala Elmin Simbolon

Penyelia/Penyelarass

Supriyatno
Lenny Puspita Ekawaty
Ervina
Devi Deratama

Kontributor

Rudi Sarjito
Susanti Retno Hardini

Ilustrator

RA Jazilatul Andini

Editor

Raden Safrina

Editor Visual

Alfian Candra Ayuswantana

Desainer

Ulfah Yuniasti

Penerbit

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<https://buku.kemdikbud.go.id>

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Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, termasuk Pendidikan Khusus. Buku berkaitan erat dengan kurikulum. Buku yang dikembangkan saat ini mengacu pada kurikulum yang berlaku, yaitu Kurikulum Merdeka.

Salah satu bentuk dukungan terhadap implementasi Kurikulum Merdeka di satuan pendidikan ialah mengembangkan buku teks utama yang terdiri atas buku siswa dan panduan guru. Buku ini merupakan sumber belajar utama dalam pembelajaran bagi siswa dan menjadi salah satu referensi atau inspirasi bagi guru dalam merancang dan mengembangkan pembelajaran sesuai karakteristik, potensi, dan kebutuhan peserta didik. Keberadaan buku teks utama ini diharapkan menjadi fondasi dalam membentuk Profil Pelajar Pancasila yang beriman dan bertakwa kepada Tuhan yang Maha Esa, dan berakhlak mulia; berkebinekaan global, berjiwa gotong royong, mandiri, kritis, dan kreatif.

Buku teks utama, sebagai salah satu sarana membangun dan meningkatkan budaya literasi masyarakat Indonesia, perlu mendapatkan perhatian khusus. Pemerintah perlu menyiapkan buku teks utama yang mengikuti perkembangan zaman untuk semua mata pelajaran wajib dan mata pelajaran peminatan, termasuk Pendidikan Khusus. Sehubungan dengan hal itu, Pusat Perbukuan merevisi dan menerbitkan buku-buku teks utama berdasarkan Capaian Pembelajaran dalam Kurikulum Merdeka.

Kami mengucapkan terima kasih kepada semua pihak yang telah berkolaborasi dalam upaya menghadirkan buku teks utama ini. Kami berharap buku ini dapat menjadi landasan dalam memperkuat ketahanan budaya bangsa, membentuk mentalitas maju, modern, dan berkarakter bagi seluruh generasi penerus. Semoga buku teks utama ini dapat menjadi tonggak perubahan yang menginspirasi, membimbing, dan mengangkat kualitas pendidikan kita ke puncak keunggulan.

Jakarta, Juli 2024

Kepala Pusat Perbukuan,

Supriyatno, S.Pd., M.A.



Preface

Hello, fellow English learners! Welcome to your *Buku Bahasa Inggris Tingkat Lanjut Kelas XI*.

This book was designed especially for you to rock your language skills! This book is about making English fun and meaningful, following the Indonesian national curriculum, *Kurikulum Merdeka*, focusing on learning competence (*Capaian Pembelajaran/CP*) Fase F, specifically narrative and exposition texts. The discussion text will then be covered in *Buku Bahasa Inggris Tingkat Lanjut Kelas XII*. Let's dive in and discover the exciting world of language together!

So, what makes this book awesome? Well, let's break it down. First off, get ready for an adventure in active learning! That means you will not just be sitting back and listening. But you will be right in the driver's seat, exploring all sorts of exciting topics, using fun activities to find information, and sharing your brilliant ideas. Besides, we have packed this book with real-life skills you will need, like how to communicate well and think critically. Through this book, you will also get a chance to experience teamwork.

Now, let's find out what you will discover within. This book is like a treasure mine of texts, ranging from fun stories to thought-provoking texts, all aimed to help you become a skilled language learner who is knowledgeable in lots of things! Whether it is a story about your neighborhood or a deep discussion about critical current issues, we have got you covered. And do not worry if some topics seem a bit tricky at first. We have set things up to help you learn step by step.

But wait! There is more! This book is not just about English skills. We have also added some valuable life lessons described in *Profil Pelajar Pancasila*. You will learn about collaboration, different cultures through stories, global awareness, critical thinking, creativity, and how to think outside the box. They are the abilities that will help you not just in school but also in life. Additionally, the skills will help you stand out and make a positive impact on the world around you.

Here is the best part: this book is not just for sitting in a classroom. Your awesome teachers will use it to create exciting activities that fit right into your school and community. They will customize things to ensure you have everything you need to succeed.



Before we start reading this book, we'd like to take a moment to express our gratitude. This book was made possible with the help of many wonderful people. We extend our heartfelt appreciation to our book reviewers, Prof. Emi Emilia, M. Ed., Ph. D., and Dr. Nurmala Elmin Simbolon, S.S., M. Ed., as well as other contributors who have lent their expertise and support. We are immensely grateful for their valuable feedback.

Therefore, we acknowledge that this book is a work in progress, and there is always room for improvement. So, dear readers, your suggestions, feedback, and criticism are welcomed and encouraged. Your feedback will help us make this book even better!

In closing, we hope this book will enhance your English skills and enrich your learning journey. Together, let's strive to make learning English an adventure to remember and a rewarding experience that benefits us all.

Jakarta, Juli 2024

Authors



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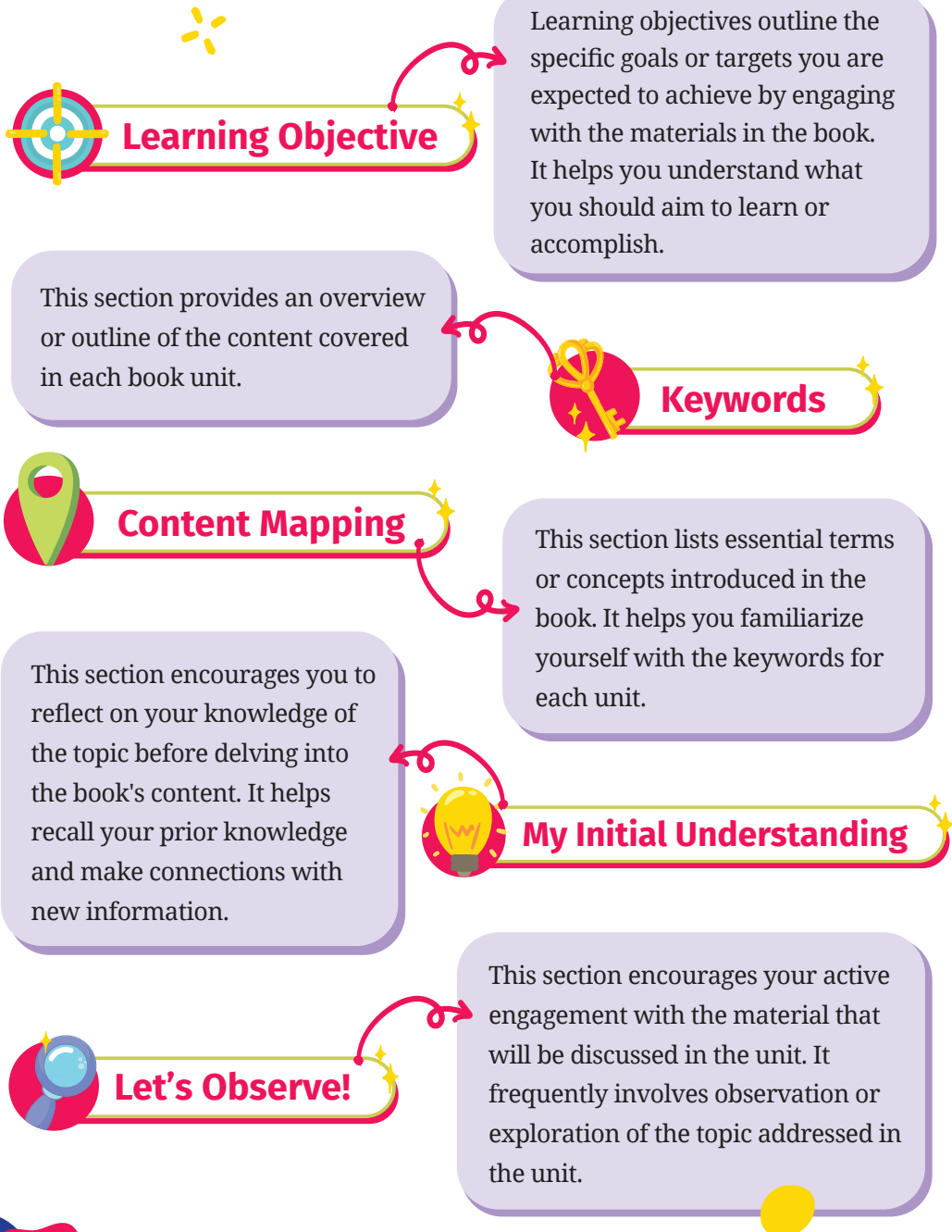
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What Can You Find in This Book?

This book consists of four units: Units 1 and 2 are about narrative text, while Units 3 and 4 are about exposition text. Each unit includes the following components:



These sections are divided into different modes of communication or literacy skills. They include activities or tasks focused on listening, speaking, reading, viewing, writing, and presenting information. Each section provides opportunities to practice and develop the skills with the unit's content.



A. Let's Discuss



B. Let's Read



C. Let's Write



D. Let's Check

This section assesses your understanding and mastery of the material covered in each unit.

This section offers additional resources, activities, or extensions for those who want to explore the topic further or challenge themselves beyond the basic content of the book. It provides opportunities for deeper learning and enrichment.



E. Enrichment



F. Project

This section involves a longer-term, hands-on assignment or project related to the unit's content. It promotes creativity, critical thinking, and problem-solving.





This section prompts you to reflect on your learning experiences, insights, and growth throughout the unit. It encourages metacognition and self-awareness, helping you understand your learning processes and strategies.



G. Reflection



The book components are designed to provide you with a comprehensive and interactive learning experience, covering various aspects of content delivery, skill development, assessment, and reflection.

Book Scope and Sequence

Unit 1	
Learning Objectives	By the end of Unit 1, you will be able to understand spoken, written, and multimodal texts to create a narrative text about the surrounding environment.
Keywords	- Story - Legend - Narrative - Environment around us
My initial understanding	Theme: “The environment around us: tree, river, stone, and forest.”
Let's Discuss	Theme: The environment around us: harmony.
Learning objectives	By the end of this lesson, you will be able to: - understand main ideas and details from spoken narratives about the surrounding environment. - respond orally to questions about spoken narratives about the surrounding environment.
Text	Concrete, single, spoken text: Yew Story Abstract, single, spoken text: It's Our Blood
Text type	Short story
Vocabulary focus	Nouns and adjectives about the surrounding environment
Language Feature Focus	Noun phrases and adverbs
Let's Read	Theme: The environment around us: Sacred stone and forest
Learning objectives	By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal narratives about the surrounding environment.
Text	Concrete, compound, written, multimodal text: The Sacred Stone (Part 1: The Sago Trees, Part 2: The Tradition)



Unit 1

Text type	Legend
Vocabulary focus	Nouns and verbs about the surrounding environment
Language Feature Focus	Action verbs, past tense, and sequence words.
Let's Write	
Learning objectives	By the end of this lesson, you will be able to: • write a narrative about environmental topics using an appropriate structure and language features. • present the narrative that has been written in front of your classmates orally.
Text type	Short story
Vocabulary focus	Nouns, verbs, and adjectives about the surrounding environment
Let's Check	
Activities	• Completing an abstract, single, spoken story entitled "The Red Moon" by filling in with specific verbs provided. • Answering orally reflective and evaluative questions regarding the story "The Red Moon." • Identifying the flow of the story and content of a concrete, single, written story entitled "The Legend of Batu Bagaung." • Answering reflective and evaluative questions regarding "The Legend of Batu Bagaung" story in a written form. • Writing a continuation of the story based on the students' versions.
Enrichment	• Reading a story entitled "A Little Drop of Honey." • Writing a story analysis of the story entitled "A Little Drop of Honey."

Unit 1

Project

- Creating a dialogue between the characters in the story entitled “A Little Drop of Honey.”
- Performing the dialogue in a reader theatre activity.

Unit 2

Learning Objectives

By the end of Unit 2, you will be able to:

- understand spoken, written, and multimodal texts to create narratives about a current issue.

Keywords

- Story
- Narrative
- Fantasy
- Horror Story
- Fairy Tale
- Current issues

My initial understanding

Theme: Some current issues

Let's Discuss

Theme: Knowledge and consequences

Learning objectives

By the end of this lesson, you will be able to:

- understand main ideas and details from spoken narratives about a current issue.
- respond orally to questions about spoken narratives about a current issue.

Text

Abstract, single, spoken story: The Library of Babel
A dialogue retelling a story: The Monkey's Paw

Text type

Fantasy

Vocabulary focus

Nouns and adjectives about knowledge and consequences.

Language Feature Focus

Adverbial phrase, adverbial clause, and adjective clause



Unit 2

Let's Read	Theme: Throne
Learning objectives	By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal narratives about a current issue.
Text	Concrete, compound, written tale: The Goose Girl (Part 1: The Journey Begins, Part 2: Ani's Triumph) Concrete, single, multimodal written story: Timun Mas
Text type	Fairy tale
Vocabulary focus	Nouns and verbs about throne, royalty, and betrayal.
Language Feature Focus	Dependent clause, independent clause, simple sentence, complex sentence, direct, and indirect speech.
Let's Write	
Learning objectives	By the end of this lesson, you will be able to: • write a narrative about a current issue using an appropriate structure and language features. • present the narrative that has been written in front of your classmates orally.
Text type	Short story
Vocabulary focus	Nouns, verbs, and adjectives about self-examination and self-concept
Let's Check	
Activities	• Completing a concrete, single, spoken story entitled "The Mirror Story" by filling in with specific verbs provided. • Answering orally reflective and evaluative questions regarding the story "The Mirror Story." • Identifying the flow of the story and content of a concrete, single, written story entitled "Animal Farm." • Answering reflective and evaluative questions regarding the "Animal Farm" story in a written form.

Unit 2

Enrichment	• Reading a story entitled “Mulan.” • Writing a story analysis of the story entitled “Mulan.”
Project	• Planning a drama show based on students' written narratives. • Presenting the drama as a class performance.

Unit 3

Learning Objectives	By the end of Unit 3, you will be able to: • understand spoken, written, and multimodal text to create analytical exposition texts about the environment around us.
Keywords	• Water • Future • Environment • Opinion • Exposition
My initial understanding	Theme: The environment around us
Let's Discuss	The environment around us: water, river, rice field, marine, and lake.
Learning objectives	By the end of this lesson, you will be able to: • understand main ideas and details from spoken analytical exposition text about the environment around us. • respond orally to questions about spoken analytical exposition texts
Text	Abstract, single, spoken text: The Importance of Water for Agricultural Growth.
Text type	Analytical exposition text
Vocabulary focus	Nouns about water and its importance

Unit 3

Language Feature Focus	Expressions for giving opinion, asking opinion, agreeing, and disagreeing
Let's Read	Theme: Water conservation and sustainability
Learning objectives	By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal analytical exposition texts about the environment around us.
Text	• Abstract, single, written text: “The Importance of Water Conservation” • Abstract, single, written text: “The Importance of Drinking Enough Water” • Abstract, single, written text: “The Importance of Clean Water” • Abstract, single, written text: “Why Lakes are Important Resources”
Text type	Analytical exposition text
Vocabulary focus	Nouns and verbs about water conservation and sustainability.
Language Feature Focus	Connectives, modal verbs, and noun phrases.
Let's Write	
Learning objectives	By the end of this lesson, you will be able to: • write an analytical exposition text about the environment around us using an appropriate structure and language features. • present the analytical exposition text that has been written in front of your classmates orally.
Text type	Analytical exposition text
Vocabulary focus	Nouns, verbs, and adjectives about water sustainability
Activities	• Brainstorming, outlining, drafting with an appropriate structure and language features, revising, editing, proofreading, and publishing.



Unit 3

	Presenting the written analytical exposition in front of their classmates.
Let's Check	
Activities	- Completing an abstract, single, spoken text entitled "The Potential of Artificial Intelligence (AI) for Better Management of Water Resources." - Answering orally reflective and evaluative questions regarding the text "The Potential of Artificial Intelligence (AI) for Better Management of Water Resources." - Identifying the flow of the text and content of an abstract, single, written text entitled "The Importance of Water Conservation to Save Life." - Answering reflective and evaluative questions of an abstract, single, written text entitled "The Importance of Water Conservation to Save Life" text in a written form and writing a continuation of the text based on the students' versions.
Enrichment	- Reading and comprehending the text entitled "Why are Rivers So Important?" - Completing the structure and linguistic features of an analytical exposition text, "Why are Rivers So Important?"
Project	Writing an essay about "The Importance of Household Water Management" and state some arguments about it.

Unit 4

Learning Objectives	By the end of Unit 4, you will be able to: understand spoken, written, and multimodal texts to create hortatory exposition text about current issues and topic related to Physical Education, Sports, and Health (PJOK).
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Unit 4

Keywords	• Argument • Exercise • Think positive • Healthy food • Healthy life • Eat breakfast
My initial understanding	Theme: Live a healthy life
Let's Discuss	Theme: Live a healthy life
Learning objectives	By the end of this lesson, you will be able to: • understand main ideas and details from spoken hortatory exposition texts about current issues and topic related to Physical education, Sports, and Health (PJOK). • respond orally to questions about spoken hortatory exposition texts about current issues and topic related to Physical education, Sports, and Health (PJOK).
Text	Abstract, single, spoken text: “Why We Should be Vaccinated”
Text type	Hortatory Exposition
Vocabulary focus	Nouns, adjectives, and verbs about healthy life
Language Feature Focus	Expressions to show temporal connectives.
Let's Read	Theme: Embrace a healthy lifestyle
Learning objectives	By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal hortatory exposition texts about current issues and topic related to Physical education, Sports, and Health (PJOK).
Text	• Abstract, single, written text: “5 Reasons Why You Should Embrace a Healthy Lifestyle Today.” • Abstract, single, written text: “Why We Should Think Positively.”

Unit 4

	• Abstract, single, written text: “Why We Should Eat Healthy Foods.” • Abstract, single, written text: “Why We Need to Eat Less Sugar Right Now.”
Text type	Hortatory exposition text
Vocabulary focus	Nouns and verbs about healthy lifestyle
Language Feature Focus	Expressions to show main ideas, action verbs, transitive verbs and intransitive verbs, stative verbs
Let's Write	
Learning objectives	By the end of this lesson, you will be able to: • write a hortatory exposition text about current issues using an appropriate structure and language features. • present the hortatory exposition text that has been written in front of your classmates orally.
Text type	Hortatory exposition text
Vocabulary focus	Nouns, verbs, and adjectives about healthy life
Activities	• Brainstorming, outlining, drafting with an appropriate structure and language features, revising, editing, proofreading, and publishing. • Presenting the written hortatory exposition in front of their classmates.
Let's Check	
Activities	• Completing an abstract, single, spoken text entitled “Why We Should Eat Breakfast.” • Answering orally reflective and evaluative questions regarding the text “Why Should We Avoid Processed Food?” • Identifying the flow of the text and content of an abstract, single, written text entitled “Why Should We Avoid Processed Food?”

Unit 4

Enrichment

- Reading and comprehending the text entitled “Why You Should Eat Green Vegetables Every Day.”
- Completing text structure and linguistic features of a hortatory exposition text “Why You Should Eat Green Vegetables Every Day.”

Project

Writing an essay about “Why We Should Live a Healthy Life” and presenting it orally in front of classmates.



How to Use This Book

Here are some suggestions on how you can use the book:

1

READ

Read a specific part of the book based on the instructions given by your teacher. You can use the content mapping or the list of contents as a guide.



STUDY

Study the concepts provided in each unit. You can discuss with your classmates or ask your teacher if you find some difficulties in understanding the concept materials

2

HIGHLIGHT

3

Highlight important information from each unit, particularly the text elements, including the structure and organization of the text and expression showing certain language features. You can write down the most valuable lessons and information (in your own words) in order to memorize the information better.





DO

Do the activities provided in each unit.

4

TEST

5

Test your understanding of each unit by doing the Competency Test.



RECAP

Recap the unit you just have learned and reflect on your own learning by answering the questions in the Reflection section.

6



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Unit

1

Are We Connected to Nature?

Can stories teach us about nature?

In our everyday lives, we are surrounded by stories or narratives. Whether through books, movies, or experiences we share with family and friends, narratives may help us understand the world around us.

Learning Objective

By the end of this unit, you are expected to understand, create, and present written and spoken narratives about the surrounding environment.

Keywords



Story



Legend



Narrative



Environment around us

Content Mapping

Listening

Learning objectives:

By the end of this lesson, you will be able to understand main ideas and details from spoken narratives about the surrounding environment.



Speaking

Learning objectives:

By the end of this lesson, you will be able to:

- Respond orally to questions about spoken narratives about the surrounding environment.
- Present the narrative that has been written in front of your classmates orally.

Unit 1

Learning objectives:

- By the end of Unit 1, you will be able to understand spoken, written, and multimodal texts to create a narrative text about the surrounding environment.
- You will gradually improve your critical thinking skills, autonomy, and creativity through your learning experiences in Unit 1.

Writing

Learning objectives:

By the end of this lesson, you will be able to write a narrative about environmental topics using an appropriate structure and language features.



Reading

Learning objectives:

By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal narratives about the surrounding environment.

Picture 1.1 Content Mapping of Unit 1



My Initial Understanding



Picture 1.2 Yew Tree

Image by pvproductions (n.d) on Freepik

Look at the picture and answer the following questions with your classmates. What can you see from the picture? The picture leads you to a story that you will learn. Can you guess what story is about? Who will be the characters? And what will the characters look like?



Let's Observe!

In the story, we will meet a unique tree called a yew tree. Have you ever heard of it before? It is big but also a little poisonous. It

looks like a pine tree and grows in Europe. Have you ever seen a tree like a yew tree? If you want to learn more about the yew tree, you can look it up online.



A. Let's Discuss

Learning objectives:

By the end of this lesson, you will be able to:

1. Understand main ideas and details from spoken narratives about the surrounding environment.
2. Respond orally to questions about spoken narratives about the surrounding environment.





Activity 1

Let's learn some vocabulary items which you will find in the text following this activity.

Golden (Adjective) = colored or shining like gold.	A golden leaf floated down in the cool morning.
Luring (Adjective) = having an often mysterious or magical power to attract.	There was a luring sight of dazzling leaves on the hill.
Mantle (Noun) = something that covers or surrounds something else.	The tree was covered in a mantle of leaves.
Temporary (Adjective) = last only for a short time; not permanent.	The fairy granted the tree temporary happiness.
Nature (Noun) = the usual way that a person or a creature behaves that is part of their character.	It is not in his nature to be unkind.

Now, let's see if you understand the new words you have learned. Fill in the blanks in the following sentences using the words you have learned.

1. The _____ of grass blanketed the hills.
2. He just found _____ happiness.
3. The _____ aroma of fresh leaves and fruits attracted many birds.
4. She is very sensitive by _____.
5. She wore a _____ crown.



Activity 2

Let's listen to a story entitled "Yew Story." While listening, fill in the blanks with the words you have learned.



Title: Yew Story

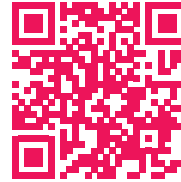


Picture 1.3 A Yew Tree

Image by pvproductions (n.d) on Freepik

The Audio

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<https://buku.kemdikbud.go.id/s/engt11a>

Orientation

Long ago, a young yew tree stood watching the passing of time from its fairy hill. In fall, the yew tree stood alone with its dull, deadly leaves, while other trees were covered in magnificent ____ (1) and fiery red cloaks.

Highlight the expressions to show:

- Characters (E.g., a young yew tree)
- Setting of time (E.g., Long ago, in fall)
- Setting of place (E.g., fairy hill)

Can you find more?

Complication

One day, fairy folk felt the yew tree's sadness and magically turned its leaves into lovely golden ones, bringing joy to the tree and ____ (2) birds to its branches. However, a storm blew away the golden ____ (3), destroying the yew tree again.

Highlight the expressions to show:

- Events showing actions or what happened in the past (E.g., felt, turned)
- Sequences of the events or chronological order (E.g., one day)
- Problems or conflicts (E.g., sadness, a storm blew away)

Can you find more?



Title: Yew Story

Resolution

To make up for the loss, the fairies **finally** gave the Yew tree a garment of flawless crystal that sparkled in the sunlight and attracted creatures from the forest. However, the covering peeled away with the sun, leaving only the yew tree. The fairies added new, broad leaves to the tree in the spring, attracting insects and providing ____ **(4)** happiness.

After temporary happiness and eventual losses, the yew tree **eventually** accepted its true ____ **(5)**, singing of its essence while dressed in the darkest green. The fairies gave the tree one final gift: bright red berries in the autumn, which attract birds while warning them of the tree's deadly nature. while dressed in the darkest green. The fairies gave the tree one final gift: bright red berries in the autumn, which attract birds while warning them of the tree's deadly nature.

Highlight the expressions to show:

- How the problems were solved (E.g., **finally**)
- How the story ends (E.g., **eventually**)

Can you find more?

Coda

Thus, the yew tree **found** **happiness in its natural form**, accepting its beauty and hazards. The yew tree learned from his experiences to take its natural form.

Adapted from Forestry Commission Scotland. (2014). "Yew Story"

Highlight the expressions to show:

- How the lessons were learned (E.g., **found happiness in its natural form**)

Can you find more?





Activity 3

Listen to the story again and complete the following sentences.

Orientation:

1. The two main characters in the story are _____ and _____.
(Mention two characters/names).
2. The story took place _____. (Mention the time).
3. The story took place on _____. (Mention the place).
4. The story begins by describing a young yew tree, which _____ on a fairy hill. (Mention an action).

Complication:

5. The yew tree faced the feelings of _____. (Mention what the character feels/a reaction).

Climax:

6. The biggest problem came when the storm _____ away its leaves.
(Mention an action).

Resolution:

7. The problem was solved when the yew tree _____ its true nature.
(Mention an action).

Coda:

8. The yew tree learned to find _____ in its natural form, accepting both its beauty and hazards. (Mention a positive value).



Activity 4

After listening to the story, work individually to find the story's purpose by answering the following questions.

1. What do you feel after listening to the story? Are you happy and entertained?



2. Why do you think the author told the story? What is the story for?

3. Why do you think people listen to or read stories?



Picture 1.4 Reflect and Think



Activity 5

Let's learn the language features of a story. Understand the explanation below and complete Practice 1 and Practice 2.

There are many language features of narratives, including noun phrases, adverbs, action verbs, past tense, sequence words, reported speech, etc. However, this section will only discuss noun phrases and adverbs.

In the story that you have listened to, you find the following phrases:

- A young yew tree.
- Luring birds.
- Its fairy hill.
- Golden mantle.
- Deadly leaves.
- Broad leaves.

The phrases listed above are **noun phrases**. A noun phrase comprises a noun and (optional) modifiers. In narratives, noun phrases are frequently used to establish the story's characters and setting. They stimulate senses and emotions while offering details about the characters and settings.

Extracted from Azar & Azar (1999); Azar (2002); Emilia (2014); Murphy (2011)



Practice 1

Let's check your understanding. Underline the noun phrases in each sentence below.

1. The fairies added new, broad leaves to the tree in the spring.
2. The fairies gave the tree one final gift.



3. After temporary happiness and eventual losses, the yew tree accepted its true nature.
4. The yew tree warned the birds of the tree's deadly nature.
5. The yew tree found happiness in its natural form.

In the story that you have listened to, you find the following words:

- Magically.
- Lovely.
- Finally.

The words are called **adverbs**. Adverbs are words that modify or describe a verb, an adjective, or another adverb. They can describe actions, places, or when things happen. There are different kinds of adverbs. Some adverbs describe how something is done, where it happens, or when it happens. But for now, we are only going to focus on adverbs that tell time, place, and manner. Read the notes in the following table for more details.

Table 1.1 Types of Adverbs

Type	Functions	Position	Example
Time	To give information about time.	It frequently appears at the end of a clause, although it can also appear in the beginning (particularly when the writer intends to emphasize the adverb).	• In fall, the yew tree stood alone with its dull, deadly leaves.
Place	To give information about the place.	It typically appears at the end of a clause but can also appear at the beginning (particularly in writing).	• The yew tree watched the passing of time from its fairy hill.



Type	Functions	Position	Example
Manner	To show how actions are performed (It answers the question 'in what manner?')	It typically appears at the end of a clause but may also come in the middle (when the object is very long).	The fairy folk magically turned the yew leaves into lovely golden leaves.

Extracted from Azar & Azar (1999); Azar (2002); Emilia (2014); Murphy (2011)



Practice 2

Let's check your understanding. Underline the adverb in each sentence below.

1. One day, fairy folk felt the yew tree's sadness.
2. The fairies added new, broad leaves to the tree in the spring.
3. The yew tree stood alone deadly.
4. The fairies gave bright red berries to the yew tree in the autumn.
5. The yew tree accepted its beauty and hazards gracefully.



Activity 6

Now, let's listen to another story. Look at the title and pictures to figure out what the story is about.

It's Our Blood



Picture 1.5

A Flowing River

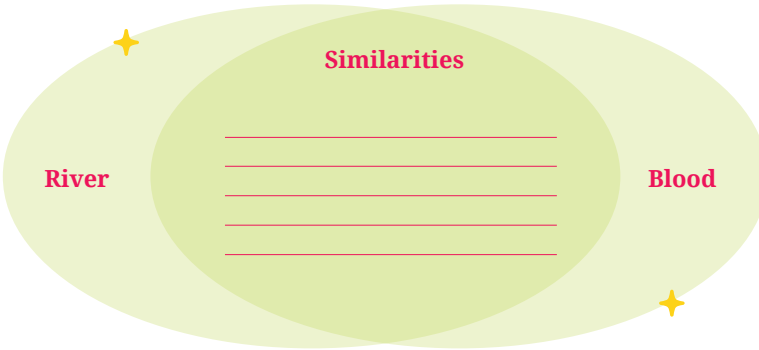


Picture 1.6

A Blood Vessel

Image by Freepik (n.d)

1. What can you see in the picture? Have you ever seen them before? Where?
2. Based on the title and images above, what would the story be about? What themes or topics do you expect to explore?
3. Please compare the first and second pictures. How is the first picture similar to and different from the second one?



4. Writers often use symbols, images, or objects to express abstract ideas and attract readers. For example, in a story, a bird symbolizes freedom. After looking at the pictures above, how do the pictures above symbolize the title?
5. What are your initial thoughts on the story's plot, characters, and setting after reading the title and viewing the images?



Activity 7

Let's learn some vocabulary items from the dialogue you will listen to.

Heritage (Noun) = something handed down from the past as a tradition.	I was amazed at how hard these people worked to save their heritage .
Lifeblood (Noun) = the most important part of something.	The neighborhoods are the lifeblood of this city.
Misery (Noun) = great unhappiness.	The queen went upstairs and cried in misery .
Polluted (Adjective) = contaminated with harmful or poisonous substances.	The river is heavily polluted by waste.
Reconstruction (Noun) = the act or process of rebuilding, repairing or restoring something.	Following the fires, they started a reconstruction plan to fix the damage.



Let's play a word hunt game. Answer the questions or follow each instruction to find the word.

WORD HUNT GAME!

Answer the question or follow each instruction to find the word. You can also race with your partner. The winner is the person who gets to the finish line first.

Start!

what term describes a life-giving element?

what is the synonym of "contaminated"?

write a sentence using "heritage"

what is the antonym of "joy"?

what term describes the process of changing or improving condition?

write a sentence using the word "misery"

what is the synonym of "repair"?

write a sentence using "polluted"

what word describes something that is passed down from parent to child?

when water is harmful, it means it has been...

finish!

CONGRATULATIONS!

You can move on and get one point when you can complete the mission, yet if you can't, stay still and try again after your classmate's turn.

Picture 1.7 A Word Hunt Game



Activity 8

Let's listen to a short story. While listening, fill in the blanks with the words you have learned.

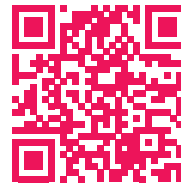
Title: It's Our Blood



Picture 1.8 A Flowing River

The Audio

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Orientation

One fine day, a calm home was filled with a nice brown color from the framed pictures of family members that hung on the walls. The decorated frame and the message, "We are all connected by Blood," symbolized a common ____ (1). It connected generations; each image tells a tale of that family history. A great-grandfather's life appeared to be in harmony with nature and family in the picture as he smiled happily.

The expressions to show:

- Characters (E.g., a great-grandfather)
- Setting of place (E.g., a calm home)
- Setting of time (E.g., one fine day)

Complication

Over the years, this family connection grew to include blood relatives, the neighborhood, and the area around them. They cared for the land and the trees and saw

The expressions to show:

- Events showing actions (E.g., cared for, saw)



Title: It's Our Blood

Complication

the river as a ____ (2). Still, growth meant change. Industrial progress was promised, but it came with a price. The river that used to be busy is now still; its waters were ____ (3), animals went away, and fields were dying. The group that used to be proactive was going wrong because resources were running out, and people felt hopeless.

- Sequences of the events or chronological order (E.g., over the years)
- Problems or conflicts (E.g., growth meant change)
- Results/effects of the actions (E.g., The river that used to be busy is now still)

Resolution

As time went, there was a sign of hope in the middle of the ____ (4), all of sudden. People finally began to understand that the link went beyond bloodlines and involved caring for the land and its people. In this realization, the community found its connection and worked together to regain what was lost. They eventually started the recovery and ____ (5) process by working together and showing more respect for nature because it is our blood.

The expressions to show:

- How the problems were solved (E.g., finally)
- How the story ends (E.g., eventually)

Adapted from Bea. (2021). "It's our blood" in Our Climate Our Stories (eds.), pp. 22-24



Activity 9

Read the full version of the story you listened to. Then, answer these questions. Talk about and compare your ideas with your classmates.

Access and Retrieve

1. Who is the main character in the ancestral home-framed portraits, and what role does he have for the family?

Answer: _____

2. Describe the early condition of the river and surrounding environment in the great-grandfather era.

Answer: _____

Integrate and Interpret

3. What changes as the story goes on about "being connected"? What does it mean for the group as they face problems?

Answer: _____

4. Think about how development destroyed the neighborhood. What does it do to the balance between safety and growth in the environment?

Answer: _____

Reflect and Evaluate

5. Consider how inherited family traditions influence how the group responds to problems. What affects their adaptability and commitment?

Answer: _____

6. How does the connection between people and nature make you think about today's problems and sustainability?

Answer: _____

Hint

Find the character who becomes the story's focus and how he influences the plot.

Hint

Look at the story's opening, which covers the early situations that the main character experienced.

Hint

Look at the changes in the events, especially when problems arise, and how they are addressed.

Hint

Think about what the characters did to improve or fix the existing conditions.

Hint

Reflect on the relationship between traditions, development, environmental problems, and potential solutions.

Hint

Think about positive values, such as the need to protect the environment, and be aware of the consequences of each action.





Activity 10

Let's explore the settings of "It's Our Blood" story. Listen to the story again to answer the questions below. You may need these notes when writing a narrative.

Place Identification:

1. What is the location described in the opening of the story?

2. How is the place described in the story?

Time:

3. Does the story take place in a specific period or time? Mention the expressions used to show the time.



Picture 1.9 Setting

Feelings:

4. What feelings or mood does the setting give you?

Character-Environment Interaction:

5. How do characters in the story connect with their environment?

Symbolic Meanings Associated with the Setting:

6. What specific messages can we get from the story's setting? Mention the expressions that are used to describe the setting.





Activity 11

Let's learn about the characterization of "It's Our Blood" story. Listen to the story again to answer the questions below. You may need these notes when writing a narrative.



Picture 1.10 Great Grandfather

Concrete Aspects of Characterization

1. Physical Description

How is the great-grandfather is physically described in the story?
Mention the expressions used to describe the great-grandfather.

2. Actions and Interactions

What specific actions or interactions does the character do in the story?
List the expressions used to show the characterization.



Concrete Aspects of Characterization

3. Role and Relationships

What role does the character play within the family or community? Mention the expressions used to show the characterization.

4. Setting and Environment

What details about the setting help to shape your understanding of the character? Mention the expressions used to show this characterization.

Abstract Aspects of Characterization

1. Themes and Symbols

What themes or symbols does the character indicate? Mention the themes or abstract concept.

2. Motivations and Values

What values or beliefs does the character have or show? and how does the values/beliefs shape his actions? Mention the expressions used to show the characterization.

3. Character Development

How do other characters interact with or respond to the main character? Mention the expressions used to show the characterization.

4. Impact and Significance

What is the character's significance to the overall narrative? Mention the expressions used to show the characterization.

You can also use **STEAL** elements of characterization in the story.

Speech : Pay attention to what the characters say, what words they choose, and how they say the words.

Thoughts : Have a closer look at what the characters think and feel and what they learn from their thoughts and ideas.

Effects : Learn the effects of what characters do or say on others and how they interact with other characters.

Actions : Pay attention to what the characters do, how they behave, and what we learn from their actions.

Looks : Analyze how characters look and what we learn from how they present themselves to others.

STEAL elements are not steps that must be followed sequentially to identify the characterization in the story. You can begin identifying the characterization based on the order of details presented in the narrative. The STEAL acronym is just used to help you remember the elements of the characterization more easily.

Adapted from Baldwin & Birdseye (2013)



Activity 12

Listen and complete the following dialogue to comprehend STEAL elements. Use the available phrases in the table below to complete the dialogue.

The Audio



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their connection to the land and shared tradition	the importance of preserving their ancestral tradition
the relationship between humanity and the natural world	that image of the great-grandfather in the framed photograph
what they do that drives the story forward	the impact they have on each other and on their community as a whole

Hey, have you had a chance to read "It's our Blood"?

Yeah, I just finished it. It's a powerful story, especially how the character's words and actions lead the plot.

Absolutely. The character's speech impacted me. When they say "connected by blood," they don't just mean family relationships but also ____ (1).

Yeah, that line stuck with me, too. It shows how their speech reflects the theme of interconnectedness and unity.

And what about their thoughts? I was fascinated to learn how they view their community's crumbling and ____ (2).

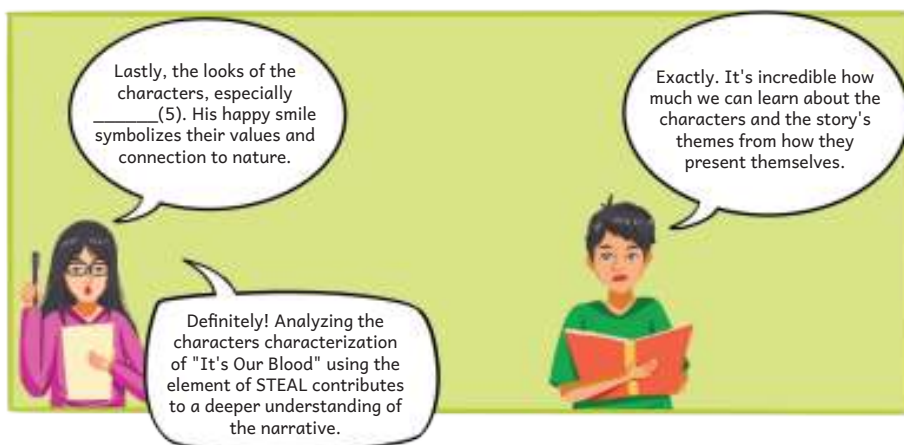
Definitely! Their thoughts show their values and goals as they face the changes around them.

And the effects they have on one another include how their acts promote unity and collaboration to address problems.

Right. Seeing how they come together to bring back what was lost shows ____ (3).

And don't forget about their actions. The actions are not just what they say, but ____ (4).

Absolutely. Their activities, from cultivating the land to collaborating, show their commitment to environmental care and shared unity.



Picture 1.11 A Dialogue



Activity 13

Now that you have listened to two short stories. What do you think a short story is? Read the following explanation, then share with your classmates.

You have listened to and understood two short stories, "Yew Story" and "It's Our Blood." **Short stories** are like mini-adventures you can read quickly. They are different from novels because they are much shorter. Short stories are also a type of narrative.

Narratives are texts that tell about events that happen in a sequence and contain conflict. **Its purpose** is to entertain the readers. Narratives consist of elements, such as characters, settings, plots, and language features. In narratives, we will also find dialogues between the characters. However, we will not discuss it in this unit; we will gradually study it in Unit 2.

Plots or text structures of a narrative text include orientation, complication, and resolution. Sometimes, there is a special message or lesson to learn at the end. It is called coda. Like what you read from the learning objective, you learn about abstract stories in this unit. You learn an **abstract story** from the "It's Our Blood" story you have listened to. Unlike "Yew Story," "It's Our Blood" involves an abstract theme. "It's Our



Blood" story looks into more than just the apparent information. It has ideas which we can think of but not deliberately stated. They are abstract and might have deeper meanings. The story is about how family, society, and nature are connected. The framed photos in the family home and the words "We are all connected by Blood" are used to show the connection.

The story also covers big ideas, such as the responsibility to take care of the land, the effect of change on the environment, and how to get back together and be strong after things go wrong. The language and images in "It's Our Blood" make you think about the importance or significance of history, identity, and how people relate to nature.

Extracted from: Christie & Derewianka, (2008); Emilia (2016); Humphrey & Vale (2020)



B. Let's Read

Learning objectives:

By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal narratives about the surrounding environment.



Activity 1

Look at the picture below to guess what the story is about.



Picture 1.12 A Sago Tree

Image by Antara News/Monalisa (2018)

1. What can you see from the picture?
2. Have you ever seen it before?
3. The picture leads you to a story that you will learn. Can you guess what story you will read?
4. Guess who the characters are and how they look like.



Activity 2

Let's learn some vocabulary items below that you will find in the reading text. Discuss the vocabulary with one of your classmates.

Tifa (Noun) = a traditional wooden tubular-shaped musical instrument that originated from Maluku and Papua.	Whenever the tifa sounded, all Kamboi people would gather at Aroempu.
Sago (Noun) = a food-safe starch grown in Southeast Asian wet forests.	Sago is the primary food source in Papua.
Unleashed (Verb) = to start or release something powerful and unstoppable.	Three years later, the monster was unleashed on the world.
Offerings (Noun) = a thing offered, especially as a gift or contribution.	The villagers make offerings and pray at the mountain.
Feasts (Noun) = a large meal, typically one in celebration of something.	The king promised to hold a great feast for all his people.

Fill in the blanks with the words you have learned in activity 2.

1. The Thanksgiving _____ were filled with roast turkey and stuffing.
2. God Iriwonawani used _____ to call and gather Kamboi people.
3. The policeman _____ the guard dogs.
4. _____ is not just about food; it also has a lot to do with tradition.
5. The villages make some _____, which consist of fruit and meat.



Activity 3

Let's read a story entitled "The Sacred Stone." The story has two parts: The Sago Trees and The Tradition. Now, you will read the first part of the story. While reading, highlight the structure of a legend and its language features as listed in the Table.



Title:
The Sacred Stone: The Sago Trees



Picture 1.13 A Sago Tree

Image by Antara News/Monalisa (2018)

Orientation

Once upon a time, two villages were **on top of the beautiful Kamboi Rama mountain**: Kamboi Rama and Aroempu. Kamboi Rama was a residence for the Kamboi people, and Aroempu was a sago plantation owned by **God Iriwonawani**. He had a magical tool called **Tifa**. It could bring the people together in times of trouble.

Highlight the expressions to show:

- Characters (E.g., **God Iriwonawani**)
- Setting of time (E.g., **Once upon a time**)
- Setting of place (E.g., **on top of beautiful Kamboi Rama mountain**)

Can you find more?

Complication

Sago trees **provided** a unique food that villagers **enjoyed**. But **one day**, their peaceful life **was disturbed**. **Every day**, they **chopped** the sago tree, **cooked** it, **ate** it, then **cut** another tree, **cooked** it, and did it repeatedly. They overate sago without considering its origin. They did not realize that the sago trees were endangered. It left the forests sad and empty.

Highlight the expressions to show:

- Events showing actions or what happened in the past (E.g., **provided, enjoyed, chopped, cooked, ate, cut**)
- Sequences of the events or chronological order (E.g., **one day, every day**)
- Problems or conflicts (E.g., **was disturbed**.)

Title:
The Sacred Stone: The Sago Trees

Complication	The once-green forests turned dry and empty, and the villagers became sad and worried. They indeed upset God Iriwonawani because the villagers did not care for nature. They did not listen to the warnings, even when his Tifa called them to work together. But the villagers were too scared and sad to hear.	Results/effects of the actions (E.g., became sad and worried, upset) Can you find more?
Resolution	Because they felt scared, the villagers finally decided to leave their homes. They went to the coast. They changed their name from Kamboi Rama to Randuayaivi. They hoped to escape from God Iriwonawani's anger. However, they knew God Iriwonawani would still be watching over them. At last, this situation made them realize they needed to be more careful in the future.	Highlight the expressions to show: - How the problems were solved (E.g., finally) - How the story ends (E.g., At last) Can you find more?
Coda	They brought their mistakes with them to their new home on the coast. They promised to reflect on how their actions affected others. They worked daily to rebuild community and peace by following God Iriwonawani's lessons. They believed working together and valuing nature would improve things for everyone. <i>Adapted from Warisan Budaya Takhenda Indonesia (2010, January 1).</i>	Highlight the expressions to show: How the lessons were learned (E.g., They promised to reflect on how their actions affected others.) Can you find more?





Activity 4

Match the paragraphs with the main ideas. Remember, to find the main idea, think about what most of the details cover.

Paragraph

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Main Ideas

☐ a. The villagers' reactions to fear were by moving, renaming, and acknowledging the importance of care.

☐ b. The transition of green forests into dry lands caused sadness and worry among the villagers, and God Iriwonawani was disappointed.

☐ c. Kamboi Rama and Aroempu were located on Kamboi Rama Mountain. God Iriwonawani possessed Aroempu village and used a magical tool to call the villagers.

☐ d. The villagers admitted their faults and were committed to reflecting on their behavior.

☐ e. Villagers' irresponsible consumption of sago trees endangered the trees and destroyed the forest.



Activity 5

Learning about the story structure can help you better understand the story's main ideas and details. Answer the questions individually and share your findings with your pair.



Orientation:

1. Who are the characters?

Answer: _____

2. When did the story take place?

Answer: _____

3. Where did the story take place?

Answer: _____

4. How did the story start?

Answer: _____

Hint

Re-read the 1st paragraph of the story.

Complication:

5. What happened to the characters?

Answer: _____

6. What challenges did the characters encounter in the story?

Answer: _____

Hint

Re-read at the 2nd paragraph of the story.

Climax:

7. What is the biggest problem in the story?

Answer: _____

8. What did the character feel?

Answer: _____

Hint

Re-read the 3rd paragraph of the story.

Resolution:

9. How did the characters solve the problem?

Answer: _____

Hint

Re-read the 4th paragraph of the story.



Coda:

10. What did the characters learn?

Answer: _____

11. What do you learn from the story?

Answer: _____

Hint

Re-read the 5th paragraph of the story.



Activity 6

Learning about the language features of a story can help you better understand the story. Work in pairs and answer the following questions. Share your answer with the class.

There are many language features of narratives, including action verbs, past tense, sequence words, reported speech, etc. However, this section will only discuss action verbs and past tense.

Reread "The Sacred Stone: The Sago Trees" and the list of events showing actions you have previously highlighted. In the box below, write the verbs you found in the text that help to explain what happens.

Read the verbs that you have written in the box. The verbs express actions. They explain what the subject does. Therefore, they are called **action verbs**. In the text, you also read:

- were • became
- was • felt

The words listed above are linking verbs. A linking verb links the subject of the sentence to additional information about the subject.



Read the lists of verbs you found in the story “The Sacred Stone” again. You have seen words such as owned, had, provided, etc. They are verbs in the past form. They are past tense. The **past tense** is used for:

- Actions or events that happened at a specific time in the past.

For example:

Once upon a time, two villages **were** on top of the beautiful Kamboi Rama Mountain.

But one day, their peaceful life **was disturbed**.

- A sequence of short actions.

For example:

They **chopped** the sago tree, **cooked** it, **ate** it, then **cut** another tree, **cooked** it, and **did** it repeatedly.

Please read the following examples to learn how verbs in past forms change from affirmative to interrogative (questions) or negative sentences.

Table 1.2 The changes of verbs in past sentences

Affirmative	Interrogative (Questions)	Negative
They chopped the sago tree.	X: Did they chop the sago tree?	They did not chop the sago tree.
	Y: Yes, they chopped the sago tree/No, they did not chop the sago tree.	
	Who chopped the sago tree?	
Two villages were on top of Kamboi Rama mountain.	X: Were two villages on top of Kamboi Rama mountain?	Two villages were not on top of Kamboi Rama mountain.
	Y: Yes, they were / No, they were not .	
	What villages were on top of Kamboi Rama mountain?	

Extracted from Azar & Azar (1999); Azar (2002); Emilia (2014);Murphy (2011)





Practice 1

Complete the following sentences using available words in the table.

was	did	provide	was not
provided	was	did	was not

Affirmative	Interrogative (Questions)	Negative
Sago trees provided a unique food.	X: ____ (1) sago tree provide a unique food? Y: Yes, it ____ (2)/No, it did not. What sago trees ____ (3)?	Sago trees didn't ____ (4) a unique food.
It was a disaster.	X: ____ (5) it a disaster? Y: Yes, it was/No, it ____ (6). What ____ (7) it?	It ____ (8) a disaster.



Activity 7

Before reading the second part of "The Sacred Stone" story, let's make some predictions. Please answer the following questions and discuss them with your classmates.

1. Do you think the Randuayaivi people would live peacefully in the second part of the story? If not, can you predict what problems they might face?

2. Who started the problem, and how could they solve it?



3. Look at the picture to help you predict. What can you see from the picture? The picture leads you to a story that you will learn. Can you guess what the story will be about?



Picture 1.14 Forest Fire



Activity 8

Let's read the second part of "The Sacred Stone" story. While reading, highlight the structure of a legend and its language features as listed in the Table.

Title:
The Sacred Stone: The Tradition



Picture 1.15 Forest Fire



Title:
The Sacred Stone: The Tradition

Orientation

- Who are the characters?

- When did the story take place?

- Where did the story take place?

- How did the story start?

Years passed, and the Randuayaivi people already lived peacefully **on the coast**. Although the villagers had left Kamboi Rama mountain, a couple named **Irimiami** and Isoray still lived there. Things were hard up there on the mountain, but they survived.

Mention the expressions to show:

- Characters (E.g., **Irimiami**)
- Setting of time (E.g., **years passed**)
- Setting of place (**on the coast**)

Find more expressions showing characters and settings.

Complication

- What happened to the characters?

- What challenges did the characters encounter in the story?

During a tired hunt, **fate came in**. Isoray **hit** a stone while taking a break. The stone **felt** hot.

Isoray shouted, "Ouch! What's this? It's burning hot!"

Irimiami was shocked and asked, "What's wrong, dear?"

"This stone!" Isoray screamed in fear. "It's very, very hot! I almost got burned!"

They burned the stone to test its power. However, it destroyed the forest. They were scared because they couldn't put out the fire. So, they asked God Iriwonawani for help, and He put out the fire with a harsh warning.

Mention the expressions to show:

- Events showing actions or what happened in the past (E.g., **came in, hit**)
- Sequences of the events or chronological order (E.g., **during**)
- Problems or conflicts (E.g., **fate came in**)
- Results/effects of the actions (E.g., **they were so desperate**)

Find more expressions showing events or what happened, sequences or chronological order, problems, effects of the actions, and what the characters felt.

Climax

- What is the biggest problem in the story?

Title:
The Sacred Stone: The Tradition

Irimiami said, "Look at that! Smoke is coming from the stone!"

"What have we done?"
Isoray asked with worry,
"The forest's on fire!"

They were so desperate
that they begged God
Iriwonawani for more help.

Irimiami begged, "Lord,
please help us!" The fire is
getting bigger!"

"You have disturbed the
balance of nature," God
Iriwonawani said in a harsh
voice. He added, "I shall help,
but you must learn from
your mistakes."

But they did not care
about what happened. They
kept doing the same thing.
Again, they started a fire that
would not stop.

"We should have
listened," Irimiami said with
sorrow. The fire is getting out
of control!"

Isoray was scared
and asked, "What have
we **unleashed**?" That's a
disaster!"



Title:
The Sacred Stone: The Tradition

Resolution

- How did the characters solve the problems?

- How was the ending?

The fire **finally** stopped, but the damage could still be seen. To ask for forgiveness, the people presented **offerings** and put them on the stone.

“Let us honor this stone, a reminder of our duty to protect the land,” the villager offered.

Thus, they began a tradition of respect. Every year, they honored the ‘sacred stone’ with **feasts** and ceremonies. They promised to protect the land they called home.

Mention the expressions to show:

- How the problems were solved (E.g., **finally**)
- How the story ends (E.g., **thus**)

Find more expressions showing how the problems were solved and the story ends.

Coda

- What did the characters learn?

- What do you learn from the story?

In this tale, the stone symbolizes the delicate balance between humans and nature. **Its power serves as a warning** of consequences when you don't take care of nature and how important it is to do so. The Randuayaivi people built a connection with the land by showing gratitude and respect. This made sure that the land would be safe for future generations.

*Adapted from Warisan Budaya Takbenda
Indonesia (2010, January 1).*

Mention the expressions to show:

- How the lessons were learned (E.g., **Its power serves as a warning**)

Find more expressions showing how the lessons were learned.





Activity 9

Answer the questions and discuss the answer with your classmates.

Access and Retrieve

1. What is the legend about?
 - A. Problems encountered by Irimiami and Isoray in Kamboi Rama Mountain.
 - B. Irimiami's and Isorays' struggles to introduce and glorify the holy stone.
 - C. The discovery of a stone that marks a traditional feast in Papua.
 - D. The story of a husband and wife overcoming a big forest fire.
 - E. The story of a husband and wife in finding a sacred stone.

2. What kind of person is Irimiami and Isoray?
 - A. Shameless. D. Self-centered.
 - B. Ambitious. E. Hardworking.
 - C. Inquisitive.

3. The tone used when God Iriwonawani answered the couple's begging to stop the fire is best described as...
 - A. Wise. D. Superior.
 - B. Kind. E. Sympathetic.
 - C. Anxious.

Hint

Think about the details of the story. Read the title, look at the picture, and find the keywords.

Hint

Think about what the characters said, felt, and did.

Hint

Think about how the character responded to the other characters' actions.



4. What did the people of Randuayaivi do to honor the 'holy stone'?
- A. They honored the stone with feasts and ceremonies.
 - B. They promised to leave the Kamboi Rama Mountain.
 - C. They forged a bond with the land, ensuring its protection.
 - D. They maintained the balance between humanity and nature.
 - E. They honored God Iriwonawani by vowing to protect their home.

Hint

Look at what the characters did at the end of the story or how the story ends.

Integrate and Interpret

5. How does the stone symbolize the balance between humanity and nature?

Answer:

Hint

Look at what the main characters did and its influence on the environment.

6. What character's actions in the story represent the concept of environmental responsibility?

Answer:

Hint

Look at what the characters did to improve or fix the existing conditions.

7. There is a saying, 'Curiosity killed the cat, but satisfaction brought it back.' It shows that curiosity can lead to danger or disaster, but it can also be satisfaction when people realize what they need.

Hint

Think about what the main characters did, which showed their curiosity and impact.



How does this saying apply to the legend of the sacred stone?

Answer:

Reflect and Evaluate

8. What would you do if you were Irimiami and Isoray? Why would you do that?

Answer:

Hint

Think about positive values such as the necessity of conservation and avoiding harm to the environment or others.

9. How does the story encourage us to think about the relationship between cultural traditions and environmental conservation?

Answer:

Hint

Reflect the Randuayaivi people's awareness at the end of the story to make protecting nature a tradition.

10. What would you do to protect the environment if you were the story's characters? How would your deed help nature?

Answer:

Hint

Show your support for protecting the environment.





Activity 10

Let's discuss more. Express your opinion and discuss it with your classmates.



Picture 1.16 The Sacred Stone

1. Curious about the holy stone, Irimiami and Isoray kept testing it until they set the forest on fire several times. What do you think about their actions?

2. The forest had been burned because of Irimiami and Isoray's curiosity, which caused damage to the ecosystem. What actions can you take to repair the damage?

3. Reflecting on the story of Irimiami and Isoray, how does their encounter with the sacred stone illustrate the principle of cause and effect? How does the story of Irimiami and Isoray's meeting with the hot stone demonstrate that our actions can have long-term consequences? What strategies can we take to make more thoughtful and responsible decisions?





Activity 11

Learning about the language features of a story can help you better understand the story. Understand the explanation below and discuss with the class.

You have previously learned about noun phrases, action verbs, and past tense. Now, let's learn about sequence words from the story you have read. In the story "The Sacred Stone: The Tradition," you read some words that are used to show time signals, such as:

1. Years passed
2. During
3. Finally
4. Thus

They are called sequence words. **Sequence words** help the readers connect events in a story. There are many other sequence words. Please have a look at the chart below to learn more sequence words in a story. Read the sentences below to learn how sequence words are used in the story.

Beginning of a Story

Once upon a time, a flock of birds flew around the kingdom.

Once, there was a royal family.

One fine day, the boy danced and sang.

First, he opened the front door.

To begin with, he proclaimed the truth.

Continuing the Story

Then, he started to get worried.

After that, he realized that there would be a problem.

Next, he decided on his initial plan

As soon as they arrived, they unpacked their bags.

Immediately, she phoned her brother.

Later that day, she packed her bag and flew back home.

Soon, the prince came and took the princess away.

Not long after the party, the king passed



**Interruptions
& Adding new
Elements**

Suddenly, a girl busted into the room with a note for the queen.

But then, they all decided to leave and go back home.

Unexpectedly, the queen disagreed with the king.

All of a sudden, the flood washed away the village.

**Events
Occurring at
the Same Time**

While she was heading home, her mom called.

The little princess told her story **as** the queen combed her hair.

During her visit to Trinidad, the queen aimlessly roamed the streets.

**Ending of the
Story**

Finally, he flew to London to meet with Alma.

In the end, he decided to postpone the ceremony.

Eventually, he became tired and returned home.

At last, they all headed home.

After all, they realized and apologized.



Practice 1

Write sentences using the following transitional words that show sequence. The five sentences can probably be a sequence of events like those in the story.

1. Years ago, _____
2. Then, _____
3. Suddenly, _____
4. While _____
5. Finally, _____



Activity 12

Now that you have read a legend entitled “The Sacred Stone.” What do you think a legend is? Read this explanation to understand about legends.

You have read and comprehended the legend entitled “**The Sacred Stone.**” A legend is a traditional story that is recognized to be historically accurate but has not been verified. Some legends are the unique property of an area or person and have been passed down through generations. Legends are a sort of narrative.

Characters, settings, plots, and themes are all parts of a legend. **The plot structure** has orientation, complication, and resolution. The legend's coda or moral message is sometimes included.

Now, let's review some literary words in narratives.

Table 1.3 Components of narrative texts

Characterization	= a description or a unique characteristic or feature (physical, emotional, mental, and social qualities) of someone or a thing that distinguishes one individual from another.
Setting	= the time and place when or where the story takes place.
Plot	= a storyline or the flow of information that encompasses the narrative structure.
Orientation	= introduction of the characters, setting, and directions of the story.
Complication	= conflicts or problems faced by the characters.
Climax	= the point at which a problem or tension reaches its highest point.
Resolution	= the end of the story.
Moral	= the lesson that the story teaches to the readers.

Extracted from: Emilia (2016); Humphrey & Vale (2020)

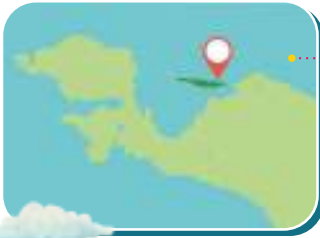




Activity 13

You have read a legend called "The Sacred Stone." Do you know that the legend comes from the Yapen Islands, Papua? Have you ever heard of or visited the Yapen Islands? Review this infographic for a brief description of the Yapen Islands.

YAPEN ISLANDS



Where is it?

Yapen Island Regency is located between east longitude 134 46 - 137 54 and south latitude 01 27 - 02 58, with an administrative region that borders Biak Numfor Regency to the north, Manokwari Regency to the west, and Waropen Regency to the east and south.

What can you find in Yapen Islands?

The Yapen Islands are famous for their vast forests and five distinct types of Cendrawasih birds native to the Papua Islands. Besides, cocoa plantations have been developed in the Yapen Islands since the Dutch colonial period, and coconut trees grow naturally in the forests and beaches.



Legends from Yapen Islands

There are many legends from the Yapen Islands, including: The sacred stone, the crow and the white cockatoo, the origin of knives in stingrays, cassowaries and jungle fowl, Amise Mambora, Mamberoki and Tindawa stones, Turare and Mamine, Sanggiroi stones, etc.

Don't you know?

The legends from the Yapen Islands are intricately related to their natural and human environments.

It's your turn! Find a local legend and tell us about it.



What information can you learn from the infographic?

Can stories teach us about nature?

Picture 1.17 Infographic about Yapen Islands



C. Let's Write

Learning objectives:

By the end of this lesson, you will be able to:

- Write a narrative about environmental topics using an appropriate structure and language features.
- Present the narrative that has been written in front of your classmates orally.



Activity 1

Mind map your story elements.

After learning from different stories, it is time for you to write a story. Do not forget to review your notes on what you have studied, particularly about the story structures and expressions used in stories.

Before writing, you need to learn some skills authors use in story writing. A story includes characters and settings, and most stories include a series of events. The events make up the story plot. To help you plan your writing, use a mind map. Below are the mind maps which you may use for your draft of story.

1. Select a story prompt to write. You can also choose a different topic based on your interests.

Prompt 1

Imagine a future where the sounds of nature have stopped, and there are only very few forests and towns left. In this sad future, you are a young botanist who finds a hidden place full of life. How would you decide to protect this last wildlife area from the damage and growth from building on it?



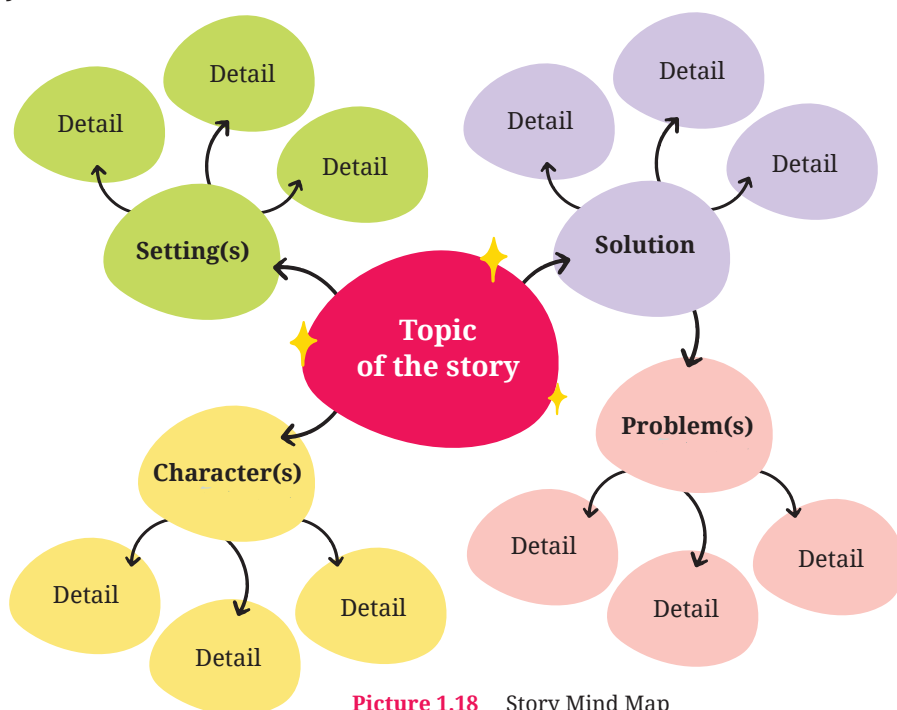
Prompt 2

One morning, you wake up to find that all the plants in your area have disappeared. As you investigate, you discover a strange portal leading to another Earth that is facing a terrible natural disaster. Your mission is to discover what goes wrong and to save both worlds before it's too late. Write an exciting story about your adventure.

Prompt 3

As a young explorer, you discover a hidden forest in your neighborhood. As you explore the enchanted hidden forest, you encounter odd creatures, aged trees, and sparkling rivers. Write an adventure story about exploring the hidden world, including the discoveries and challenges you face. What changes in nature now that you know about this mystical forest?

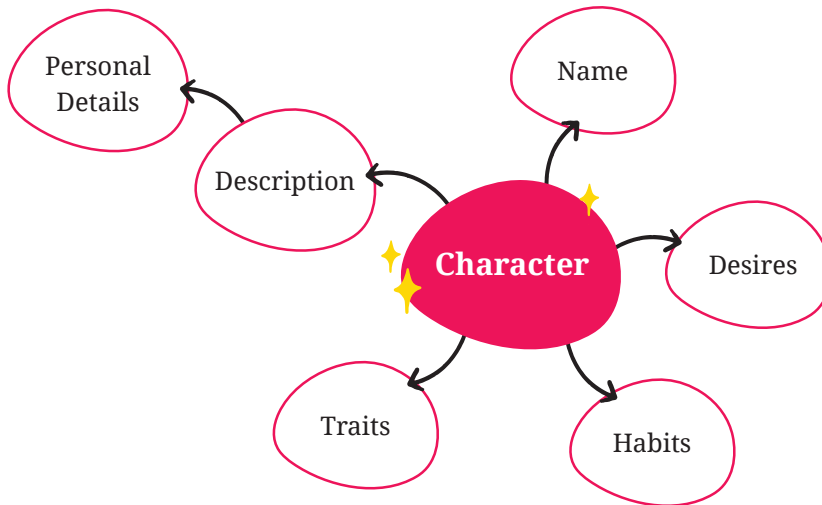
Read from many sources for story ideas. Decide on the main character, setting, conflict, resolution, and other essential events, and keep notes from them from the sources. Below is a mind map that may help you organize the story ideas.



Picture 1.18 Story Mind Map

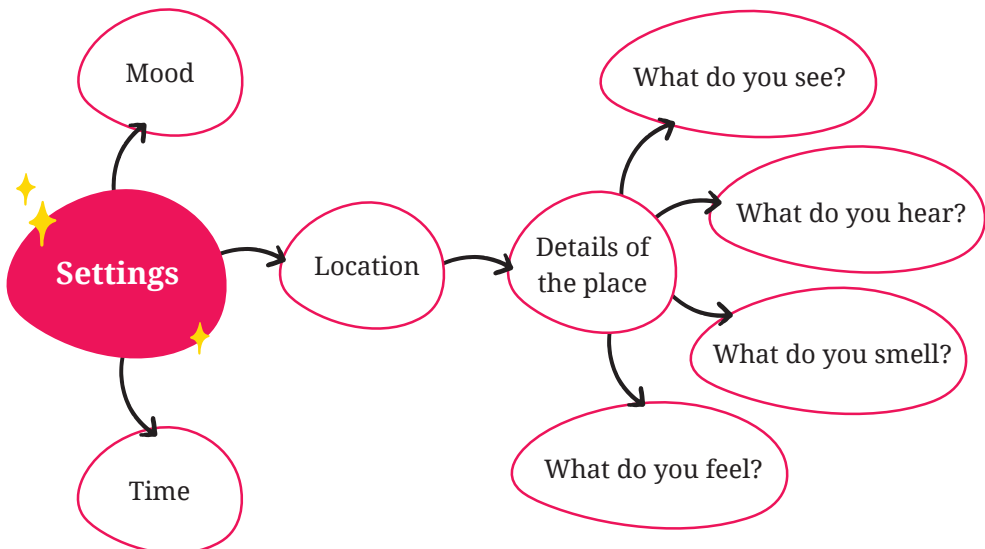


2. Write the characters by describing the details. Complete this mind map to introduce the characters.



Picture 1.19 Character Mapping

3. Develop descriptions of the setting. Make the descriptions attractive by adding adjectives or adverbs to the details. Complete the mind map to plan your setting description.



Picture 1.20 Setting Mapping



4. Plan the sequence of events

What is the most important event that begins your story?	First, _____ _____ _____
What events develop conflict?	Next, _____ _____ _____
What is the biggest problem?	Then, _____ _____ _____
How the problem is solved?	After that, _____ _____ _____
How is the ending?	Finally, _____ _____ _____



Activity 2

Gather and organize all of your ideas in a story plan by completing this draft.

Story Plan

Orientation

- Introduce the main characters.
- Introduce the story setting.
- Develop the characters and setting.

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

Use the expressions to show:

- Characters.
- The setting of time.
- Setting of place.

Story Plan

Complication (conflict) • The events that led up to the conflict. • The conflict or problems in the story. • The character's reactions to the conflicts.		Use the expressions to show: • The sequence of events. • Problem or conflict.
Resolution • How the problems are solved. • How the story ends.		Use the expressions to show: • Resolution. • Ending.

Put your story planning notes into a narrative layout. In this step, you start your writing. Focus on your ideas at this stage and then check your grammar, mechanics, and spelling at the later stage. Pay attention to the example below.

Orientation: Characters and settings

Introduce the character and describe the time, place, and situation. Tell what the main character was doing.

Years ago, there was a beautiful land with high mountains and green forests. In the middle of this land stood an ancient Guardian Tree. This ancient tree had unique powers. With its powers, it watched over the whole forest. Its branches reached high into the sky and protected many animals. Its roots went deep into the ground and fed the land with nutrition that kept it alive.

Complication: Development of the events

Describe the events in your story, the conflicts or problems raised, and the characters' reactions to the problems.

Over time, careless people started to hurt the forest. Without any thought, forests were cut down, rivers were polluted, and animals were hunted. The Guardian Tree was sad that its favorite forests were gone. The leaves turned brown, and the trees dropped down in sadness.

When the Guardian Tree cried over its forest, Willow, a small animal from the forest, came over with worried eyes. She said, "Why are the trees disappearing, and why is the river turning black?"

The Guardian Tree wept in sadness. "It is the humans, dear Willow. They have forgotten that humans are connected to the land and nature, and taken more than they give. We must take action, or our forest will disappear forever."

Willow looked up and courageously said, "Then we must do something! Our home must not be destroyed. Let's ask the woodland gods for help and save it."

The Guardian Tree nodded quietly, knowing they were responsible for the forest's future.

Resolution: Ending

Describe how the problems are solved and the scene ends. Mention the main character's feelings.

The Guardian Tree called the woodland gods and asked for help. The woodland god ordered the guardian tree to send out a roar. The roar shook the forests and shocked everyone. After hearing the tree cry, people worked together to fix their mistakes. They promised to protect nature by planting trees and cleaning up the rivers. The forest finally improved, and the Guardian Tree grew back.

After you finish your draft, you need to reread your draft and ask for the teacher's feedback. Then, revise your work. You can also ask yourself these questions:



- Have I presented my ideas so that they make the most sense?
- Does my draft have an orientation (introduction of the character and setting), complication (problem), and resolution (the solution to the problem)?
- Are my sequence words correctly connecting sentences or paragraphs?

If you answer “No” to the above questions, edit immediately. Exchange your draft with your classmates and get feedback from them, and your teacher. Based on the feedback, make corrections to your second draft, have it checked by another classmate, and then revise and write your third draft.



Activity 3

Gather and organize all of your ideas in a story plan by completing this draft.

Develop your draft into a well-written story. Don’t forget to use sequence words to make the sequence of events in your story flow.

Your writing

Remember to use the expressions to show:

- Characters
- Setting of time
- Setting of place
- Sequence of events
- Problem or Conflict
- Resolution
- Ending

Once you are satisfied with the content of your writing, check the grammar, usage, and mechanics. Have your classmates help you read and review your writing. Proofread your writing by ticking each item in these proofreading checklists.



1. The story has an interesting title.	
2. The setting is well introduced.	
3. The character is introduced interestingly.	
4. The beginning event in the story leads up to the conflict.	
5. The story has an engaging problem to figure out.	
6. The final event in the story clearly shows how the problem was solved.	
7. There are sequence words to order the events.	
8. There are no spelling and grammar errors in my writing.	
9. Capitalization and punctuation are correctly used.	

If you still find errors in your writing, you can immediately edit and make final corrections. Don't forget to proofread for the final check. Your writing is ready to publish when you no longer see any errors.



Activity 4

Podcast or a TV Talk Show: Meet the author.

It is time to publish your writing. As part of the activity, you will tell your story on a podcast or TV talk show and talk about what you have written. Think of yourself as having a podcast or TV talk show as you work together. Please follow the instructions below.

- Work in pairs and take turns as a host and guest in a podcast or talk show.
- Check out the dialogue from a podcast or TV talk show below.





Picture 1.21 Podcast

Image by SMAN Taruna Nala Jawa Timur (2022)

Example of a Podcast or TV Talk Show.

Host : Hello, Indonesians, and hello to the world! Welcome to the "Meet the Author" Show!

On this special day, we will discuss a fascinating legend recounted by Alma Nadia entitled 'The Guardian Tree.' Without further ado, let's have a round of applause for today's author, Ms. Alma Nadia.

Welcome to the "Meet the Author" Show, Ms. Nadia. Thank you for being with us today. It is a pleasure to meet you today.

Guest : Thank you for having me here.

Host : Ms. Nadia, we are interested in your newest story, 'Guardians of the Green: A Tale of Environmental Resolve.' Please tell us what the story is about.

Guest : This story is about the Guardian Tree, which always wants to protect its forest from destruction. With the help of the brave creature Willow and the woodland gods, the Guardian Tree motivates people to save the forest and make it green again.

Host : It sounds exciting! Can you talk a bit about the Guardian Tree, the central character of your story?



Guest : It is an old, vigorous tree that watches over the forest and its inhabitants. It possesses unique skills and insight to accomplish this. To discover his beautiful characteristics, you must read the story.

Host : Sure, I will. Anyway, what is the most exciting part of the story?

Guest : Good question. I think the most exciting part of the story is when the Guardian Tree's roar, helped by Willow and the woodland gods, inspires people to save the forest and restore its beauty.

Host : I agree with you. That part is also my favorite part of the story you wrote. Ms. Nadia, what moral value do you want to convey through the story you wrote?

Guest : I want to emphasize the importance of protecting the environment and how everyone must do their part to keep nature safe for future generations.

Host : Awesome! Well, it's time to wrap up the show. Thank you to our lovely guest for joining us today. We have learned a lot from you today. Thank you again for your time. I hope you have enjoyed or talk. That concludes today, everyone. See you next week at "Meet the Author". Hiro Mahdi, your host. Good day, everyone!

Story 1

Title

Setting

Characters



Story 1	
Problems	
Solution	
Interesting part of the story	

Use the above form for all of the stories shared in your class.



D. Let's Check

Learning objectives:

Given a spoken story entitled "The Red Moon," you will be able to:

1. complete the story with appropriate vocabulary items provided.
2. answer some questions about it.

Given a written story entitled "The Legend of Batu Bagaung," you will be able to:

1. complete the text with appropriate sequence words provided.
2. identify the text structure.
3. answer some questions about it.
4. write the continuation of the story using an appropriate structure and language features.

Part 1

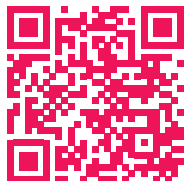
In this test section, you will hear a narrative entitled "The Red Moon." Listen to the narrative and fill in the blanks with the words provided.



discovered	tried	grew	lived	removed
survived	bloomed	observed	left	planted

The Audio

Scan me:



Or, click me:

<https://buku.kemdikbud.go.id/s/engt11d>

The Red Moon



Picture 1.22 The Red Moon

Once upon a time, there was a sad, small, grey world. They had all kinds of technology, but the people who ___(1) there didn't try to keep them in good condition. The damage was so severe that no plants or animals ___(2) in the area.

One day, while playing outside, a boy ___(3) a cave with a small red flower within. The boy carefully ___(4) the sick and nearly dead flower from the ground, including the roots and soil. He then ___(5) to find a location where he could plant it.

Everywhere he looked, he saw pollution. He looked up into the sky and ___(6) the moon. The boy thought the plant would survive there.

The Red Moon

This little boy put on his space suit and went to a spaceship. He ____ (7) for the moon after he put the little red flower in the back.

The flower started to grow well after the boy checked on it daily, and it was ____ (8) far away from pollution. It flowered more since it was well-cared for, which prompted other flowers to grow well, too. Moonflowers quickly ____ (9) around the moon.

When the boy's flowers ____ (10), the moon turned red. It signaled there was trouble. It's also a message to take care of Earth.

Adapted from Vedantu (n.d.). "The Red Moon"

Part 2

Respond orally to the following questions about the story you have listened to.

1. How does the story's description of the dirty earth relate to the moonflowers and small red flowers?

You can make some notes before you speak:

2. How does the boy's decision to take the small red flower to the moon reflect his optimism and determination to solve Earth's destruction?

You can make some notes before you speak:

3. How might the story inspire readers to take action in their own lives to protect the environment and promote sustainability?

You can make some notes before you speak:



Part 3

1. Read the story below. Fill in the gaps 1-6 with suitable sequence signals a-h.

- | | |
|---------------------|--------------|
| a. After a moment. | e. Secondly. |
| b. A long time ago. | f. Before. |
| c. When. | g. Then. |
| d. Suddenly. | h. Finally. |

The Legend of Batu Bagaung



Picture 1.23 The Princess in The Riverside

___(1), a princess and her servants had a peaceful day by the riverbank, swimming and making bouquets in their riverside kingdom. ___(2) washing her hair, the princess mixed sesame seeds and lime to make a special shampoo. She was unaware of the consequences.

A

___(3), a big flood washed away the princess and her servants. The flood threw the kingdom into sadness as they went missing. The worried king asked for help from Pangelaran, a hermit with unique skills. Pagelaran discovered that the princess was alive but in an underwater kingdom. The prince advised that the king negotiate directly with the Underwater Maharaja.

B

___(4) the king arrived in the Underwater Kingdom, he was frightened to see the destruction caused by his daughter's hair product on its people. The Underwater Maharaja wanted to give punishment. He said that the princess' actions caused death and sadness to his people.

C

The Legend of Batu Bagaung

The king begged the Underwater Maharaja to save his daughter. He agreed to ban the damaging hair products worldwide. He also promised to enforce the rules for future generations. Everyone agreed that disrespecting this agreement would have terrible effects.

The king was ____ (5) led to his daughter, who, along with her servants, had been turned into goats. The prince assisted in rescuing the goats from the corral, dispelling the illusion of the aquatic palace. The king was overjoyed when he finally saw his daughter again.

When the king returned to his kingdom, he told everyone about his agreement with the Underwater Maharaja. He said terrible things would happen for any wrongdoing. The people knew this was a severe issue. They also agreed because they feared both kings would attack one another again.

Both kingdoms were at peace again, and the ban on dangerous hair products served as a reminder of how even small acts can have huge impacts. The princess promised to be more careful with her power after her choices caused harm she didn't expect. The king's agreement with the Underwater Maharaja taught future generations the importance of kingdom harmony. ____ (6), the princess's wrong hair product showed us that empathy, collaboration, and understanding shape kingdoms.

Adapted from Cerita Rakyat Nusantara (2015, April 26)

2. Answer the questions: Which part of the text (A-E) contains:

- a. The event or series of events that disrupt the initial harmony. _____
- b. When the central issue in the narrative is finally resolved, the story is said to have come to a close. _____
- c. The part where you can learn more about what has happened, ponder it further, or gain insight into what has happened. _____
- d. The initial setup or introduction of a story's characters, setting, and situation. _____
- e. When the story's suspense and conflict peak and the resolution becomes clear. _____



3. Are the sentences True (T), False (F), or Unstated (U)? T/F/U
- a. Due to her hair product, the princess and her servants missed a peaceful riverside day. _____
 - b. The princess and her servants were washed away by a river, causing turmoil in the kingdom. _____
 - c. The king met the Underwater Maharaja for an agreement to set his daughter free. _____
 - d. The king eventually developed an eco-friendly hair product for future generations. _____
 - e. Lessons of responsibility and empathy emerged as the kingdoms learned from the consequences of their actions. _____
4. How can the kingdoms' conflict teach us the value of empathy, teamwork, and understanding in resolving differences and keeping harmony?
- _____
- _____
5. How does the princess's use of hair product illustrate the unintended consequences of the seemingly harmless actions, and what does it suggest about the story's more significant themes of responsibility and integrity?
- _____
- _____

Part 4

Please write your own continuation to "The Legend of Batu Bagaung" by using the following questions. Remember to follow the narrative structure (orientation, complication, and resolution), and include some sequence words to help your story flow.

1. How could harmony be ruined again?
2. How could the problem start?
3. Who started it?
4. What incident happened?
5. What were the consequences?



- Who took steps to fix the problem?
- What did they do?
- How was the ending?

E.
Enrichment

Learning objectives:

By the end of the enrichment activity, you will be able to:

- read and comprehend a story entitled “A Little Drop of Honey.”
- complete the text’s structure and linguistic features of a story entitled “A Little Drop of Honey.”

To improve your understanding of narratives, read and comprehend the story "A Little Drop of Honey."

- Complete the table below by identifying the structure of the story to show your understanding of the story structure.

A Little Drop of Honey	Story Structure
 Picture 1.24 The King	

A Little Drop of Honey	Story Structure
A wise king and his faithful minister spent a restful afternoon in a magnificent palace that overlooked the lively marketplace of a prosperous city. While eating pieces of honey-coated puff rice, the king looked down at the busy, happy city below.	
A tiny drop of honey dropped into the window ledge as the king ate his snack. The minister reminded the king about it, but the king told them it didn't matter and added, "Not our problem." He didn't know that this small event could set off a series of incidents threatening every aspect of their beloved city. The honey drip attracted a curious fly, which became prey to a nearby lizard. A terrified cat saw the chaos and rushed onto the lizard, but a nearby dog jumped on the cat and they fought furiously. The animal fight made the pet owners fight, too. The pedestrians stepped in. Soon, a street brawl ensued, and spiraled out of hand.	
In the middle of all the chaos, the king and his minister kept eating their snacks and ignored the fight below. They did not seem to care. However, as the situation got worse and turned into a riot, it became a mass fight among the civilians. The king and his minister were horrified to see their once beautiful city fell apart.	
The king took a moment to think as soon as he realized how bad things were. He recalled the honey drop. He finally admitted that perhaps the honey drop had been the problem all along. Finally, the king and the minister made promise to themselves that in the future they would pay attention to details and avoid being careless.	
All is well with the world now. Issues should not be ignored or given time to worsen; doing so could lead to disastrous consequences. The king learned in the end that small acts could leave huge impacts.	
<i>Adapted from Sheila (2009, September 6). "A Little Drop of Honey"</i>	



2. Complete the table below based on the story above.

Title : _____		
Characters		
Main Character's name: _____		Supporting Character's name: _____
Characterization: _____ _____ _____		Characterization: _____ _____ _____
Here is a topic sentence for each part of the story structure:		
Orientation: _____ _____ _____ _____ _____	Complication: _____ _____ Climax: _____ _____	Resolution: _____ _____ _____ Coda: _____ _____



F. Project

Learning objectives:

By the end of the project, you will be able to:

1. create a dialogue between the characters in the story entitled "A Little Drop of Honey."
2. perform the dialogue in a reader theatre activity.

Let's have a reader's theatre to ensure you understand the story better. Please reread the tale "A Little Drop of Honey." Work in a group of two or more. Select a scene from the story and create a dialogue between the characters. Then, have a theatre performance in front of your classmates.



Use this reader's theatre from "The Sacred Stone" as an example.

Isoray : I was shocked and pleased to find a stone that could burn.

Irimiami : I know. I was also astonished and even terrified when we started a forest fire.

Isoray : We were so curious that we became foolish. But we can always learn from our mistakes, right?

Irimiami : That's true. We are fortunate that God Iriwonawani still wanted to help us, although we did terrible things.

Isoray : Yes, I will always be grateful to God, Iriwonawani.

Irimiami : I think it was not only to God Iriwonawani but also to the villagers who prayed with us and promised to keep the land safe.

Isoray : That is right. I promise that will not happen again. We must be more careful in our actions and consider the future generations.

Irimiami : I completely agree with that.



G. Reflection

Learning objectives:

By the end of the reflection activity, you will be able to:

1. reflect on your achievement, what you think you have learned, and the challenges you encountered
2. plan your learning for subsequent lesson

After completing Unit 1, this is the time for you to self-reflect or look back at your learning experiences by tapping the stars to rate the following statements and answering the questions. There is no right or wrong answer. Just be honest.

CAN YOU?

1. I can identify a narrative text structure and its linguistic features.



2. I can identify the aim of a narrative.



3. I can understand the main ideas and details from concrete compound written narratives about environmental topics I read.



4. I can understand the main ideas and details from abstract, single-spoken narratives about environmental topics I listen to.



5. I can write a single narrative about environmental topics using correct organization and grammar.



6. I can present the narrative that I have written.



WHAT?

7. Values I have learned from this unit are:
(You can tick all if applicable)

- | | |
|--|--------------------------|
| a. Being responsible for our actions. | ☐ |
| b. Caring for the land. | ☐ |
| c. Taking action for future generations. | ☐ |
| d. Acknowledging the consequences of action. | ☐ |
| e. Others (please mention)..... | ☐ |



8. What is your favorite learning activity in this unit? Why?
-
9. What is your least favorite learning experience in this unit?
-
10. What difficulties did you encounter?
-
11. How does the material you have learned in this unit relate to real-world situations and problems?
-

NOW WHAT?

12. Which area would you like to improve?
-
13. What do you want to learn more in the future?
-
14. In your daily life, how will you apply what you have learned from this topic/lesson?
-



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Unit

2

Discovering Ourselves

Can you discover yourself through stories?

From stories within stories to the world full of stories all around us, discover how stories affect our sense of self and our understanding of the world. Let's do self-exploration through narratives!

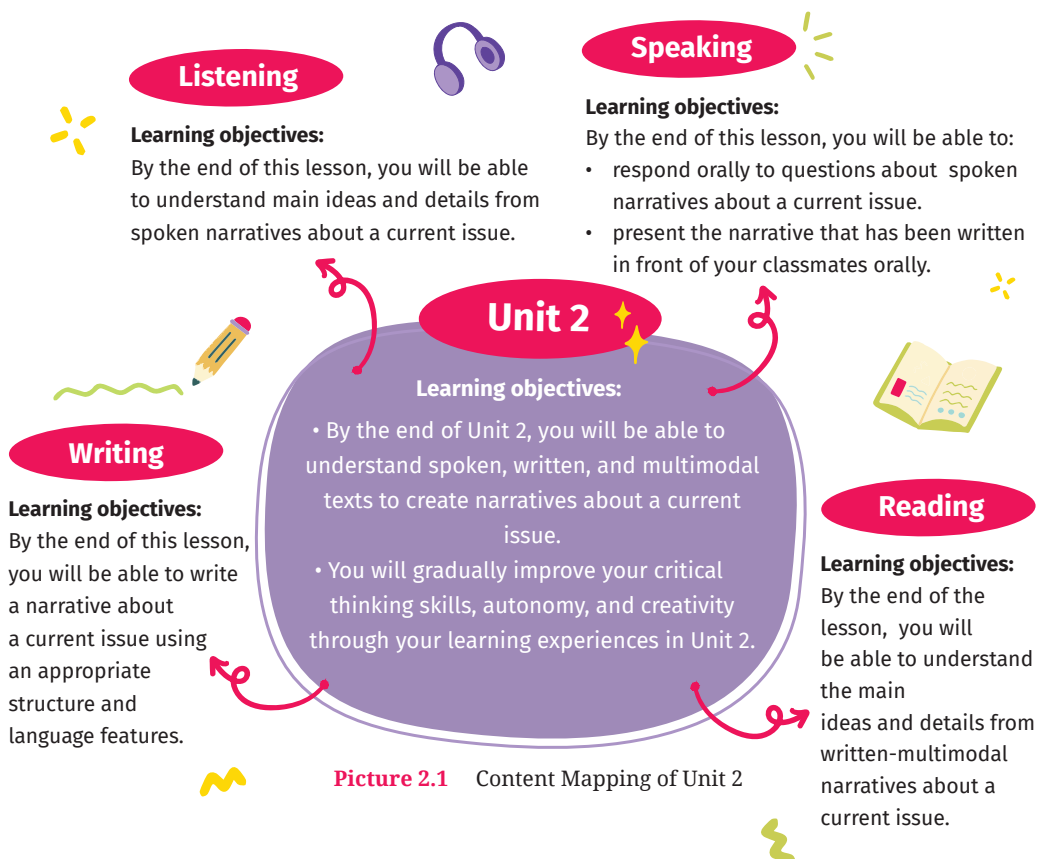
Learning Objective

By the end of this unit, you are expected to understand, create, and present written and spoken narratives about a current issue.

Keywords

- ✓ Story
- ✓ Fairy tales
- ✓ Narrative
- ✓ Current issues

Content Mapping



Picture 2.1 Content Mapping of Unit 2



My Initial Understanding



Picture 2.2 Being Lost in a Library

Look at the picture and answer the following questions with your classmates.

1. What does the picture show?
2. Have you ever got lost in a library?
If yes, do you think getting lost in a library is the same or different from getting lost elsewhere?
3. What themes or ideas might the story explore based on the picture?



Let's Observe!



Have you ever visited a library? What is the most interesting part you saw in the library?

In this section, we will listen to the short story "The Library of Babel." The story is based on Jorge Luis Borges' novel, which has the same title. If you want to read the complete version of the story and learn more about the author, go through the book and search for information about the author on the internet.



A. Let's Discuss

Learning objectives:

By the end of this lesson, you will be able to:

1. Understand the main ideas and details from spoken narratives about a current issue.
2. Respond orally to questions about spoken narratives about a current issue.





Activity 1

Let's learn some new vocabulary items that you will find in the text later.

Chambers (Noun) = a large room used for formal or public events.	Then, I went quickly to the king's chambers , accompanied by the gentleman steward.
Existence (Noun) = the state of being honest or of being known or recognized.	During the first few years of its existence , the theatre had no fixed location.
Hallowed (Adjective) = very respected and praised because of great importance or age.	He remembers a hallowed morning when the king arrived.
Immense (Adjective) = extremely large or great, especially in scale or degree.	The prince inherited an immense fortune.
Insecurity (Noun) = a feeling of lacking confidence and not being sure of your own abilities.	He had a deep sense of insecurity .
Misery (Noun) = great unhappiness.	He got lost and discovered nothing but frustration and misery .

Fill in the blanks in the following sentences using the words you have learned.

1. He found his _____ in the library among books full of knowledge.
2. It is a vast library with _____ book collections.
3. He could find nothing but _____.
4. He could not believe he could find a _____ book by a famous author in the field.
5. The library consists of many large _____.
6. He has to deal with his _____ before he can face other challenges.



Activity 2

Let's listen to a story entitled "The Library of Babel." While listening, fill in the blanks with the words you have learned.



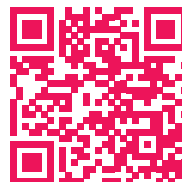
Title: The Library of Babel



Picture 2.3 The Library

The Audio

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Orientation

A long time ago, in an era of forgotten memories, an immense maze-like library existed that extended enormously in all directions. The library was divided into six hexagonal ___(1), each with shelves containing volumes of various dimensions, types, and languages. As time passed, intellectuals and explorers strolled the library's ___(2) corridors.

Highlight the expressions to show:

- Characters (E.g., intellectuals and explorers)
- Setting of time (E.g., A long time ago, in an era of forgotten memories)
- Setting of place (E.g., an immense maze-like library)

Can you find more?

Complication

Despite the many books surrounding them, they became lost in a sea of confusion and ___(3). Within the library's boundless coverage, every book was ever written, and every book that could ever be written existed. As the years passed, the library's users grew overwhelmed by their search for meaning, continuously looking for a book that solved life's mysteries. Despite their best efforts, they discovered nothing but frustration and ___(4).

Highlight the expressions to show:

- Events showing actions or what happened in the past (E.g., became lost, was ever written, existed)
- Sequences of the events or chronological order (E.g., As the years passed)
- Problems or conflicts (E.g., became lost in a sea of confusion)

Can you find more?



Title: The Library of Babel

Resolution	A lone guy emerged from the seemingly unending collection of books. He was a truth seeker who questioned the very foundations of ____ (5). During his journey through the library's hallowed corridors, he realized how pointless his search was and how mysterious his life was. Finally, not the collection of knowledge led to light, but the act of searching. For, within the chaos of the library, he eventually discovered freedom by accepting the universe's mystery and the limitless potential of the human imagination.	Highlight the expressions to show: - How the problems were solved (E.g., finally) - How the story ends (E.g., eventually) Can you find more?
Coda	The Library of Babel eventually stands as an illustration of the limitations of human understanding and our never-ending search for meaning in the ____ (6) scope of life. <i>Adapted from Borges (1962). "The Library of Babel"</i>	Highlight the expressions to show: How the lessons were learned (E.g., stands as an illustration of the limitations of human understanding) Can you find more?



Activity 3

Read the complete version of the story you have listened to. Then, answer these questions individually and compare your answers with your classmates.

Access and Retrieve

- How did the intellectuals and explorers in the library become lost despite many resources?

Answer: _____

Hint

Read the 1st paragraph and identify what causes the explorers to become lost in the library.



2. What did they find when they finally stopped looking for meaning in all the information?

Answer: _____

Hint

Read the 2nd paragraph and find what the explorers found when they searched for meaning.

Integrate and Interpret

3. How does the main character's library journey relate to the idea that meaning is pointless?

Answer: _____

Hint

Relate the character's journey in the library to the idea that searching for meaning is finally pointless.

4. What is the meaning behind the main character after realizing that it is not the accumulation of knowledge but the act of searching itself that brings enlightenment?

Answer: _____

Hint

Relate the characters' journey in the library to the realization that enlightenment comes from searching rather than acquiring knowledge.

Reflect and Evaluate

5. Evaluate the main character's discovery and the fact that searching brought insight. How does this affect human existence and truth-seeking?

Answer: _____

Hint

Think about the consequences of the character's discovery of human life and the search for knowledge.

6. Evaluate how "The Library of Babel" illustrates human limitations and how they constantly seek meaning. How does the story make us examine what we know and what is true?

Answer: _____

Hint

Reflect on how the Library of Babel narrative shows human limitations, the never-ending search for meaning, and the consequences of our understanding of knowledge.





Activity 4

Learning about the language features of a story can help you better understand the story. Learn the explanation below and complete Practice 1.

There are many language features of narratives, including noun phrases, adverbs, action verbs, past tense, sequence words, reported speech, etc. In Unit 1, you learned about adverbs. Now, you will learn more about the adverbial phrase and adverbial clause.

In the story that you have listened to, you hear the following sentence:

- **During his journey through the library's hallowed corridors**, he realized how pointless his search was.

"During his journey through the library's hallowed corridors" is an **adverbial phrase**. An adverbial phrase is a group of words that modify a sentence's verb, adjective, or adverb. Adverbial phrases in stories offer detail and context to the actions or events presented. Adverbial phrases also help to provide a detailed description of situations or settings.

In the story that you have listened to, you hear the following sentence:

- **As the years passed**, the library's users grew overwhelmed.

"As the years passed" is an **adverbial clause**. Different from an adverbial phrase, an adverbial clause must contain a noun (or noun phrase) and a verb phrase like the clause "As the years passed." "The years" is a noun phrase and "passed" is a verb. An adverbial clause modifies a verb, an adjective, or an adverb. An adverbial clause tells when, where, how, why, to what extent, or under what conditions something happened. In narratives, adverbial clauses have similar functions as adverbial phrases. Both contribute to the richness and depth of the storytelling experience by enhancing the description of events, settings, and characters in the narratives.

Extracted from Azar & Azar (1999); Azar (2002); Emilia (2014); Murphy (2011)





Practice 1

Circle any adverbial phrases and underline any adverbial clauses in each sentence below.

1. Within the library's boundless coverage, where every book existed, knowledge reached its greatest point.
2. In the soft-lit chambers, whispers of old knowledge echoed whenever the scholars discovered a rare insight.
3. While they appeared to stand still within the miserable maze of books, they were trapped in the everlasting dance of knowing and not knowing.
4. With each passing day, as the librarians meticulously catalogued new arrivals, they were striving to maintain order amid chaos.
5. Amidst the noise of voices and rustling papers, while truth seekers sought invisible truths, they tried to comprehend the existence of knowledge.



Activity 5

Now, let's listen to a dialogue between two friends about a story entitled "The Monkey's Paw." Before listening, look at the picture to figure out what the story is about.



Picture 2.4 The Monkey Paw

1. The image shows a monkey's paw, money, and a family photo. Will the story be about the objects?
2. How do you think the objects influence the plot or characters in the story? Share your ideas with your partner.





Activity 6

Let's learn some vocabulary items from the dialogue you will listen to.

Haunting (Adjective) = sad or frightening in a way that cannot be forgotten.	"The Monkey's Paw" is a haunting story about Mr. White's family.
Paw (Noun) = the foot of an animal having claws.	The monkey's paw could grant three wishes to Mr. White.
Ambition (Noun) = strong desire to be successful, rich, or powerful.	His ambition led Mr. White to wish for money through the monkey's paw.
Miserable (Adjective) = very unhappy or uncomfortable.	His son's accident made Mr. White's life miserable .
Powerful (Adjective) = having great power, strength, or force.	The paw is powerful , but it is also dangerous.

Fill in the blanks in the following sentences using the words you have learned.

1. It is all about the monkey's _____, which changes Mr. White's fate.
2. The monkey's paw was so _____ that it could grant Mr. White three wishes.
3. Mr. White's _____ brought him into trouble.
4. Mr. White was _____ when he realized the fortune came with consequences.
5. It is a _____ story that is difficult to forget.



Activity 7

Let's listen to a dialogue about a story titled "The Monkey's Paw." While listening, fill in the blanks using the words that you have learned.

The Audio

Scan me:



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<https://buku.kemdikbud.go.id/s/engt11f>

Have you ever read a story titled "The Monkey's Paw"? W.W. Jacobs wrote it.

??

Of course. I remember reading that in English class. Isn't this a _____(1) story?

Definitely! It has stuck with me ever since. So let me tell you about it. It all began with this family, the Whites, who came into ownership of a magical monkey's _____(2).

Oh, I remember that part! They were told that the paw could grant three wishes, right?

Exactly! But here is where things get more interesting. The father, Mr. White, made a wish for money. He thought that it would solve all their problems.

Ah, the typical _____(3) for fortune. But from what I could guess, it didn't come out as planned.





Picture 2.5 Comic for Listening 2



Activity 8

Let's rewrite "The Monkey's Paw" story based on the dialogue you have listened to. Listen to the dialogue again and match the story structure with the contents.

Story Structure

Content

- | | | | |
|-----------------|-----------------------|-----------------------|--|
| 1. Orientation | ☐ | ☐ | a. Surprisingly, the wish came true but in the wrong way. All of a sudden, their son, who worked at a local factory, got a work accident for which they received compensation. |
| 2. Complication | ☐ | ☐ | b. This incident finally made Mr. White realize the consequences of his wishes with the monkey's paw. |
| 3. Climax | ☐ | ☐ | c. Soon, they discovered that the monkey's paw could grant three wishes. Then, the father, Mr. White, wished for money, thinking it would solve all their problem. |
| 4. Resolution | ☐ | ☐ | d. Mr. White eventually learned the importance of knowing things before deciding to take action and the need to be careful of what we wish for. |
| 5. Coda | ☐ | ☐ | e. Years ago, there lived a family, the Whites, who came into ownership of a magical monkey's paw. |



Activity 9

Learning about the language features of a story can help you better understand the story. Work in pairs, understand the explanation below, and complete Practice 1.

There are many language features of narratives, including noun phrases, adverbs, action verbs, past tense, sequence words, reported speech, etc. However, this section will only discuss adjective clauses.

In the story that you have listened to, you hear the following sentence:

- It all began with the Whites, who came into ownership of a magical monkey's paw.



- Their son, who worked at a local factory, had a work accident.
- Their son had a work accident for which they received compensation.

The underlined expressions are called **adjective clauses**. An adjective clause is also called a **relative clause**. An adjective clause helps us learn which person or thing (or what kind of person or thing) the speaker means because, like an adjective, it modifies a noun, a noun phrase, or a noun clause. So, in the examples above, the adjective clause “who came into ownership of a magical monkey’s paw” tells us more about “the Whites,” or it modifies “the Whites.”

An example of an adjective clause that modifies a noun clause is ‘Ani said that the queen had been ill for a long time, which made everyone sad.’ ‘which made everyone sad’ modifies the entire preceding noun clause ‘that the queen had been ill for a long time.’ It provides additional information about the effect of the queen’s illness. The relative pronoun ‘which’ refers back to the noun clause it modifies. Which made everyone sad is that the queen had been ill for a long time.

An adjective clause can also modify the whole clause. For example, Ani is smart, which is known to all. “Ani is smart” provides additional information about the characteristics of Ani being known to everyone. The relative pronoun ‘which’ refers back to the entire clause, ‘Ani is smart.’ What is known to all is Ani is smart.

In order to understand the construction of adjective clauses, please have a look at the following examples:

- The Whites got **a monkey’s paw**. – **The monkey’s paw** is magical.
The Whites got **a monkey’s paw**, which is magical.
 (“which is magical,” tells us what kind of monkey’s paw)
- **Their son** had a work accident. – **Their son** worked at a local factory.
Their son, who worked at a local factory, had a work accident.
 (“who worked at a local factory” tells us which son)

Now, please pay attention to the underlined expressions below.

- “The Monkey’s Paw,” written by W. W. Jacobs, is a haunting story.
- Their son, working at a local factory, had a work accident.

The underlined expressions above are the **shortened form of adjective clauses**. We can reduce an adjective clause by omitting the relative pronoun (who, that, or which) and the verb be.

Now, let's break down the underlined expressions below.

- It all began with this family, the Whites, who came into ownership of a magical monkey's paw.

"who came into ownership of a magical monkey's paw." is a **finite adjective clause**. This clause modifies the noun 'the Whites' and provides additional information about 'the Whites.' The finite verb 'came' is marked for past tense and agrees with the subject 'who.'

Finite clauses are clauses that have a subject followed by a finite verb. A finite clause has a subject and it consists of a finite verb which indicates a tense.

- Their son, working at a local factory, had a work accident.

"Working at a local factory" is a **non-finite adjective clause**. This clause modifies the noun 'son' and describes his occupation. The non-finite verb form 'working' is a participle and does not indicate tense or subject-verb agreement.

Non-finite clauses are clauses that do not have a finite verb. It means that they are not limited by tense and do not contain a subject that is bound by agreement with the verb. The use of non-finite clauses is to make the statement more compact.

Extracted from Azar & Azar (1999); Azar (2002); Emilia (1989); Emilia (2014); Murphy (2011)



Practice 1

Work individually. Combine the two sentences using who/that/which/where. Write the new sentences in your notebook.

1. There lived a family. The family had a magical monkey's paw.
Answer: _____
2. The family had a magical monkey's paw. The monkey's paw granted them some money.
Answer: _____
3. The factory gave the family compensation. Their son had an accident in the factory.
Answer: _____



4. The family had an incident in the summer holiday. They learned a lesson from the incident.

Answer: _____

5. They learned a lesson. The lesson is to learn before deciding to take action.

Answer: _____



Activity 10

Now that you have listened to two stories. What do you think of those two stories? Do they belong to the same or different narrative categories? Please read this explanation to understand and discuss it with the class.

You have listened to and understood the story entitled "The Library of Babel." That story is fantasy because it takes place in a place that might not exist or is unreal; in this case, it is an endlessly enormous library. **Fantasy stories** are stories that include unrealistic or magical systems as the components of the story.

You have also listened to and comprehended the story "The Monkey's Paw." That narrative belongs to the category of **horror fiction**. The plot revolves around a magical monkey's paw and includes themes of mystery and the spiritual world.

Fantasy and horror stories, like other narratives, also aim to amuse or entertain the readers and consist of orientation, complications, and resolution.

Extracted from: Christie & Derewianka, (2008); Emilia (2016); Humphrey & Vale (2020)





B. Let's Read

Learning objectives:

By the end of the lesson, through reading and viewing, you will be able to understand the main ideas and details from written-multimodal narratives about a current issue.



Activity 1

Look at the picture below to guess what the story is about.



Picture 2.6 The Goose Girl

Look at the picture and answer the following questions with your mates.

1. What information can you get from the picture?
2. The picture leads you to a story that you will learn. Can you guess what the story will be about?





Activity 2

Let's learn some vocabulary items below that you will find in the reading text.

Gift (Noun) = a natural ability or talent.	She has a gift to talk to animals and nature.
Confronted (Verb) = faced up to and dealt with.	Ani confronted her mother about the queen's plan to ask her to marry the prince of Bayern.
Alienate (Verb) = to cause someone or a group of people to stop supporting.	She protected the monarchy from attempts to alienate its land.
Insecurity (Noun) = a feeling of lacking confidence and not being sure of your own abilities.	Ani had a deep sense of insecurity .
Identity = the fact of being who or what a person or thing is.	Selia showed her plan to take on Ani's princess identity and take power.

Fill in the blanks in the following sentences using the words you have learned.

1. She has kept her _____ hidden for ten years now.
2. On the way to Bayern kingdom, Ani felt _____ by her maid, Selia.
3. She decided to _____ him with direct questioning.
4. All such fears are forms of _____.
5. Her _____ for humanity allowed her to connect with others deeply.



Activity 3

Let's read a story titled "The Goose Girl." The story has two parts: The Journey Begins and Ani's Triumph. While reading, highlight the story features as listed in the Table.



Text Structure	Text	Language Features
Orientation - Who are the characters? _____ - When did the story take place? _____ - Where did the story take place? _____ - How did the story start? _____	The Goose Girl: The Journey Begins  Picture 2.7 Ani was Lost Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Ani had a strong relationship with her aunt. Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. As Ani grew up, she gradually learned of three important gifts; people-speaking, animal-speaking, and nature-speaking. When her aunt left the kingdom, Ani's mother, the queen, forbade her from being near animals. The queen and the rest of Kildenree were terrified of animal-speakers.	Action verbs: lived, named, had, spent, learned, grew up, left, forbade, etc. Past tense: lived, named, was, had, spent, learned, grew up, left, forbade, etc. Sequence words: once upon a time, Years passed by, etc. Adjective clause: who was born in the kingdom of Kildenree, always under her mother's shadow, etc. Reported verbs: said, asked, added, etc. Continue to identify the language features of the fairy tale as above. Highlight the words or phrases using different colors.
Complication What happened to the characters? _____	Years passed, and Ani struggled with her confidence as Crown Princess and a future queen. Ani's life, always under her mother's shadow, made her nervous about being the next queen. Things got worse when Ani's father passed	



Text Structure	Text	Language Features
- What challenges did the characters encounter in the story? Climax - What is the biggest problem in the story?	away. At the funeral, the queen announced that her second child, Caleb, would become the next ruler. Because she felt confused, Ani confronted the queen. “Mother, I am sorry for interfering so soon after the grieving period, but I must ask you about your statement some weeks ago,” said Ani. “Yes, yes, my child. It’s about Caleb, right? Sit down,” the queen asked Ani to sit. She added, “You remember, five years ago, we received a visit from the Prime minister of Bayern.” Ani nodded. “Well, actually, according to our tradition, if it has to be one of my kids to marry the prince of Bayern, it should be the third child, Napralina. But she is too young, and you, my dear Ani, are different. After the trouble with your aunt, I’m worried that people would never trust you as the rumors of you being a beast-speaker have sunk too deep,” said the queen. “My dear Ani, you have been chosen to marry the prince of Bayern,” the queen said with expectation. Ani was furious and upset. “Mother, I don’t know if I’m ready for this,” Ani confessed.	

Text Structure	Text	Language Features
	But Ani had no other choice but to agree. Ani's maid and best friend, Selia, convinced her to go to Bayern. Although Ani was sad, she did what she had to do and left Kildenree. However, another bad thing happened. On the way to Bayern, Ani began to feel alienated by Selia. Selia revealed her plan to take over Ani's identity as the princess and seize power for herself.	
Resolution How did the characters solve the problems?	Ani was lost and confused. After days of wandering the forest alone, Ani eventually found the house of Gilsa and her son, Finn. "Welcome, traveler. What brings you to our humble home?" Gilsa greeted Ani warmly. She sensed Ani's sadness. "I... I don't know where else to go," Ani admitted. She was so grateful that she finally got kindness from strangers. As Ani found support from Gilsa and Finn, she rediscovered her sense of purpose and determination. <i>Adapted from Hale (2003). "The Goose Girl"</i>	





Activity 4

Answer the questions individually and share your findings with your pair.

Access and Retrieve

1. How did Ani gain her ability to talk with animals and nature?
 - A. Her mother, the queen, who could communicate with animals, inherited her.
 - B. She inherited it from her father, the king who recently passed away.
 - C. She was born with the ability which she inherited from her aunt.
 - D. Ani's mother, the queen, overshadowed her with skill and power.
 - E. Her aunt cast an enchantment on her that gave her the power.

2. Why did the queen forbid Ani from being near animals?
 - A. The queen feared that Ani's attraction to animals would disrupt the balance of power in the kingdom.
 - B. The queen did not want Ani's interest in animals to ruin the marriage agreement with the Bayern kingdom.
 - C. The queen believed that Ani's relationship with animals would bring shame to the royal family.
 - D. The queen was allergic to animals and did not want them near the palace.
 - E. The queen was afraid that animals and magical powers would hurt Ani.

Hint

Read the 1st paragraph. Focus on what the main character and other characters did to her.

Hint

Read the complication part of the story. Read what the queen said to Ani.



3. How did the queen's decision to prohibit Ani from being near animals affect her life and relationships?
- A. Ani felt upset towards her mother and disconnected from her family.
 - B. The queen's decision strained Ani's relationship with the queen and her people.
 - C. The queen's decision led to Ani's determination to move from the Kildenree kingdom.
 - D. The queen's decision left Ani angry and rebellious, creating instability within the royal family.
 - E. This decision caused Ani to feel misunderstood and isolated, affecting her confidence and sense of belonging.
4. What were Ani's emotional conditions and struggles as Crown Princess and future queen?
- A. Ani felt ready to lead and was eager to prove herself worthy of the crown.
 - B. Ani was indifferent to her royal duties and preferred to focus on her interests.
 - C. Taking care of her responsibilities made her both anxious and enthusiastic.
 - D. Ani was concerned about becoming queen but ready to make the Kildenree kingdom a better place.
 - E. Ani felt pressure to perform and was uncertain, especially compared to her mother's strong presence.

Hint

Read the complication part of the story. Find Ani's reactions toward what the queen said to her.

Hint

Read the complication part of the story. Focus on Ani's reactions toward what the queen said to her.



5. How did Gilsa and Finn influence Ani's purpose and determination?
- A. Meeting Gilsa and Finn changed Ani's life, letting her overcome her inabilities and insecurities.
 - B. Gilsa and Finn's hospitality, welcome, and support gave her the courage to keep going.
 - C. Gilsa and Finn revealed Ani's fate as a great sorceress, encouraging her to use her gifts.
 - D. Gilsa and Finn's willingness to bring her to Bayern contented her.
 - E. Their passionate affection helped Ani accept herself.

Strategy

Read the resolution part of the story. Focus on the changes of Ani's feelings.

Integrate and Interpret

6. In the story, it is said that the queen did not appoint Ani as the future queen. What do you think of the queen's deed? Is it a betrayal, a political move, or a selfish act? Why? Explain.

Answer:

Strategy

Relate Ani's specific skills and the queen's actions to how the Kildenree people react to an animal whisperer. Consider the reasons for prioritizing the kingdom's interests.

7. Why did the queen choose Ani to marry the prince of Bayern despite the rumors surrounding her? Consider the implications that this decision has for the Kingdom of Kildenree.

Answer:

Strategy

Think about the consequences of the queen's decision to ask Ani marry the prince of Bayern.

Reflect and Evaluate

8. What do you think about Ani's transformation from a lost and confused princess to someone who finds her purpose and drive with the help of strangers like Gilsa and Finn?

Answer:

Hint

Reread the whole text and note down the changes of Ani's feeling. Focus on the actions and reactions.

9. What do you think about the themes of identity, loyalty, and self-discovery in Ani's story, and how do these themes resonate with broader human experiences?

Answer:

Hint

Relate your answers for Question number 8 to the relevance of real-life experiences.



Activity 5

Learning about the language features of a story can help you better understand the story. Read the explanation below and complete the practice provided.

There are many language features of narratives, including noun phrases, adverbs, action verbs, past tense, sequence words, reported speech, etc. However, this section will only discuss simple sentences and complex sentences.

Please read the following sentences:

- Ani learned.
S + V



- Ani learned animal language.
S + V + O
- Ani learned quickly.
S + V + Adv
- The flowers smell delightful
S + V + C
- Ani found the learning interesting.
S + V + O + C
- Ani told her a story.
S + V + IO + DO
- There was Ani at the queen's room.
There + to be + S + Adv of Place
- It is important to learn.
It + to be + Adj + to inf or -ing phrase

The sentences above are **simple sentences**. A simple sentence is a complete sentence that only consists of one sentence pattern.

Now, please read the following sentences:

- She met Enna, who worked with chickens.
- There lived a lovely princess whose name was Ani.

The sentences above are **complex sentences**. A **complex sentence** is a sentence, which consists of one independent clause and at least a dependent clause. A complex sentence includes a subordinating conjunction (because, since, after, although, when, etc.) or a relative pronoun (who, which, and that). Please read the following examples.

Complex sentences using subordinating conjunctions:

- She left Ani after they arrived in the forest.
- When she met Gilsa and Finn, Ani developed her confidence.

Complex sentences using relative pronouns:

- She met Enna, who worked with chickens.
- There lived a lovely princess whose name was Ani.

In "The Goose Girl" story, you read the following sentence:

- She met Enna, who worked with chickens.



In the example, “She met Enna” is an **independent clause** because it can function as a complete sentence by itself. An independent clause can also be called a **simple sentence**. The independent clause can stand alone as a full thought.

The phrase “who worked with chickens” is an example of a **dependent clause**. Dependent clauses cannot stand alone as a complete sentence. They rely on an independent clause to express a complete thought.

A dependent clause can be classified based on the function and the grammar. Based on the function, a dependent clause can function as an adjective clause, an adverbial clause, or a noun clause. An adjective clause modifies a noun. It is placed immediately after the noun it modifies. An adjective clause can modify a subject, an object, or a complement.

For example:

1. She met Enna, **who worked with chickens.**

“Who worked with chickens” is an adjective clause, modifying Enna as an object.

2. The kingdom **which is in Kildenree** is Ani’s.

“Which is in Kildenree” is an adjective clause, modifying the kingdom, the subject.

3. The kingdom **where Ani was born** is Kildenree.

“Where Ani was born” is an adjective clause, modifying the kingdom, the subject of the sentence.

4. The girl **whose hair is long** is Ani.

“Whose hair is long” is an adjective clause, modifying the girl, the subject.

5. The leader of the kingdom is Ani’s mother, **who is wise.**

“Who is wise” modifies Ani’s mother, the complement of the sentence.

Dependent clause that function as nouns are called **noun clauses**. For example, She met Enna, **who worked with chickens.**

Dependent clause that function as adjectives are called **adjective clauses**. For example, Ani told the queen **that she was wrong.**

Dependent clause that function as adverbs are called **adverbial clause**. For example, **Because it was raining,** Ani stayed at home.

Extracted from Azar & Azar (1999); Azar (2002); Emilia (1989); Emilia (2014); Murphy (2011)





Practice 1

Work in pairs. Identify the dependent and independent clauses in each sentence by underlining them. Number 1 serves as an example.

1. Because she felt confused, Ani confronted the queen.
Dependent Clause *Independent Clause*
2. When her aunt left the kingdom, the queen forbade Ani from being near animals.
3. Jok is an injured goose that Ani nursed back to health.
4. Ani built friendships with Geric, who told her he was the prince's guard.
5. There would be no one who could prove her real identity.
6. After days of wandering the forest alone, Ani found Gilsa and her son.



Activity 6

Let's make predictions before reading the second part of "The Goose Girl" story. Please discuss the following questions.

1. What journey would Ani have in the second part of the story?

2. Do you think Ani might face another problem? What might it be?

3. Do you think Ani could make it to Bayern? Do you think she would return to Kildare? Explain.





Activity 7

Let's read the second part of "The Goose Girl." While reading, highlight the story features as listed in the Table.

Text Structure	Text	Language Features
Orientation - Who are the characters? _____ - When did the story take place? _____ - Where did the story take place? _____ - How did the story start? _____	The Goose Girl: Ani's Triumph  Picture 2.8 The Goose Girl Story Time passed, Ani settled into her new life with Gilsa's and Finn's support. Gilsa told her, "Go to Bayern with Finn when the market opens. If you are fortunate, you will meet the king in person." Eventually, Ani and Finn went to the market to try speaking to the king. Yet, she told him that she was new to the city and had nowhere to go. Hence, the king assigned her as a goose girl.	Action verbs: settled, told, went, ended up, had, assigned, etc. Past tense: settled, told, went, was, had, assigned, etc. Sequence words: time passed, at first, etc. Adjective clause: who worked with chickens, that she nursed back to health, etc. Reporting verbs: told, asked, confessed, etc. Continue to identify the language features of the fairy tale as above. Highlight the expressions using different colors.
Complication What happened to the characters? _____	At first, as a goose girl, Ani struggled to establish relationships with the others. She faced the daunting task of connecting with her fellow workers and the geese. However, this changed when she met Enna, who worked with chickens, and Jok, an injured goose that she nursed back to health.	



Text Structure	Text	Language Features
Complication - What challenges did the characters encounter in the story? Climax - What is the biggest problem in the story?	“Ani, why do you keep to yourself?” Enna asked with concern. “I... I am not sure how to fit in,” Ani confessed. She felt overwhelmed by her insecurities. From that day on, Ani and Enna became good friends. Over time, Ani also built friendships with other workers, including with a man named Geric, who told her that he was the prince’s guard. One day, Ani heard terrible news from Enna. “Ani, Kildanree plans on attacking Bayern so the king has decided to attack Kildenree first,” told Enna. Ani realized in horror that this must be Selia’s plan. If Bayern wiped out Kildanree, there would be no one who could prove her real identity. But it’s too bad that she could not return to Kildanree. The following day, a group of thieves attacked the geese flock. Ani used her gift, and she asked the wind to help. The wind responded by picking up a large amount of dirt and attacking the thieves. Because of her good deeds, Ani was hailed as a hero but was horrified that the king would invite her for a reward. She decided to escape because she was afraid to	



Text Structure	Text	Language Features
	meet Selia in the kingdom. She returned to Gilza's house and, by chance, met Talone, her old guard. “I am so happy to find you alive,” said Ani in relief. “I am also very happy to finally meet you again, princess. And I want to help you get your identity back,” replied Talone. Then, the two decided to convince the king of Ani's true identity. They rode to the kingdom and managed to meet the old prime minister. Soon after confirming her identity, she was informed that the prince and Selia were about to get married by the lake.	
Resolution • How did the characters solve the problems? _____ • How was the ending? _____	Thus, Ani went to the lake to confront Selia. She also discovered that the ‘guard’, Geric, was the crown prince. A terrifying battle between Selia and Ani could not be hindered. Luckily, before Selia could attack Ani, Geric intruded and helped Ani. Days later, after things calmed down, Ani was called to prove that Kildenree was not about to attack Bayern. She declared she was the proof that the queen would never send her firstborn into an enemy camp before storming out. Geric praised her for ending the war before it started. In the end, Ani and Geric decided to get married. Geric took her to a celebration where she was introduced as the official crown princess.	



Text Structure	Text	Language Features
Coda - What did the characters learn? - What do you learn from the story?	As the celebration ended, Ani stood beside Geric. Her heart was grateful for the friends and allies who had stood by her throughout her journey. From Enna's unwavering support to Talone's steadfast loyalty, each encounter had shaped her into the resilient and determined woman she had become. With Geric by her side, Ani faced the future with renewed confidence, knowing she had finally found her place in the world and dared to face whatever obstacles. This journey taught her the importance of self-conception, allowing her to establish her true identity and walk her path with courage and confidence. <i>Adapted from Hale (2003). "The Goose Girl"</i>	



Activity 8

Work in pairs and answer these questions. Discuss your answers with the class.

Access and Retrieve

- Are the sentences True (T), False (F), or Unstated (U)? **T/F/U**
 - Ani settled into her new life as a goose girl with the support of Gilsa and Finn. _____
 - Since the beginning, Ani felt secure when first working with other workers and the geese. _____
 - Ani used her gift to ask the wind for help during a thief attack on the geese's flock. _____



- d. Ani confronted Selia at the lake and discovered that Geric was the crown prince. _____
- e. Selia finally admitted her mistake and apologized to Ani and Geric on the celebration day. _____
2. Explain how 'the goose girl' got her name.
Answer: _____
3. Why did Selia want to attack Kildenree?
Answer: _____
4. How did Ani finally get her identity back?
Answer: _____

Integrate and Interpret

5. How did Ani's character change in the story?
Answer: _____
6. Can you describe Ani's and Selia's characteristics? How are their characteristics different from each other?
Answer: _____

Reflect and Evaluate

7. Have you ever found someone with the same character as Selia's? Tell us what he/she does and what his/her characteristics are.
Answer: _____
8. Have you ever been surprised with a reward for doing good deeds and a warning or punishment for doing bad things? Describe your experience.
Answer: _____





Activity 9

Let's discuss Ani's characteristics further in "The Goose Girl" story. Answer the questions and give your reasons for the answer.



Picture 2.9 Ani and the Animals

In the story, a young girl named Ani struggled with her self-concept or self-image. She possessed a unique gift that allowed her to communicate with animals and nature, which made her stand out. However, this gift also caused her to be isolated and to be left alone because it was perceived as something harmful and embarrassing. Moreover, Ani found it challenging to understand her identity because her life was always overshadowed by her mother's authority and the responsibilities of being a crown princess.

However, Ani's way of thinking and seeing herself changed slowly as she moved to Bayern. She began to accept her gift and make good use of it. She also started being honest with others about who she was and made friends.

1. What do you think about the development of Ani's self-acceptance?

Your reasons:

2. If you were Ani, what would you do? Would you do the same thing?
Why/why not?





Activity 10

Learning about the language features of a story can help you better understand the story. Read the explanation below and do Practice 1 and 2.

There are many language features for narratives, including noun phrases, adverbs, action verbs, past tense, sequence words, reported speech, etc. However, this section will only discuss reported speech.

In the story that you have read, you found the following sentence:

- “My dear Ani, you have been chosen to marry the prince of Bayern,” the queen said.
- “Mother, I don’t know if I’m ready for this,” Ani confessed.
- The queen reminded Ani that they received a visit from the Prime Minister of Bayern five years ago.
- The queen said that she was worried about people’s rumors and trust issues with Ani.

The first two sentences above (a & b) are called **direct speech**. Meanwhile, sentences c & d are called **indirect speech** (reported speech). Both kinds of speech are used to report conversations between people.

Direct speech is used when the speaker reports what someone else has said using the actual words. In this case, the speaker does not change anything about what he/she heard. He/she just says the actual person to the listener. For example:

- “Mother, I don’t know if I’m ready for this,” Ani said.

Indirect speech is used when the speaker reports what someone else has said to someone else. When we use indirect speech, we make some changes in:

- Pronouns (to reflect who is speaking)

For example, if you report someone who talked about her/himself in the 1st person pronoun (I), you need to change the pronoun to ‘she/he.’ Please learn from the sentence below.

Direct speech: “Mother, I don’t know if I’m ready for this,” Ani said.

Indirect speech: Ani said to her mother that she did not know whether she was ready for that.



- b. Verbs (Because in indirect speech, we are reporting, we use a tense which is further back in the past)

Please learn from the sentences below.

Table 2.1 The changes in verbs from direct to indirect speech

Direct Speech	Indirect Speech
"I will go for a second," Ani said.	Ani said that she would go for a second.
"I go for a second," Ani said.	Ani said that she went for a second.
"I am going for a second," Ani said.	Ani said that she was going for a second.
"I went for a second," Ani said.	Ani said that she had gone for a second.
"I was going for a second," Ani said.	Ani said that she had been going for a second.
"I have gone for a second," Ani said.	Ani said that she had gone for a second.
"I had gone away for a second," Ani said.	Ani said that she had gone for a second.
Questions	
" Will you go for a second?" Ani asked.	Ani asked me if I would go for a second.
" Where did you go ?" Ani asked.	Ani asked where I had gone .
Imperative sentences	
Ani asked, " Please stop it! "	Ani asked them to please stop it .
Ani said, " Do not talk! "	Ani told us not to talk .

Extracted from Azar & Azar (1999); Azar (2002); Emilia (2014); Murphy (2011)



Practice 1

Reread "The Goose Girl" story. Find all direct and indirect speeches and change them from direct to indirect and the other way around.

Direct Speech	Indirect Speech





Practice 2

Change the indirect speech into the direct speech form.

- She sang that she was a pretty flower.
- She boasted that strong winds and heavy rain would not destroy her. Her beauty would calm them down.
- She cried that she did not want to lose her beauty and sparkle.
- Oliver softly said Fiona might have lost her petals, but her beauty still lay within.
- He added that true strength was not boasting but resilience and humility.
- Fiona said in sadness to Oliver that she was so sorry.

Use the correct form of direct speech to fill in the blanks in the story.

Title	The Humble Tree and Boastful Flower
	 Picture 2.10 Big Tree and Small Flower
Orientation	Once upon a time, a big, strong tree named Oliver was in the middle of a green forest. Oliver was known all over for how big and strong he was. His branches reached up to the sky like arms spread. Even though he was very tall, Oliver was very humble. He never boasted about how tall he was or how much shelter he gave the animals in the forest.



Title	The Humble Tree and Boastful Flower
Complication	One day, a bright and showy flower called Fiona grew at the bottom of Oliver's tree. Fiona's petals had the most colorful colors, and her scent filled the air, making everyone who saw her admire her. Fiona couldn't help but enjoy all the attention. <u> (1) </u>. A terrible storm went through the forest every few years. However, <u> (2) </u>. Unfortunately, Fiona had fragile petals, making it hard for her to stand up to the storm. Her stem bent and broke from the force of the wind. <u> (3) </u>. Oliver, on the other hand, stood firm. His roots went deep into the ground, giving smaller plants and animals that needed cover under his branches shelter and protection.
Resolution	When the storm was over, Fiona was lying on the forest floor, broken and bruised. Her once-bright flowers were now withered and faded. With kindness, Oliver gently picked Fiona up off the ground. <u> (4) </u>. <u> (5) </u>. <u> (6) </u>. From then on, Fiona learned to respect the oak tree for being powerful and humble. They did well together in the forest, and their friendship showed how beautiful humility and strong power can be found in the quietest places. As the seasons changed, so did their bond. It reminded everyone that authentic beauty and strength aren't found in how someone looks but in how they are inside.



Activity 11

Now that you have read a fairy tale. What do you think a fairy tale is? Read the following note to get more understanding and share your understanding with one of your classmates.



You have read and comprehended the story "**The Goose Girl.**" That story is a **fairy tale**. Fairy tales are stories about magical elements- goodness versus evil or wickedness. Fairy tales are also narrative writings that aim to entertain or amuse readers or listeners.

Like other narratives, fairy tales also include orientation, complications, and resolution. In the orientation, readers meet the main characters, learn about the setting, and gain a sense of the tale, like setting up the characters' next adventure or problem. The complication starts when the characters encounter a conflict. The story's central conflict begins here, and the characters must decide what to do about it. A plot twist might add interest or hardship to the characters' conflicts. Then, with the character's attempts to solve the conflicts, the story sets about towards its ending. Readers learn what happens to the characters and how they solve their challenges. The ending usually serves as the resolution, which often ties up loose ends, giving the reader closure or satisfaction.

Extracted from: Christie & Derewianka, (2008); Emilia (2016); Humphrey & Vale (2020)



Activity 12

To discuss more narratives on self-identification, as you learned from "The Goose Girl" story, watch and learn from an audiovisual text. Scan the provided barcode or click the URL.

Title: Timun Mas

Scan me:



Or, click me:

<https://buku.kemdikbud.go.id/s/engt11g>



Title: Timun Mas



Picture 2.11 Timun Mas

Answer the following questions based on the audiovisual text.

1. How is Emas' character described in the story?

2. What problems did Emas encounter?

3. What did Emas do to solve her problem?

4. Why did Emas not reveal her identity?

5. If you were Emas, would you reveal your identity as Timun Mas? Why?



C. Let's Write

Learning objectives:

By the end of this lesson, you will be able to:

1. write a narrative about a current issue using an appropriate structure and language features.
2. present the narrative that has been written in front of your classmates orally.



Activity 1

Developing a Plan.

After reading and listening to different stories, it is time for you to write a story. Observe the following pictures and write a story from them. You can be as creative as you can.

In order to help you plan your writing, use the story builder chart below. Make a similar chart in your notebook and draft your story.

Main Character

What will the name be?

What does he/she look like?

How are his/her personalities like?



Picture 2.12 A happy girl

Supporting Character

What are their names?

What do they look like?

How are their personalities?

What relationships do they have with the main character?

(Optional)



Setting

When do the story occur?
Where do the story take place?
How is the atmosphere like?



Picture 2.13 A big house

Beginning

How will the characters and settings be introduced?
How will the story start?



Picture 2.14 A happy girl

Problem

What problems will the characters have?
Which characters will get the problems?



Picture 2.15 A Monster inside Me

Climax

What is the biggest problem or the turning point of the story?



Picture 2.16 Mix Feeling

Solution

Which character will solve problem?
How will the problems be solved?



Picture 2.17 Self-Concept

Ending

How will the ending be?
What is the moral of the story?



Picture 2.18 A happy girl

After you complete your story builder chart, exchange it with your classmates and get feedback from them and your teacher. Then, revise your work according to the feedback.



Activity 2

Writing a Complete Story

Story Draft

Orientation

- Introduce the main characters.
- Introduce the story setting.
- Develop the characters and setting.

.....

.....

.....

.....

.....

.....

.....

Use the expressions to show:

- Characters.
- The setting of time.
- Setting of place.



Story Draft

Complication (conflict) • The events that led up to the conflict. • The conflict or problems in the story. • The character's reactions to the conflicts.		Use the expressions to show: • Sequence of events. • Problem or conflict.
Resolution • How the problems are solved. • How the story ends.		Use the expressions to show: • Resolution. • Ending.

After you finish your story plan, exchange it with your classmates. Get feedback from them and your teacher. Based on the feedback, make corrections to your writing and have it rechecked by another classmate. Then, revise and write a clean version of your story.

Write the clean version of your story.

Once you are satisfied with the content of your writing, recheck the grammar, usage, and mechanics. Have your classmates help you read and review your writing. Use these proofreading checklists to help you with the review.

1. The story has an interesting title.	
2. The setting has been introduced.	
3. The character has been introduced interestingly.	



4. The beginning event in the story leads up to the conflict.	
5. The story has an engaging problem to figure out.	
6. The final event in the story clearly shows how the problem was solved.	
7. There are no spelling and grammar errors in my writing.	
8. Capitalization and punctuation are correctly used.	

If you still find errors in your writing, you can immediately edit and make final corrections. Don't forget to reread for the final check. When the checklists are done, your writing is ready to publish.



Activity 3

Storytelling



Picture 2.19 Puppet Show

It is time for you to present your work. You will perform a storytelling for your story. Each of you will have a 5-10 minute storytelling performance. You can prepare your performance by following the following instructions.

1. Practice reading your story repeatedly until you can tell the story without looking at your writing. Remember to use the story's structure (orientation, complication, and resolution) when narrating your story. The following questions will assist you in determining whether you have included all components of the story inside the structure of a narrative text.



- a. Who are the character(s)?
 - b. When does the story take place?
 - c. Where does the story take place?
 - d. How does the story start?
 - e. What happen to the character(s)?
 - f. What challenge(s) does the character(s) encounter?
 - g. What is the biggest problem?
 - h. What does the character feel?
 - i. How does the character(s) solve the problem?
 - j. What does the character(s) learn?
2. Memorize the story. You might forget certain parts of the story when performing. Prepare some cue cards or other aids to help you remember. If you still forget, you can be creative and improvise. You might modify or add something to the story.
 3. Use visual properties (if possible) to bring the character to life.
 4. Explore each character's role in the story you have written, and you might dramatize the character. However, remember it is good to act naturally and not exaggerate. Change your voice accordingly.
 5. While performing, maintain eye contact, use facial expressions, use gestures, and change your voice with different characters.
 6. Rehearse your storytelling over and over before performing.

While observing your classmate's storytelling presentation, use this observation checklist to assess their performance.

1. The performer introduces the setting well so viewers may visualize it.	
2. The performer interestingly introduces the characters.	
3. The performer presents an engaging event that leads up to the conflict.	
4. The performer presents an engaging problem to figure out.	
5. The performer clearly presents the final event in the story to show how the problem was solved.	
6. The performer does not make any grammatical mistakes.	

7. The performer uses correct pronunciation and pacing.	
8. The performer speaks loudly and fluently.	
9. The performer makes eye contact with the viewers and uses her/his body language.	
10. The performer uses properties to support her/his performance.	



Activity 4

Talking about the characters in the story

After performing your storytelling and enjoying your classmates' performance, develop a dialogue with two of your classmates, talking about the characters in the story that you have developed. Pick one story from your story or your friend's to discuss. You can use the dialog prompt below or just construct your own dialogue.

Student 1 : Hi, do you like the story entitled _____?

Student 2 : Yes. I am particularly impressed with _____ (name one of the characters in the story). He/she was _____ (description of the character).

Student 1 : Yes, he/she _____ (more descriptions of the character).

Student 3 : I prefer _____ (another character in the story). He/she was _____ (description of the character).

Student 1 : Yes, I also like her/him. He/she _____ (more descriptions of the character).

Student 2 : If he/she _____ (description of the character that student 3 likes), I think I will also like him/her.

Student 3 : _____

Student 2 : _____

Student 1 : _____





D. Let's Check

Learning objectives:

Given a spoken story entitled "The Mirror Story," you will be able to:

1. complete the story with appropriate vocabulary items provided.
2. answer some questions about it.

Given a written story entitled "Animal Farm," you will be able to:

1. complete the text with appropriate sequence words provided.
2. identify the text structure.
3. answer some questions about it.
4. write the continuation of the story using an appropriate structure and language features.

Part 1

1. In this test section, you will hear a narrative titled "The Mirror Story." Listen to the narrative and then fill in the blanks with the words provided.

replied	discovered	carried	shaped	danced
showed	cracked	emerged	roared	decorated

The Audio

Scan me:



Or, click me:

<https://buku.kemdikbud.go.id/s/engt11h>

The Mirror Story



Picture 2.20 A Mirror Shop

Every child in the small city of Ende possessed a unique mirror except for Nadia. Little Rose, one of the children there, had a fragile, circular, pink mirror ____ (1) with rosebuds along its edges. When she looked in it, if she cried, the mirror cried and reflected her small tears. If she laughed, the mirror laughed with her. It reflected the joy of her smile and the brightness in her eyes.

Nadia didn't have a mirror with her. She was sad, but she couldn't see that she was crying. Timmy had a mirror ____ (2) like a football. His dad liked football and hoped his son would play one day. Timmy would make growling faces at his mirror and the mirror ____ (3) back. Even though Timmy didn't want to play football, no one but his mirror knew about it. If Timmy were scared, he could look in his mirror, and the mirror ____ (4) him what fear looks like. It felt good to know that the mirror understood it.

No one could understand Nadia. She was lonely.

Nala had a mirror as large as a refrigerator. She could see everything. When she ____ (5), so did the mirror. She would keep dancing and dancing. Nala was afraid of her mirror when it was too big. She wasn't sure whether she could fill it up, but she'd keep trying. Nadia didn't know how to dance or if he could.

Nono ____ (6) a little mirror that fitted in his back pocket. Nono was a very introverted person who had some difficult experiences in his life, particularly when his mother died when he was only three. Nono would know that his mirror was nearby if he needed it. Sometimes, alone at night, he would converse with his mirror, and the reflection would respond. That was soothing.

Nadia wanted a mirror. Any mirror! A used one, a ____ (7) one, and one with rosebuds.



The Mirror Story

When she questioned Rose where she got her mirror, she ____ (8) that she always had it and didn't remember where it came from. Timmy assumed he got it from his father. Nala received hers from her wealthy grandparents, with whom she lived. Nono believed he ____ (9) his in his mother's room the day before her death.

So, where can Nadia find his mirror?

She was staring down at her feet, disappointed that he wouldn't find a mirror for her when a new store ____ (10).

On the front, it said, "Mirrors available here for free." Nadia went inside. The store's name was "Love." Nadia found the mirror.

Adapted from Warren et al (n.d.). "Who I am and can be: The Magic Mirror"

Part 2

2. Give your spoken feedback. Here are some prompts to guide you in structuring your feedback:
 - a. How does Nadia's search for her mirror in "The Mirror Story" show how everyone wants to understand others, find friends, and learn more about themselves?
 - b. How do the different mirrors that the other kids in town reflect various aspects of their life and their emotional needs?
 - c. How does Nadia's discovery of her mirror at the "Love" store show a deeper understanding of how important love and acceptance are in finding one's true reflection?

You can make some notes before you speak:



Part 3

Read the task and answer the questions about it.

Animal Farm

by George Orwell



Picture 2.21 Animal Farm

One night, the oldest pig on Manor Farm, named the Old Major, called all the animals on the farm for a meeting. He described his dream of a world where all animals would live free from the domination of human rulers. The Old Major died soon after the meeting. However, the animals were inspired by Old Major's idea of animalism. Two younger pigs, Snowball and Napoleon, took control.

Napoleon and Snowball led the animals in Manor Farm to rebel and drive Mr. Jones from the farm. Then, the animals changed Manor Farm's name to Animal Farm. The seven rules of animalism were written on the wall of the barn. Snowball acted as the leader, teaching the animals to read and write. Then, the pigs soon elevated themselves to the position of leadership. Meanwhile, Napoleon succeeded in taking the puppies from the farm dogs and trained them privately.

One day, Mr Jones came with his friends, trying to retake the farm. However, the animals defeated him and could defend the farm. As the smartest animals, Napoleon and Snowball struggled for leadership. When Snowball announced the idea of constructing a windmill, Napoleon opposed it. Napoleon had his dogs chase Snowball away. Later, in



Snowball's absence, Napoleon declared himself leader and made many changes. He removed all meetings; a committee of pigs ran the farm.

Napoleon assigned a pig named Squealer as his servant. He announced that Snowball stole his idea of making a windmill. All animals except the pigs had to work harder to make the windmill. They were promised to have easier lives with the windmill. Despite their hard work, the animals received less and less food, while the pigs became fatter. Unfortunately, months after making the windmill, a strong storm struck. Napoleon convinced the animals that Snowball had destroyed it. He started accusing Snowball. When he dismissed the farm by killing animals, he accused Snowball of being the wrongdoer. Napoleon has indeed abused his powers. He made life even harder for animals. The pigs enforced more control over the farm while they kept privileges for themselves. The rules of animalism on the farm began to change and evolve. The pigs began to live human lives, while the other animals were miserable, starving, and overworked and were mentally brainwashed to believe that they were still better off than Mr Jones, who ruled over them.

Unexpectedly, Mr. Frederick, a nearby farmer, tricked Napoleon and attacked the farm, blowing up the windmill. Although the animals could win the battle, they did so at great cost, including Boxer, the horse, who was injured. Despite being unwell, Boxer worked tirelessly until he fell while working on the windmill. Napoleon promptly asked for a van to take Boxer to the vet, saying that better treatment might be available. Boxer died, and the pigs believed that Squealer had covered it up.

Years passed, and the pigs learned to walk upright, carry whips, and dress as humans. The seven rules of animalism were reduced into a single phrase: all animals are equal, but some are more equal than others. Things worsened when Napoleon set up a dinner party for the pigs and people in town, who congratulated Napoleon for having the most hardworking animals in the country on the tiniest feed. Then, Napoleon announced cooperation with humans and returned the farm's name to 'Manor Farm.' The other animals overheard those conversations. They noticed that the faces of the pigs had begun changing. The animals realized that the faces of pigs looked like the faces of humans, and no one could tell the difference between them.

Adapted from a synopsis found at http://en.wikipedia.org/wiki/Animal_farm



3. What is the story about?

Answer:

4. How did the pigs gain her leadership? Why did all the other animals allow this to occur?

Answer:

5. How did Napoleon make sure he was in charge of the farm?

Answer:

6. What happened to Boxer? How did other animals learn of his fate?

Answer:

7. Compare Snowball with Napoleon's leadership. Which leadership do you prefer? Why?

Answer:

8. What was your reaction to the animals taking power from humans?

Answer:

9. In the 'Animal Farm' story, Napoleon took control of the farm. He made all the animals work harder for the farm with low payment (they received less and less food). Besides, he also had business with humans. What do you think about Napoleon's financial attitude in managing the farm?

Answer:



Part 4

10. Imagine that you were Snowball in the story “Animal Farm.” Write down your version of the story from Snowball’s perspective.

Your writing

Remember to use the expressions to show:

- Characters
- Setting of time
- Setting of place
- Sequence of events
- Problem or Conflict
- Resolution
- Ending



E. Enrichment

Learning objectives:

By the end of the enrichment activity, students will be able to:

1. read and comprehend a story entitled “Mulan.”
2. write a story analysis of the story entitled “Mulan.”

Read the following text to improve your reading comprehension.

1. Complete the table below to identify the structure of the story and show your understanding of the story structure.

Mulan	Story Structure
Long ago, in ancient China, the Emperor passed an order ordering one man from each family to join the army and protect their territory from invaders. Mulan's family suffered severely from this ruling, as her father, Zhu.	



Mulan

Story Structure



Picture 2.22 Mulan

Zhu, was elderly and weak, and her only brother, Ping, was too young and inexperienced. Despite Mulan's love for her family and respect for tradition, she knew that her father would not survive the harsh realities of war. With a sad heart, Mulan decided to take on herself as a male and join her father's army, using the name "Ping."

Mulan experienced many obstacles while training with the other troops. She struggled to hide her identity while proving herself in war and with the harsh realities of military life. Mulan's secret identity was almost revealed several times, mainly when she made a close bond with her fellow troops, Captain Li Shang. Mulan must deal with the challenges of battle and the responsibilities placed on her as a warrior while facing an internal conflict between her duty to her family and her sense of identity.

When enemy forces unexpectedly attacked the imperial city, Mulan's bravery and cleverness were tested. Mulan exposed her true identity to her troops in a final battle, risking everything to save the emperor and defeat the invading army. Despite their horror at Mulan's lies, Captain Li Shang and the other troops soon acknowledged her bravery and hailed her as an equal. Mulan returned home to her family, who welcomed her with open arms and praised her courage and kindness. Mulan discovered on her journey that true power came from inside and that she could achieve everything she set her mind to, regardless of cultural expectations or gender standards.

Adapted from <https://www.vedantu.com/stories/hua-mulan-story-for-kids>



2. Identify the main characters and plot of the story by completing the following tables.

a. Main Character' descriptions

Describe the characterization of the main character of the story.

Character's	Descriptions
 Picture 2.23 Mulan	_____

Character Analysis:

1) What has Mulan done to hide her identity? What does her effort to hide her identity tell us about Mulan's character? Explain.

2) What has Mulan learned from her journey as a person who has to hide her true identity?

b. Story Plot

Summarize in one sentence the main event in each story structure.

Story Structure	Main Event
Orientation	
Complication	
Resolution	
Coda	

3. Please write your own version of the "Mulan" story. Imagine you were Mulan.
 - a. Imagine you were Mulan. What challenges will you face?
 - b. As Mulan, what qualities do you possess that will help you face the challenges?
 - c. As Mulan, what lessons will you learn throughout your journey, and how will they change you?

Create your narrative. Make sure you have the orientation, complication, and resolution components.





F. Project

Learning objectives:

By the end the project, you will be able to:

1. plan a drama show based on your written narrative.
2. present the data as a class performance.

You will have a one-class show for a drama performance. The instructions will help you organize your performance.

A. Create drama committee

1. Discuss the distribution of roles with your classmates.
2. Complete the table for the role distributions below.

The Role	Job Description	Personnel
1. Producer	In charge of the overall production of the drama. Report directly to the teacher on every progress of the drama rehearsals.	
2. Assistants	Work with the producer and be responsible for writing the drama script. Ensure that all narrative elements are included in the script. Responsible for schedules, rehearsals, and location.	
3. Casts	Learn and memorize the lines. Interpret his/her character and present the characterization.	
4. Stage assistant	In charge of preparing all of the drama's scene transitions. Find drama props and ensure that they are managed properly.	

The Role	Job Description	Personnel
	Supervise the layout and positioning of both props and where the characters should be positioned during performance. Ensure that the props are placed and managed correctly. Help to manage the cast backstage during rehearsals and performances. Organize the move of the sets (ensure that the set is done according to the plot).	
5. Costume, lights, sound, and make up crew	Prepare the costumes for the cast. Make sure the lighting aligns with the needs of the drama. Make sure the sounds are audible and appropriate for the drama. Make sure the characters' makeup matches their characterization and plot.	
6. Publication and documentation team	Manage the drama's promotion. Deal with every aspect for the audience. Be responsible for the documentation throughout the drama production process (from rehearsals to the performance).	

B. Script Writing

1. Read the story that you and your classmates have already agreed to use for a drama performance.
2. Please list the characters and roles, including their characterization and the settings (location and time) for each scene. Use the table below to plan your script.



Title:

Characters (who will be in your drama?)

1.
2.
3.
4.
5.

Plot (what will happen in your drama?)

1.
2.
3.
4.
5.

Scene 1

How will the story begin?

Which characters will appear?

Where and when is the setting?

What properties will be needed?

Scene 2

What will happen?

Which characters will appear?

Where and when is the setting?

What properties will be needed?

Scene 3

What will happen?

Which characters will appear?

Where and when is the setting?

What properties will be needed?

3. Write the lines. Don't forget to include stage directions for the cast.
- C. Plan the schedule (rehearsals and performance), have your drama practice, and perform.





G. Reflection

Learning objectives:

By the end of the reflection activity, you will be able to:

1. reflect on your achievement, what you have learned, and the challenges you encountered
2. plan your learning for subsequent lesson.

After completing Unit 2, this is the time for you to self-reflect or look back at your learning experiences by tapping the stars to rate the following statements and answering the questions. There is no right or wrong answer. Just be honest.

I CAN

1. I can identify a narrative text structure and linguistic features.



2. I can identify the aim of the narrative.



3. I can understand the main ideas and details from concrete compound written narratives about a current issue I read.



4. I can understand the main ideas and details from abstract, single-spoken narratives about a current issue I listen to.



5. I can write a single narrative about a current issue using correct organization and grammar.



6. I can present the narrative that I have written.



WHAT?

7. Values I have learned from this unit are:

(You can tick all if applicable)

- a. Being confident and proud of my identity. ☐
- b. Never stop learning and finding the meaning of life. ☐
- c. Being humble and respectful to others. ☐
- d. Being loyal and willing to sacrifice. ☐
- e. Others (please mention)..... ☐

8. What is your favorite learning activity in this unit? Why?

9. What is your least favorite learning experience in this unit?

10. What difficulties did you encounter?

11. How does the material you have learned in this unit relate to real-world situations and problems?

NOW WHAT?

12. Which area would you like to improve?

13. What do you want to learn more in the future?

14. In your daily life, how will you apply what you have learned from this topic/lesson?



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2024

Bahasa Inggris Tingkat Lanjut: Let's Elevate Our English
untuk SMA/MA Kelas XI (Edisi Revisi)

Penulis: Rida Afrilyasanti, Anik Muslikah Indriastuti
ISBN: 978-623-388-208-8



Why is Water Important?



Can you make a change?

The growing number of living things on the earth
impacts the water supply.

What should we do to preserve water on earth?

Learning Objective

By the end of Unit 3, you will be able to understand spoken, written, and multimodal text to create analytical exposition texts about the environment around us.

Keywords

- ✓ Water
- ✓ Environment
- ✓ Exposition
- ✓ Future
- ✓ Opinion

Content Mapping

Listening



Learning objectives:

By the end of this lesson, you will be able to understand main ideas and details from spoken analytical exposition text about the environment around us.

Speaking

Learning objectives:

By the end of this lesson, you will be able to:

- respond orally to questions about spoken analytical exposition texts about the environment around us.
- present the analytical exposition that has been written in front of your classmates orally.

Writing

Learning objectives:

By the end of this lesson, you will be able to write a analytical exposition about environmental topics using an appropriate structure and language features.

Unit 3

Learning objectives:

- By the end of Unit 3, you will be able to understand spoken, written, and multimodal text to create analytical exposition texts about the environment around us.
- You will gradually improve your critical thinking skills, autonomy, and creativity through your learning experiences in Unit 3.

Reading

Learning objectives:

By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal analytical exposition texts about the environment around us.

Picture 3.1 Content Mapping of Unit 3



My Initial Understanding



Picture 3.2 Drought

Look at the picture and answer the following questions with your classmates.

1. What can you see from the picture?
2. How do you feel when you see the picture?
3. The picture leads you to a text that you will learn. Can you guess the topic we are going to learn in this Unit?



Let's Observe!

Pay attention to your surroundings.

1. Is there plenty of water around you?
2. If not, why do you think it has occurred?
3. If yes, what do you think are the cause of it?
4. How important is water for human life?



A. Let's Discuss

Learning objectives:

By the end of this lesson, you will be able to:

1. understand the main ideas and details from spoken analytical exposition texts about the importance of water.
2. respond orally to questions about spoken analytical exposition texts about the importance of water.



Activity 1

Before listening, look at the picture then answer the questions.



Picture 3.3 Drought Paddy Field

1. What can you see in the picture?
2. Have you ever gone to the place like this? If yes, where did you see it?
3. How did you feel when seeing this place?
4. What is your opinion about the importance of water in the picture?



Activity 2

Work in pairs. Based on the picture 3.3 in Activity 1, what will happen if there is no water to irrigate the rice fields? Number 1 has been done for you as an example.

1. Farmers cannot plant rice in their fields.
2. _____
3. _____

4. _____
5. _____



Activity 3

Before listening, let's learn some vocabulary from the text below which may appear in the listening.

Importance (Noun) = the quality or state of being important	The following is the importance of water for agriculture.
Effort (Noun) = a serious attempt	Because water is very important for efforts to increase agricultural production, we must ensure that water is always available to support agricultural production, including through piped irrigation, reservoirs and so on.
Requirement (Noun) = something wanted or needed	Water is an absolute requirement for plant life and growth.
Irrigation (Noun) = the watering of land by artificial means to foster plant growth	Without good irrigation , the results of the plants managed by farmers will not get maximum results.
Sustainability (Noun) = ability to maintain or support process over time	Second, water is a key factor in agricultural sustainability , especially for plant growth and plant development in order to increase agricultural production.

Fill in the blanks using the words you have learned before.

1. Students need to understand the _____ of water to use it properly.
2. If you know the _____ to grow rice, you will understand how valuable water is for farmers.
3. The water _____ for agricultural land are greater than water requirements for plantation land.
4. _____ channels are needed so that agricultural land always meets its water needs.
5. The _____ of agricultural production is highly dependent on water availability.





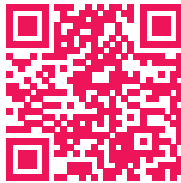
Activity 4

Listen to the multimodal text entitled "The importance of water for agricultural growth." While listening, fill in the blanks with some appropriate words.

The Audio



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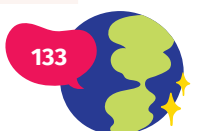


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Title	The Importance of Water for Agricultural Growth	Key language features
THESIS Position	 Picture 3.4 Irrigation Water is the lifeblood of agricultural growth, essential for increasing crop yields and supporting farming operations. For farmers, water is an absolute ____ (1) for plant life and growth. It is a primary resource that drives agricultural activities. The following is the importance of water for agriculture.	• Text opener predict arguments • Factors are explicit • Conjunctions link multiple possibilities for activity • Noun groups describe feature

Title	The Importance of Water for Agricultural Growth	Key language features
ARGUMENT 1 Point 1: <u>water is an important factor needed for plant growth</u> Elaboration: Plants use water in the process of photosynthesis	First, water is an important factor needed for plant growth. Plants use water in the process of photosynthesis to produce food and energy necessary for their growth and development. Water also ____ (2) a role in transporting food and nutrients to all parts of the plant.	• Text connectives and paragraph openers signal the points
ARGUMENT 2 Point 2: <u>water is used in irrigation systems to provide sufficient moisture to plants</u> Elaboration: Proper irrigation can ensure adequate water supply for plants	Second, water is used in irrigation systems to provide sufficient moisture to plants. Proper irrigation can ensure adequate water supply for plants in areas lacking rainfall or in drought conditions. Through efficient ____ (3), farmers can ensure optimal growth and good yields.	• Conjunctions link multiple possibilities for activity
ARGUMENT 3 Point 3: <u>water plays a role in controlling temperature in agricultural environments</u> Elaboration: • Watering plants can help lower the air temperature • Water also plays a role in maintaining soil temperature	Third, water plays a role in controlling temperature in agricultural environments. In summer, watering plants can help lower the air temperature around the plants. Water also plays a ____ (4) in maintaining soil temperature so that it remains optimal for plant growth. Moist soil can help keep the soil temperature stable, especially in winter.	• Participants and action verbs in the present tense express general activities • Conjunctions link multiple possibilities for activity • Modal verb positions the noun/noun phrase as capable



Title	The Importance of Water for Agricultural Growth	Key language features
REITERATION Reinforcement of position	Based on the arguments above, it is clear that water is really important. It is needed for plant growth, irrigation system, to control temperature in agriculture environment. So, some _____ (5) must be taken to ensure that water is always available to support agricultural production, including through piped irrigation, reservoirs, etc. <i>Adapted from Anggara, Pirman. "Peran Sumber Air Bagi Pertanian", medium.com, and Adlani, Nabil. "Fungsi air di bidang pertanian", adjar.grid.id</i>	• evaluative language



Activity 5

Listen to the audio again and read the following questions before answering them.

Thesis:

1. What is the text about?

Answer:

2. What is the writer's position?

Answer:

3. What is the communicative purpose of the text?

Answer:

Arguments:

4. What is the writer's argument for the importance of water in efforts to increase agricultural production?

Answer:

5. How many arguments does the writer state? What are they?

Answer:

6. What data does the writer present to support the arguments?

Answer:

Reiteration:

7. What does the author suggest regarding the importance of water in efforts to increase agricultural production?

Answer:

8. Do you think that the last sentence of the text is an appropriate reiteration of the thesis? Why? Why not?

Answer:



Reflect and evaluate:

9. “Water is an absolute requirement for plant life and growth.” (p. 1) Do you agree with this statement? Why? Why not?

Answer:

10. a) Find two or three articles related to the importance of water.
b) Write a note about the main idea while reading.
c) Now that you have read about the importance of water, what would you do if you are invited to participate in the community service to clean river flows in the area around you so that water flows and agricultural land can be irrigated with water that is clean from rubbish?

Answer:



Activity 6

After comprehending the text you have listened to, let's reflect and think to decide on the text's purpose. Share your reflection with the classmate next to you.

1. What do you feel after listening to the text?
2. Identify the purpose of the text then give your opinion about the purpose of the text.
3. Do you think, to water rice fields, irrigation can be replaced by other methods? Why?





Activity 7

Learning about the language features of a text can help you better understand the text. Learn some expressions for expressing opinions and asking for someone's opinion below. Then, complete Practice 1 and Practice 2.

Table 3.1 The expressions of giving and asking opinions

Giving your opinion	I think... / I don't think ... I believe... / I don't believe ... In my opinion, To me, Personally, I think ...
Asking for someone's opinion	Do you agree? What do you think? What do you think about ... (this)? Do you think that's right? What's your view? Are you OK with that?

British Council. "Opinions" accessed March 30, 2024.



Practice 1

Work in pairs. Underline the expressions of agreement and disagreement. Number one has been done for you.

1. I believe water is a very important factor to increase agricultural production.
2. For me, water is an absolute requirement for plant life and growth.
3. Personally, I think water for farmers is the basic resource that supports agricultural activities.
4. What do you think about the function of water in agriculture in general?
5. Do you agree that without good irrigation, the farmers will not be able to harvest with maximum result? Why?





Practice 2

Write a statement containing expressions for giving opinions and asking for someone's opinion using the following expressions. Exchange your expressions with one of your classmates.

1. I don't think _____
2. In my opinion, _____
3. What do you think about _____
4. Do you agree that _____
5. What is your view about _____



Activity 8

Remember that learning about the language features of a text can help you better understand the text. Learn some expressions for agreeing and disagreeing below. Then, complete the practice provided.

Table 3.2 The expressions of agreeing and disagreeing

Agreeing	All right, maybe you've got a point there. I think you're right. Yes, definitely. I agree.
Disagreeing	I'm not convinced by that idea. I'm not so sure. I disagree. I think using water..... Don't get me wrong, but I don't think they fit. I see what you mean, but it looks a bit empty.

British Council. "Agreeing and disagreeing"





Practice 1

Work in pairs. Underline the expressions of agreement and disagreement. Number one has been done for you.

1. All right, maybe you've got a point that water is a key factor in agricultural sustainability, especially for plant growth and plant development in order to increase agricultural production.
2. I think you're right. Water helps wet agricultural plants, fertilizes agricultural soil, and absorbs nutrients from agricultural plants.
3. I disagree to the opinion stating that only water can fill the body fluids of agricultural plants. I think some other fluid materials are necessary as well.
4. Don't get me wrong, but I don't think that we must ensure that water is always available to support agricultural production, including through piped irrigation, reservoirs and so on.
5. I'm not so sure that local communities can maintain and maximize the function of agricultural irrigation so that not only productivity increases, but also farmers' income.



Practice 2

Write a statement containing expressions for agreeing and disagreeing using the following expressions. Exchange your expressions with one of your classmates.

1. I agree that _____
2. I think I disagree that _____
3. I think you're right for _____
4. I'm not so sure that _____
5. I see what you mean, but _____





Activity 9

Work in groups. Find any article related to World Water Day. Read the text and then write your opinion about the importance of water and share it with your classmates in 150 words count.

The importance of drinking water

I think drinking water is important for several reasons _____



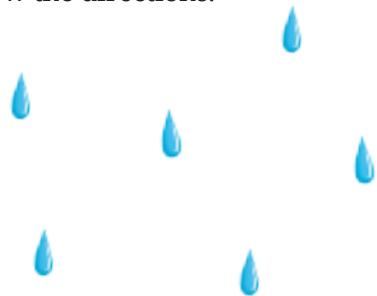
Activity 10

Work in pairs. Closely look at the picture, then answer the questions.



Picture 3.5 Love the Earth

1. What can you see from the picture?
2. Now, think about the importance water, then write your opinion in 100 words count.
3. Follow the directions.



Direction:

1. We are going to explore the values of water. Start by choosing a topic. Here are the topics you can choose.

- a. valuing water supply, sanitation services
 - b. valuing water for the economy
 - c. valuing water for the environment
 - d. valuing hydraulic infrastructure
 - e. cultural values of water
2. Then, think about why you chose the topic.
3. Next, pair up with a classmate and share your chosen topic. After you share, your partner will challenge your choice.
4. Defend your opinion by explaining the reasons behind your choice using the expressions you learned.
5. After defending your action, switch roles with your partner and continue the procedure.
6. Remember, if you have any problems, don't hesitate to ask your teacher for help.
7. Let's work together to make a positive impact on our environment.

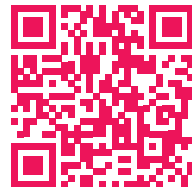
**Activity 11**

Work in pairs. Listen and practice the dialogue by BBC at <https://buku.kemdikbud.go.id/s/engt11j> or scan the barcode below to access the audio.



Picture 3.6 A Dialogue about Water

Scan me:



The Great Spoon : In a world where all living things need hydration, one glass of water is on a quest to save all!

Water : What's hydration?

The Great Spoon : Adding water.

Water : Why didn't you just say that, oh great and wise Spoon?

The Great Spoon : Hydration sounds greater, and wise.

Plant : Help me. Help me!

Water : Hang in there, Plant, I'll... What's that word again?

The Great Spoon : Hydrate.

Water : I'll hydrate you!

Plant : Well stop talking and hurry up then! Thank you, Water, wanna hang out?

Water : I'd love to... but I have people to hydrate.

The Great Spoon : Water is very busy – it has many important jobs to do and takes many different forms. It's hidden in lots of things we see and use today. It's in tea, it's in tomatoes, it's in apples, it's in...

Watermelon : Watermelon!

Water : Yes, that's right...

The Great Spoon : It's even in people.

Everyone : People?!

The Great Spoon : Human beings are made from approximately 60% water. That's nearly two thirds of every person.

Water : It's true!

The Great Spoon : Foods like cucumber, celery, lettuce, peppers and tomatoes contain around 95% water!

Watermelon : And watermelon.

Water : Yes, Watermelon...

Egg : What about eggs? Is there water in eggs?

Water : Around 75% of an egg is water!

Egg : Woo-hoo! Hang on... I hear crying.



Water : Duty calls! What are you crying for? Get it? 'Water' you crying for? Oh, never mind... I will save you!

Parent : Oooh that's it, sweetie. A nice drink of water. You were thirsty weren't you, poppet!

Water : Panic over! I have eliminated the thirst. Anything to help you and your baby stay hydrated. It's important to remember, you should always drink plenty of water, especially in hot weather. It helps keep your body working properly. Another wet day at the office! I love my job!

bbc.co.uk. "Why do we need to drink water?" accessed March 30, 2024.



Activity 12

Answer the questions based on the dialogue.

1. What is the dialogue about?

Answer:

2. What does the great spoon think about hydration?

Answer:

3. Does egg contain water?

Answer:

4. Do you agree that peppers contain water? Why? And why not?

Answer:





B. Let's Read

Learning objectives:

By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal analytical exposition texts about the environment around us.



Activity 1

Before reading, let's learn some vocabulary items below that you will find in the reading text. Discuss the vocabulary with one of your classmates.

Conservation (Noun) = a careful preservation and protection of something especially planned management of a natural resource to prevent exploitation, destruction, or neglect.

Water **conservation** has become increasingly important.

Preserve (Verb) = to keep safe from injury, harm, or destruction.

Conserving water helps maintain healthy ecosystems and **preserve** wildlife.

Security (Noun) = the quality or state of being secure.

Water-conservation practices help farmers produce more food with less water, ensuring food **security**.

Efficiency (Noun) = effective operation as measured by a comparison of production with cost (as in energy, time, and money).

By reducing water consumption, households save money on their water bills, while industries can reduce their operating costs and increase **efficiency**.

Resource (Noun) = a natural source of wealth or revenue.

Saving water is not just about reducing water bills or conserving a vital **resource** for the present, but also about securing a sustainable future for future generations.

Make a sentence for each of the following words.

1. conservation : _____
2. preserve : _____
3. security : _____
4. efficiency : _____
5. resource : _____



Activity 2

Let's read a multimodal text entitled "The importance of water conservation." While reading, please pay attention to the language features listed in the table.

Title	The Importance of Water Conservation	Key language features
THESIS Position	 Picture 3.7 Water Conservation Water is essential for life and sustaining ecosystems, agriculture, industry, and human well-being. Water conservation has become increasingly important. Here are four reasons why water conservation is important.	• Text opener predicting arguments • Technical noun groups expressing scientific ideas
ARGUMENT 1 Point 1: <u>protecting ecosystems</u> Elaboration: <u>Water conservation is essential</u>	First, water conservation is vital for <u>protecting ecosystems</u>. <u>Water conservation is essential</u> for preserving ecosystems and biodiversity.	• Text connectives and paragraph openers signaling the points • Modality verb urging action



Title	The Importance of Water Conservation	Key language features
	Conserving water helps maintain healthy ecosystems and preserve wildlife.	Technical noun groups expressing scientific ideas
ARGUMENT 2 Point 2: ensuring food security Elaboration: help farmers produce more food with less water, ensuring food security	Second, water conservation is vital for ensuring food security . Water-conservation practices help farmers produce more food with less water, ensuring food security .	Modality verb urging action - Technical noun groups expressing scientific ideas
ARGUMENT 3 Point 3: saving money Elaboration: Conserving water leads to cost savings for individuals and businesses	Third, water conservation is vital for saving money . Conserving water leads to cost savings for individuals and businesses . By reducing water consumption, households save money on their water bills, while industries can reduce operating costs and increase efficiency.	- Participants and action verbs in the present tense expressing general activities Conjunctions linking multiple possibilities for activity Modal verb in action verb groups positioning the reader as capable
ARGUMENT 4 Point 4: reducing energy consumption Elaboration: Conserving water can help reduce energy consumption and associated carbon emissions	Fourth, water conservation is essential for reducing energy consumption . Pumping, treating, and distributing water requires a significant amount of energy. Conserving water can help reduce energy consumption and associated carbon emissions .	Modal verb in action verb groups positioning the reader as capable - Technical noun groups expressing scientific ideas Conjunctions linking multiple possibilities for activity

Title	The Importance of Water Conservation	Key language features
REITERATION Reinforcement of position	Based on the arguments above, I believe that water conservation is important. Saving water is not only about reducing water bills or conserving a vital resource for the present but also about securing a sustainable water supply for future generations. <i>www.green.earth. "Saving water and the future"</i>	• Summarizing appealing to reader's logic and emotion • Conjunctions linking multiple possibilities for activity



Activity 3

Work in pairs and answer the questions.

Thesis:

1. What is the thesis of the text?

Answer:

2. What is the writer's position?

Answer:

3. What is the text about?

Answer:



Arguments:

4. How many arguments does the writer state? What are they?

Answer:

5. What data does the writer present to support the argument?

Answer:

6. What is the writer's reasons for water conservation?

Answer:

Reiteration:

7. What does the author suggest regarding water conservation?

Answer:

8. Do you think that the last sentence of the text is an appropriate reiteration of the thesis? Why? Why not?

Answer:

Reflect and evaluate:

9. "Pumping, treating, and distributing water requires a significant amount of energy." (par. 5) Do you agree with the statement? Why?

Answer:

10. What would you do if you saw that the water tap in your school toilet was leaking and dripping water continuously?

Answer:





Activity 4

Match the paragraphs with the main ideas. To find the main idea, think about what most of the details cover.

Paragraph

Main Ideas

- | | | |
|---|-----------------------|--|
| 1 | ☐ | ☐ a. Conserving water helps maintain healthy ecosystems and preserve wildlife. |
| 2 | ☐ | ☐ b. By reducing water consumption, households save money on their water bills, while industries can reduce their operating costs and increase efficiency. |
| 3 | ☐ | ☐ c. Water is essential for life and plays a crucial role in sustaining ecosystems, agriculture, industry, and human wellbeing. |
| 4 | ☐ | ☐ d. The importance of water conservation is increasingly evident. |
| 5 | ☐ | ☐ e. Water-conservation practices help farmers produce more food with less water, ensuring food security. |
| 6 | ☐ | ☐ f. Conserving water can help reduce energy consumption and associated carbon emissions. |



Activity 5

Learning about the structure of organization of an analytical exposition text can help you better understand the text. Read the explanation below and complete Practice 1.

“The importance of water conservation” text is an analytical exposition text. The purposes of an analytical exposition text are:

- a. to analyze the topic and to persuade the reader that the opinion is correct and supported by arguments;



b. to convince the reader that the topic presented is important to discuss. The text entitled **“The importance of water conservation”** includes all the structure of the organization of an analytical exposition text. They are thesis, arguments, and reiteration.

Table 3.3 The structure of analytical exposition text

Structure of organization of an analytical exposition text	
Thesis	It contains the writer's opinion about something. It also introduces the topic and indicates the writer's position.
Arguments	It contains arguments to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and elaboration.
Reiteration	Restates writer's position to strengthen thesis, rewrites main idea of a text as closing of text without invitation or recommendation.

Some phrases to make a conclusion in Reiteration of the Thesis such as:

- In conclusion ...
- From the facts above ...
- Therefore, my conclusion is ...
- Based on the arguments above, I personally believe that ...
- From the arguments above, it is obvious that ...
- I strongly agree that ...

Extracted from: Christie & Derewianka, (2008); Emilia (2016); Humphrey & Vale (2020)



Practice 1

Learning about an analytical exposition structure of organization can help you better understand an analytical exposition text's main ideas and details. Write the information of each part of the text entitled "The importance of water conservation".

Structure of organization of the text entitled "The importance of water conservation"	
Thesis	
Argument 1	
Argument 2	
Argument 3	
Argument 4	
Reiteration	



Activity 6

Now that you have learned about the structure of an analytical exposition text, you will learn about some linguistic features of an analytical exposition text. Discuss the notes with your classmates.

The importance of water conservation

Water **is** essential for life **and** sustaining ecosystems, agriculture, industry, and human well-being. Water conservation has become increasingly important. There **are** four reasons why water conservation is important.

First, water conservation is vital for protecting ecosystems. Water conservation **is** essential for preserving ecosystems **and** biodiversity. Conserving water **helps** maintain healthy ecosystems **and** preserve wildlife.

Some linguistic features of an analytical exposition text:

- Using simple present tense
- Focusing on one issue
- Using conjunctions to show logical relations between arguments presented
- Using modal verbs



Second, water conservation is vital for ensuring food security. Water-conservation practices **help** farmers produce more food with less water, ensuring food security.

Third, water conservation is vital for saving money. Conserving water **leads to** cost savings for individuals **and** businesses. **By** reducing water consumption, households **save** money on their water bills, **while** industries **can reduce** operating costs and increase efficiency.

Fourth, water conservation is essential for reducing energy consumption. Pumping, treating, **and** distributing water **requires** a significant amount of energy. Conserving water **can help** reduce energy consumption **and** associated carbon emissions.

Based on the arguments above, I believe that water conservation **is** important. Saving water **is not only** about reducing water bills **or** conserving a vital resource for the present, **but also** about securing a sustainable water supply for future generations.

www.green.earth. "Saving water and the future"

Extracted from: Christie & Derewianka, (2008); Emilia (2016); Humphrey & Vale (2020)



Activity 7

Now, learn more about the structure of an analytical exposition from this explanation.

The flow information of a text begins with the thesis, followed by arguments to strengthen the thesis, and finally it ends with a reiteration.



Thesis	Water conservation is really important. There are four reasons why water is important.
Argument 1	First
Argument 2	Second
Argument 3	Third
Argument 4	Fourth
Restatement of the Thesis	Based on the arguments above, I believe that water



Activity 8

You have learned how to agree and disagree to something. To deepen your understanding, answer the questions using the structure of an analytical exposition text as guidance.

1. If we reduce our water consumption, we will save money. Do you agree with the statement? Why? Why not? Explain your agreement in a short text with 75 words.

Answer:

2. Water can help increase the production of food. This will ensure food security in the community. Do you agree with the statement? Or you don't? Explain your agreement in a short text with 75 words.

Answer:





Activity 9

Look at the picture below and discuss the questions with your partner.

1. What do you see in the picture?
2. Why are the plastics and sea creatures linked?
3. Prepare your opinion regarding the reasons that water sustainability and marine conservation are essential for our current and future generations. Now, we are going to explore different actions we can take to save the sea for future generations. Start by choosing one action you plan to commit to doing. You may choose one of the following:



Picture 3.8 Polluted Ocean



Picture 3.9 Polluted Beach



Picture 3.10 Keep the Ocean Clean



Picture 3.11 Stop Plastic Pollution

- A. When you go to the beach, you bring a plastic bag and put any plastics or bottles you found along the beach into the plastic bag.
- B. You make signs “**not to throw rubbish into the sea**” using wood or something else.
- C. You make a short paper about protecting the environment then upload it to your school journals, your social media, or something else.



Activity 10

Work in a group of four. Read the text about “The importance of drinking enough water.” Then, answer the questions following the text.

The Important of Drinking Enough Water

I believe that water is essential for maintaining an overall well-being. There are some reasons why drinking water can help maintain our health.

First of all, drinking water is essential for staying hydrated, which is important for maintaining a healthy body. Dehydration can cause fatigue, headaches, dizziness, and other symptoms that can negatively impact a person’s overall well-being.

Secondly, drinking water helps to keep the digestive system functioning properly. It can help prevent constipation and other digestive problems that can cause discomfort.

Thirdly, water promotes skin hydration and health. It can help prevent dry skin, wrinkles, and other skin problems by hydrating the skin, and retaining its moisture level.





Picture 3.12 Drinking Enough Water

Fourthly, water assists the body in lubricating the joints and keeping them healthy. It can help prevent joint pain by avoiding the friction between bones.

Fifthly, drinking water can also benefit your mental health. Dehydration can cause fatigue and other symptoms that negatively impact mood and mental well-being. Staying hydrated can help improve mental clarity, energy levels, and overall mood.

From the arguments above, I believe that water is essential for maintaining overall well-being. It helps keep the body hydrated and supports digestion, skin, joints, and mental health. Drinking enough water each day is an important part of a healthy lifestyle.

Extracted from www.pureitwater.com. "The Importance of Clean Water: Why You Need a Water Filter"

1. Identify the main idea of each paragraph.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Paragraph 7: _____

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

Answer:

3. Do you agree that drinking water can benefit our mental health? Explain your opinion in 150-200 words.

Answer:



Activity 11

You have learned about the structure and some linguistic features of an analytical exposition text. Let’s see if you understand the explanation by **filling in the blank and highlighting the linguistic features** of the text entitled “Benefits of water sustainability”.

Title	Benefits of Water Sustainability	Linguistic features
	Water sustainability and marine conservation are intrinsically linked. One can help improve the other and vice versa. But what are some tangible benefits to these principles? Below is a list of reasons that water sustainability and marine conservation are essential for our current and future generations.	a. Using simple present tense example:_____ b. Focusing on one issue example:_____ c. Using conjunctions to show logical relations between arguments presented example:_____
	First, it preserves biodiversity. Removing pollutants and mitigating environmental harm helps to save natural lifecycles.	d. Using modal verbs example:_____
	Second, it reduces drought and water shortages. Having accessible water should be a right, not a privilege.	

Title	Benefits of Water Sustainability	Linguistic features
_____	Third, it promotes sustainable business processes. Introducing sustainable conservation efforts into various industries, from agriculture to urban centers, can help fight climate change.	
_____	Fourth, it maintains healthy communities. Water is an essential resource for life. To keep our communities healthy and thriving, water sustainability is the solution.	
_____	Fifth, it improves the economy globally. Reducing demand for and depletion of water resources will combat rising costs, health hazards, decreased supplies, global conflicts and more.	
_____	In conclusion, the ocean drives most of the global systems that make our planet habitable for living organisms. From rainwater to drinking water and the oxygen we breathe; the ocean is the pushing force for all of these needs. Therefore, water sustainability cannot be fully understood and evaluated without the inclusion of marine conservation.	



Activity 12

One of linguistic features in an analytical exposition text is the use of connectives. Read the explanation below and complete Practice 1.

Connectives connect and relate sentences and paragraphs. They assist in the logical flow of ideas as they signal the relationship between sentences and paragraphs. In prose, the material is supported and conditioned by the ordering of the material (its position) and connectives, which signal order, relationship and movement. Some of the more commonly used connectives are listed below. Note how these connections function to develop, relate, connect and move ideas.

www.grammarbank.com. "Connectives list".

Table 3.4 Connectives

Usage	Connective Words	Examples
addition of ideas	and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important, another	Water sustainability and marine conservation are intrinsically linked together.
time	next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time, the next week (month, day, etc.), a minute later, in the meantime, meanwhile, on the following day, at length, ultimately, presently	Below is a list of reasons that water sustainability and marine conservation are essential for our current and future generations.
order or sequence	first, second, (etc.), finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually	First , it preserves biodiversity.



Usage	Connective Words	Examples
space and place	above, behind, below, beyond, here, there, to the right (left), nearby, opposite, on the other side, in the background, directly ahead, along the wall, as you turn right, at the top, across the hall, at this point, adjacent to	Below is a list of reasons that water sustainability and marine conservation are essential for our current and future generations.
to signal an example	for example, to illustrate, for instance, to be specific, such as, moreover, furthermore, just as important, similarly, in the same way	
results	as a result, hence, so, accordingly, as a consequence, consequently, thus, since, therefore, for this reason, because of this	The large river basin will be able to accommodate a lot of water so that the water can flow and not inundate the area.
purpose	to this end, for this purpose, with this in mind, for this reason(s)	
comparison	like, in the same manner (way), as so, similarly	
contrast connectives	but, in contrast, conversely, however, still, nevertheless, nonetheless, yet, and yet, on the other hand, on the contrary, or, in spite of this, actually, in fact	
to summarize or report	in summary, to sum up, to repeat, briefly, in short, finally, on the whole, therefore, as I have said, in conclusion, as you can see	Therefore , water sustainability cannot be fully understood and evaluated without the inclusion of marine conservation.

www.grammarbank.com. "Connectives list".





Practice 1

Underline the word that shows connectives.

1. Below is a list of reasons why water sustainability and marine conservation are essential for our current and future generations.
2. Removing pollutants and mitigating environmental harm helps to save natural life cycles.
3. Third, it promotes sustainable business processes.
4. But what are some tangible benefits to these principles?
5. To keep our communities healthy and thriving, water sustainability is the solution.



Activity 13

When reading an analytical exposition text, you may find some modal verbs. Read the notes about the definition and usage of modal verbs and do Practice 1.

Modal verbs (modal auxiliary verbs or simply modals) modify the meaning of the main verb in a sentence. Modal verbs are used to express different kinds of meanings, such as possibility, ability, permission, necessity, etc. The following are some of English's most common modal verbs: can, could, may, might, must, shall, should, will, would.

Each of these modal verbs has a specific meaning and usage in English.

For example, “can” is used to express ability, “may” is used to express possibility, and “must” is used to express necessity.

For example, if we put a modal before the verb “to eat”, then it will have a different meaning related to the meaning of the modal.

So, “You can eat.” means you are able to eat, “You may eat.” Means you’re permitted to eat, and “You must eat.” means you are required to eat.



Modal verbs are also used to create different tenses in English. For example, “could” is used to make the past conditional tense, while “will” is used to create the future tense.

Modal verbs are auxiliary verbs that express a range of meanings, such as ability, permission, possibility, obligation, and advice. Here are the different types of modal verbs.

Table 3.5 Modal verbs

Types	Explanation	Examples
Ability	Modal verbs of ability express whether you are capable of doing something or not. The most common modal verbs of ability are “can” and “could.”	However, the unpredictability of rain can also lead to crop failure, causing food insecurity and economic instability.
Permission	Modal verbs of permission express whether you are allowed to do something or not. The most common modal verbs of permission are “may” and “can.”	They can help filter and store water, as well as help prevent flooding.
Possibility	Modal verbs of possibility express the likelihood of something happening. The most common modal verbs of possibility are “may,” “might,” “could,” and “can.”	This effect can prolong growing seasons and ward off frosts that may kill crops.
Obligation	Modal verbs of obligation express whether you are required to do something or not. The most common modal verbs of obligation are “must” and “should.”	For this need, the river must be clean and the river flow smoothly.
Value	Modal verbs show value. “Must” shows high value, “should” and “can” shows middle value, and “may” shows low value.	Having accessible water should be a right, not a privilege.

Eslgrammar.org. “Modal Verbs: Useful Rules, List and Examples in English”



Practice 1

Underline the word that shows modal verbs.

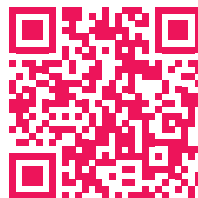
1. AI can be deployed to predict water demand, optimize water distribution, and monitor water quality, among other tasks.
2. Machine learning algorithms, a subset of AI, can be trained on vast datasets to discern patterns and make accurate predictions.
3. Sensors can gather data on various water quality parameters, and AI algorithms can analyze this data to detect any anomalies or contaminants.
4. AI can also be instrumental in detecting water leaks within infrastructure systems.
5. Early detection and repair of leaks can lead to significant water conservation and cost savings.



Activity 14

To deepen your knowledge about analytical exposition, listen to an audio by charitywater (2011) at <https://buku.kemdikbud.go.id/s/engt11k> or scan the provided barcode. Then, write a summary with 150-200 words. Use connectives and modal verbs that you have learned in your summary.

Scan me:







Activity 15

Now that you have viewed the link in Activity 14, fill in the blank with the analytical exposition text structure of organization and linguistic features.

Title	The Importance of Rain	Linguistic Features
_____	 Picture 3.13 Raining Rain has been a crucial part of the Earth's ecosystem since its inception. It plays a pivotal role in the cycle of nature, facilitating life and growth. The importance of rain is manifold, influencing not only the environment but also the socio-economic aspects of human life. There are four reasons why rain is important.	a. Using simple present tense example: _____ b. Focusing on one issue example: _____ c. Using conjunctions to show logical relations between arguments presented example: _____ d. Using modal verbs example: _____
_____	First, rain is a primary component of the Earth's water cycle. It replenishes groundwater reserves, rivers, and lakes, maintaining the overall water balance on Earth. Without rain, these natural water sources would eventually dry up, leading to a severe water crisis. Rain also plays a significant role in shaping the Earth's climate. It cools the atmosphere, reducing the overall temperature, especially during	



Title	The Importance of Rain	Linguistic Features
	the summer. It also washes away pollutants from the air, facilitating a cleaner and healthier environment.	
	Second, rain is vital for the sustenance of all forms of life. It provides the necessary water for plants to carry out photosynthesis, the process that generates oxygen for all aerobic organisms. Rainforests, which produce a significant portion of the world's oxygen, rely heavily on high rainfall amounts. Rain also creates habitats for a myriad of species. Wetlands, formed by consistent rainfall, are among the most biologically diverse ecosystems, providing refuge for numerous plants, birds, and aquatic life.	
	Third, rain is the basis of agriculture. Rain-fed agriculture accounts for a significant portion of the world's food production. In many developing countries, where irrigation infrastructure is inadequate, farmers depend almost entirely on rainfall for crop growth.	
	Fourth, rain has a profound influence on human culture and society. It has been a source of inspiration for artists, poets, and musicians, symbolizing renewal, cleansing, and fertility. Many cultures around the world celebrate rain through festivals and rituals, signifying its importance in human life.	

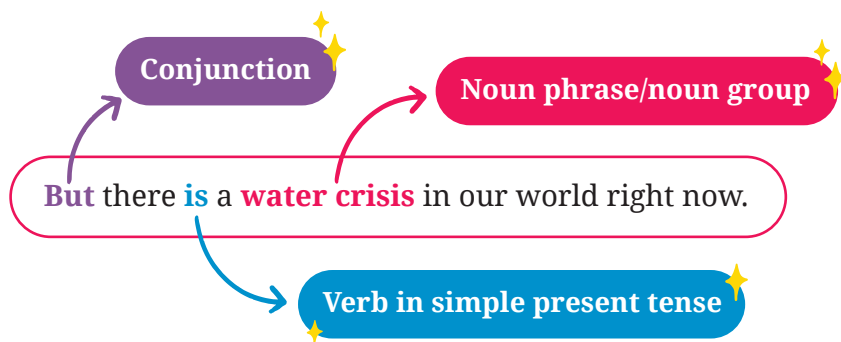


Title	The Importance of Rain	Linguistic Features
	While the importance of rain is undeniable, it is equally important to acknowledge the negative impacts of its extremes. Both lack of rain (drought) and excessive rain (floods) can lead to devastating consequences for the environment and human society. As we grapple with climate change, understanding and managing rainfall patterns becomes increasingly crucial. In conclusion, rain is not just a natural phenomenon; it is a life-giver, a climate regulator, and a cultural influence. Its significance permeates every aspect of life on earth, making it an indispensable part of our existence. <i>aspiringyouth.com. "The importance of rain"</i>	



Activity 16

You have learned noun phrases in Unit 1. You can also find noun phrases/noun groups in an analytical exposition text. Learn the example then answer the questions.



Underline the noun phrase in the following sentences.

1. Nearly one billion people live without clean drinking water.
2. Many walks up to three hours a day to the nearest swamp, pond or river to gather water that's been sitting out in the open – exposed to all kinds of germs.
3. Time spent on water is time they can't spend learning to read, write, earn an income or take care of their family.
4. Some women in Sub-Saharan Africa spend more time collecting water than any other activity they do in the day.
5. Some families know their water is contaminated with germs that cause diarrhea, dehydration, even death – but what choice do they have?
6. About every 19 seconds, a mother loses one of her children to a water-related illness.



Activity 17

State whether you agree or disagree with the statement and explain why you agree or disagree with the statement. Use noun phrases in your arguments.

1. Water affects everything – education, health, poverty, and especially women and children. Do you agree with the statement? Or not? Explain your arguments in a short text with 75 words.

Answer:

2. When there is less clean water to consume a household, they would be caught in the water crisis. Do you agree with the statement? Or not? Explain your arguments in a short text with 75 words.

Answer:





Activity 18

To deepen your knowledge about the structure and linguistic features of an analytical exposition text, look at the picture carefully. Then, answer the following questions.



Picture 3.14 A Clean Lake

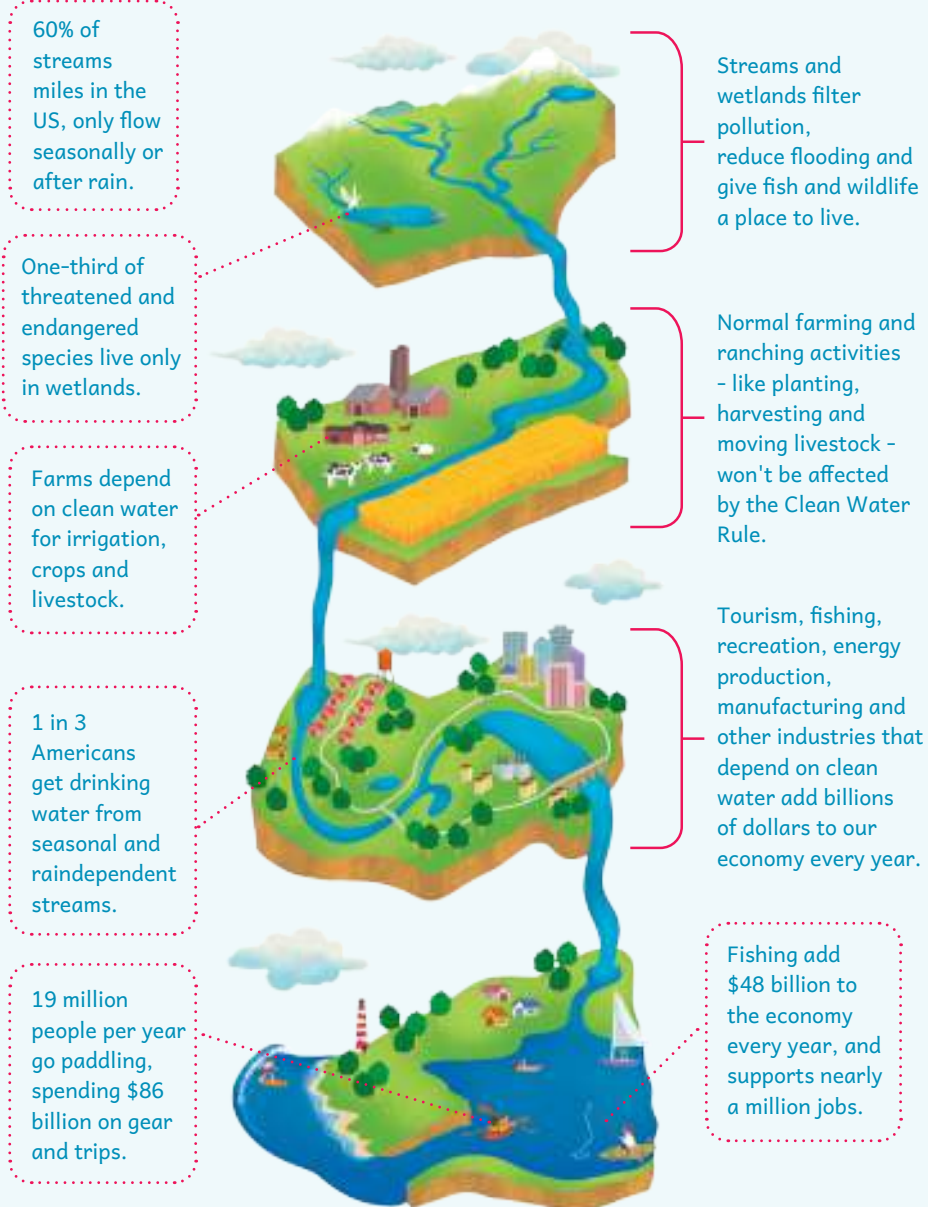
1. Write 3 adjectives that show your feelings about the picture.
2. “For living creatures, lakes are a source of water and their existence is very important to support life.” Do you agree with the statement? Or not? Explain your opinion.
3. What will you do when you go to a lake near your home town and you see that many food waste and plastic bottles are scattered on the edge of the lake? State your opinion in 150 words.
4. Lake revitalization aims to restore the lake's natural function as a water reservoir through dredging, cleaning water weeds/water hyacinth, building embankments, including structuring the river basin area. Find some articles related to the importance of lake revitalization to restore the lake's natural function as a water reservoir. After that, summarize it and state your opinion why lake revitalization is important.

View the picture then answer the questions in Practice 1.

WHY #CleanWaterRules

Clean water upstream means cleaner water downstream.

Our Clean Water Rule protects the streams and wetlands that feed our rivers, lakes, bays and coastal waters. These water are critical for agriculture, healthy communities, our economy and our way of life.



Picture 3.15 Infographic about Clean Water Rules





Practice 1

Look carefully at the infographic above then answer the following questions.

1. Take a closer look at the flow of water in the infographic. What does the infographic tell the readers?
2. “Clean water upstream means cleaner water downstream”, do you agree with the statement in the infographic above. Why? Why not?
3. What will happen if every river in the world flows clean water to the sea? Write your opinion in a piece of text with 150 words.



Practice 2

Complete the table with the structure and stages of an analytical exposition text.

The Importance of Lakes	Stages
Drying lakes can have disastrous effects on the planet and the people and animals who live there. Let's take a look at why lakes are important and what happens when they dry up. First, lakes are a vital ecosystem. Lakes are essential for many species of fish, frogs, aquatic plants, insects and migratory birds — providing food, shelter and breeding habitat. Non-aquatic animals, such as deer, foxes, wolves, bears, moose and many more, use them for drinking water, swimming and as a way to cool off. While lakes provide habitat for many plants and animals, they're also a vital part of the water cycle. They can help filter and store water, as well as help prevent flooding. Large lakes, like the Great Lakes of North America, can even form microclimates. During the summer, lakes can help keep the	The structure: 1. The thesis of the text shown in the sentence: _____ 2. The first argument of the text shown in the sentence: _____ 3. The second argument of the text shown in the sentence: _____ 4. The third argument of the text shown in the sentence: _____ 5. The reiteration of the text shown in the sentence: _____



The Importance of Lakes

surrounding areas cooler. This effect can prolong growing seasons and ward off frosts that may kill crops.

Second, lakes are an important source of water and energy. According to The Nature Conservancy, about 70 percent of the planet's freshwater withdrawals is used in agriculture annually — some of which comes from lakes. Part of the reason the Great Salt Lake is dropping so rapidly is for farm and irrigation use. Besides helping to provide our food, lakes provide water and storage for our drinking water. For examples, the Great Lakes Region provides drinking water for roughly eight states and several parts of Canada. Then, manufactured lakes — or reservoirs — like Lake Mead provide drinking water for populated areas like Las Vegas, Nevada, six other states and parts of Mexico. Water from Lake Mead is also used for farming and as part of the Hoover Dam that provides hydroelectric power to parts of Nevada, Arizona and California.

Third, lakes are a vital economic source. The Great Salt Lake is one example. According to the BYU report, provides \$2.5 billion in economic activity each year. Without the lake, the area could lose 1.7 to 2.2 billion dollars and 6,600 jobs. Additionally, lakes provide an excellent source of recreation. From fishing to boating to swimming, many people use lakes to relax and have fun. A 2019 report from the Department of Interior states that Lake Mead as a recreation area generated \$336 million after seeing over 7.6 million visitors in 2018. These visitors helped provide nearly 4,000 jobs and millions of dollars to the surrounding communities. Besides recreation,

Stages

The words/sentence in highlight shows:

1. Green highlight shows:

2. Blue highlight shows:

3. Yellow highlight shows:

4. Brown highlight shows:



The Importance of Lakes	Stages
lakes are used as communication networks and shipping routes to move economic goods. The Great Lakes Region is responsible for more than 50 percent of all trade between the U.S. and Canada, accounting for over 200 million tons of goods traded yearly and a gross domestic profit of \$6 trillion. Based on the arguments above, I strongly believe that lakes are very important resources. Humans are obliged to protect and maintain lakes so that they remain sustainable, so that lakes can still provide benefits to the environment and the living creatures around it. Discovermagazine.com. "Why lakes are important resources"	



Practice 3

Complete the table with the linguistic features of an analytical exposition text. Your understanding about the structure of an analytical exposition text and its linguistic features will make it easier for you to write an analytical exposition text.

The Importance of Lakes	Linguistic features
Drying lakes can have disastrous effects on the planet and the people and animals who live there. Let's take a look at why lakes are important and what happens when they dry up.	The highlighted words/ sentence shows: 1. Green highlight shows:

The Importance of Lakes

First, lakes are a vital ecosystem. Lakes are essential for many species of fish, frogs, aquatic plants, insects and migratory birds — providing food, shelter and breeding habitat. Non-aquatic animals, such as deer, foxes, wolves, bears, moose and many more, use them for drinking water, swimming and as a way to cool off. While lakes provide habitat for many plants and animals, they're also a vital part of the water cycle. They can help filter and store water, as well as help prevent flooding. Large lakes, like the Great Lakes of North America, can even form microclimates. During the summer, lakes can help keep the surrounding areas cooler. This effect can prolong growing seasons and ward off frosts that may kill crops.

Second, lakes are an important source of water and energy. According to The Nature Conservancy, about 70 percent of the planet's freshwater withdrawals is used in agriculture annually — some of which comes from lakes. Part of the reason the Great Salt Lake is dropping so rapidly is for farm and irrigation use. Besides helping to provide our food, lakes provide water and storage for our drinking water. For examples, the Great Lakes Region provides drinking water for roughly eight states and several parts of Canada. Then, manufactured lakes — or reservoirs — like Lake Mead provide drinking water for populated areas like Las Vegas, Nevada, six other states and parts of Mexico. Water from Lake Mead is also used for farming and as part of the Hoover Dam that provides hydroelectric power to parts of Nevada, Arizona and California.

Linguistic features

2. Blue highlight shows:

3. Yellow highlight shows:

4. Brown highlight shows:



The Importance of Lakes

Third, lakes are a vital economic source. The Great Salt Lake is one example. According to the BYU report, it provides \$2.5 billion in economic activity each year. Without the lake, the area could lose 1.7 to 2.2 billion dollars and 6,600 jobs. Additionally, lakes provide an excellent source of recreation. From fishing to boating to swimming, many people use lakes to relax and have fun. A 2019 report from the Department of Interior states that Lake Mead as a recreation area generated \$336 million after seeing over 7.6 million visitors in 2018. These visitors helped provide nearly 4,000 jobs and millions of dollars to the surrounding communities. Besides recreation, lakes are used as communication networks and shipping routes to move economic goods. The Great Lakes Region is responsible for more than 50 percent of all trade between the U.S. and Canada, accounting for over 200 million tons of goods traded yearly and a gross domestic profit of \$6 trillion.

Based on the arguments above, I strongly believe that lakes are very important resources. Humans are obliged to protect and maintain lakes so that they remain sustainable, so that lakes can still provide benefits to the environment and the living creatures around it.

Linguistic features





C. Let's Write

Learning objectives:

By the end of this lesson, you will be able to:

1. write a single analytical exposition text about the environment around us using an appropriate structure and language features.
2. present the analytical exposition text that has been written in front of your classmates orally.



Activity 1

Write an analytical exposition text about the environment around us (200 words counts).

Deeply learn more about the structure of an analytical exposition text, such as thesis, arguments, and reiteration to help you write the text. Use the following mind map.

1. Select a topic to write about. You can also choose a different topic based on your interests. Here are two topics you could choose.

Topic 1

You live in an area where many factories run their business there. At the edge of your village there is a river. Every time you pass the river, there is a very unpleasant smell. You know some factories drain their waste directly into the river. Write your opinion about the importance of making factories realized the danger of draining water in the river.

Topic 2

You always pass through rice fields to reach your school which is only about 900 meters from your house. Every time you pass the rice field embankment, you see a lot of plastic waste scattered along the irrigation flow to the rice fields. Write an analytical exposition about the dangers of plastic waste for agricultural fields.



You can also read several sources for topic ideas. The following mind map can help you organize text.

2. Plan the structure Is this based on Topic 1 above? If it is then my recommendation for Topic 1 could be ignored.

What thesis you will present to open the topic?	Rivers are an important part of human life. Rivers _____ _____ There are several reasons why rivers are important for our life.
What are the arguments you will state?	First, _____ _____ Second, _____ _____ Third, _____ _____ Fourth, _____ _____
How you will end your text?	Based on the arguments above , I believe that _____

3. Organize the ideas in an analytical exposition text structure.

Thesis	Rivers are an important part of human life. Rivers _____ _____ There are several reasons why we need to keep rivers clean.	
Argument 1	First, _____	
Argument 2	Second, _____	
Argument 3	Third, _____	
Argument 4	Fourth, _____	
Reiteration	Based on the arguments above , I believe that	



Activity 2

Gather and organize all of your ideas by completing the text plan. Refer to the example below.

Text Plan

Thesis

- Introduce the phenomenon
- Make a position
- Create a clear thesis statement

- Rivers are an important part of human life
- Rivers can function as rainwater reservoirs
- Rivers can be a source of water
- That's why we need to keep rivers clean.
- There are several reasons why we need to keep rivers clean.

- Use text opener to predict arguments
- Use suitable linguistic features

Argument 1

- State the first argument
- Make elaboration

- Firstly, rivers as water sources
- Water helps with daily needs

- Use suitable linguistic features

Argument 2

- State the second argument
- Make elaboration

- Secondly, rivers as a source of livelihood for the population
- Rivers provide many benefits such as.....

- Use suitable linguistic features

Argument 3

- State the third argument
- Make elaboration

- Thirdly, rivers protect communities from possible flooding
- Rivers carry water collected from rain to lower areas or to the sea

- Use suitable linguistic features



Text Plan		
	If the river is clean and free of rubbish, the river water will flow smoothly and flooding will not occur	
Argument 4 - State the fourth argument - Make elaboration	- Fourthly, rivers as a place for community activities - Rivers can be used for other activities, such as	Use suitable linguistic features
Reiteration Summarize the issue	Based on the arguments above, I believe that we need to keep rivers clean	Use the expression to show summarizing

Put your text planning notes into an analytical exposition text layout. Then, you may start your writing. Pay attention to the example below.



TIPS:

At this stage, focus on your ideas first, then you check your grammar, mechanics and spelling.

Text Plan		
Thesis - Introduce the phenomenon - Make a position - Create a clear thesis statement	Rivers are an important part of human life. Rivers can function as rainwater reservoirs that keep the environment from flooding. Rivers can also be a source of water and a source of life for	- Use text opener to predict arguments - Use linguistic features such as connectives, simple present usage, participants, action verb, or noun group

Text Plan

	farmers. That's why we need to keep rivers clean. Here are several reasons why we need to keep rivers clean.	
Argument 1 • State the first argument • Make elaboration	Firstly, rivers as water sources. Water is a source of life for humans, water also helps with daily needs, such as cleaning oneself. Thus, there is no other reason, except to keep the river in a clean condition.	• Use linguistic features such as connectives, simple present usage, participants, action verb, or noun group
Argument 2 • State the second argument • Make elaboration	Secondly, rivers as a source of livelihood for the population. Rivers provide many benefits with what they contain, such as fish, sand and rocks. Residents catch fish in the river to consume or sell to the market. Sand and rocks are used to make houses. Some people take sand and stones from the river to sell.	• Use linguistic features such as connectives, simple present usage, participants, action verb, or noun group
Argument 3 • State the third argument • Make elaboration	Thirdly, rivers protect communities from possible flooding. Rivers carry water collected from rain to lower areas or to the sea. The large river basin will be able to accommodate a lot of water so that the water	• Use linguistic features such as connectives, simple present usage, participants, action verb, or noun group



Text Plan

	can flow and not inundate the area. If the river is clean and free of rubbish, the river water will flow smoothly and flooding will not occur.	
Argument 4 • State the fourth argument • Make elaboration	Fourthly, rivers as a place for community activities. If previously rivers were used for washing and bathing, now rivers can be used for other activities, such as fishing, bathing livestock and other activities. For this need, the river must be clean and the river flow smoothly. This can also prevent mosquitoes from breeding.	• Use linguistic features such as connectives, simple present usage, participants, action verb, or noun group
Reiteration • Summarize the issue	Based on the arguments above, I believe that we need to keep rivers clean. Rivers that are kept clean will provide benefits to humans.	• Use the expression to show summarizing

After finishing your draft, check your work and consult your teacher.



TIPS:

After you finish your draft, revise your work. You can also ask yourself the following questions.

1. Are my ideas presented in an order that makes the most sense?
2. Does my draft have a thesis, arguments, and reiteration of the thesis?
3. Are all the linguistic features relevant to an analytical exposition?



If you answer “No” to the above questions, edit immediately. Exchange your draft with your classmates and get feedback from them and your teacher. Based on the feedback, make corrections to your second draft, have it checked by another classmate, and then revise and write your third draft.



Activity 3

Let’s proofread.

Develop your draft into a well written text. Don’t forget to form your text into the structure and linguistic features of an analytical exposition text.

<i>Your writing</i>	
	Remember to use the structure of an analytical exposition text:
	• Thesis
	• Arguments
	• Reiteration
	Remember to use the linguistic features of an analytical exposition text, such as:
	• connectives
	• simple present usage
	• participants
	• action verb
	• noun group

Make sure that your writing is well-organized, then ask your partners to check it. Use the following proofreading checklist guidance.

1. The text has an interesting title.	
2. I have written my tittle correctly	
3. I opened my writing with a good thesis	



4. I use arguments to support my thesis	
5. I conclude my writing with the correct conclusion	
6. There are no spelling and grammar errors in my writing.	
7. Capitalization and punctuations are correctly used.	
8. I use some linguistic features of an analytical exposition text correctly.	

If you still find some errors in your writing, you can immediately edit and make final corrections. Don't forget to proofread for the final check. When you do not find any errors anymore, your writing is ready to publish.



Activity 4

Publication.

It is time for you to publish your work. You will publish your work in your school magazine, school social media, or your social media.



Activity 5

Talking about my work.

After publishing your work, you may want to get feedback from your teachers, your friends, or maybe your online friends. Ask them using the dialog prompt below or just construct your dialogue by yourself.

Student 1 : Hi, do you like the story entitled _____?

Student 2 : Yes. I do. It is very interesting that I sometime don't think that there are many people around the world who couldn't get enough clean water.

Student 1 : Yes, they _____ (more descriptions of the situation).

Student 2 : If could afford to have clean water, they may could go to school happily.

Student 1 : _____

Student 2 : _____





D. Let's Check

Learning objectives:

Given a spoken text entitled "The Potential of Artificial Intelligence (AI) for Better Management of Water Resources," you will be able to:

1. complete the text with appropriate vocabulary items provided.
2. answer some questions about it.

Given a written text entitled "The Importance of Water Conservation to Save Life," you will be able to:

1. complete the text with appropriate vocabulary items provided.
2. identify the text structure.
3. answer some questions about it.
4. write an analytical exposition text within the same theme.

Part 1

In this test section, you will hear a text titled "The potential of artificial intelligence (AI) for better management of water resources." Listen to the text and then fill in the blanks with the words provided.

quality	ensures	infrastructure	beneficial	management
predictions	demand	significant	deliver	holds

The Audio



Or, click me:

<https://buku.kemdikbud.go.id/s/engt11m>



The potential of Artificial Intelligence (AI) for better management of water resources

Artificial Intelligence (AI) _____ (1) significant promise for the improved management of water resources. As the world grapples with the increasing scarcity of clean, usable water, AI has the potential to _____ (2) innovative solutions to this pressing issue. Here are some reasons AI holds _____ (3) promise for the improved management of water resources.

AI can be deployed to predict water _____ (4), optimize water distribution, and monitor water quality, among other tasks. Machine learning algorithms, a subset of AI, can be trained on vast datasets to discern patterns and make accurate _____ (5). For instance, AI could predict water usage patterns in a city, allowing for more efficient allocation and distribution of water resources.

Moreover, AI can be used to monitor and maintain water _____ (6). Sensors can gather data on various water quality parameters, and AI algorithms can analyze this data to detect any anomalies or contaminants. It is not only _____ (7) safe water for consumption but also aids in the early detection of environmental hazards.

AI can also be instrumental in detecting water leaks within _____ (8) systems. Early detection and repair of leaks can lead to significant water conservation and cost savings. This application of AI is _____ (9) in cities with ageing water infrastructure, where leaks are a common issue.

In essence, the potential of AI in water _____ (10) is immense and largely untapped. Harnessing this technology can lead to more efficient and sustainable water use, ultimately contributing to global efforts to achieve water security.

Smartwateronline.com. "The future of water conservation innovations and technology".

Part 2

Respond orally to the following questions about the text you have listened to.

1. How does the text explain the potential of artificial intelligence (AI) for better management of water resources?

You can make some notes before you speak:



2. How does AI work in water management?

You can make some notes before you speak:

3. How might the text inspire readers to do a deeper study about AI?

You can make some notes before you speak:

Part 3

Read the task and the text below.

Title	The Importance of Water Conservation to Save Life
A	We totally depend on water for multiple ____ (1). Water is used in agriculture for the irrigation of crops. We use water for drinking, cooking, cleaning, bathing, and other domestic purposes. Water is used for recreational activities. In industries, water is used as a coolant, solvent and also used in other manufacturing purposes. Hydroelectricity is generated with the help of ____ (2). Water is also used for navigation and transportation of goods.
B	This tells us ____ (3) water is the most essential component of life and every drop of water is ____ (4) for sustenance. Therefore, water conservation is important to save life on this planet. Here are the reasons why water is important.
C	____ (5), water is used for drinking, bathing, agriculture, irrigation, hospitality, factories, etc. Second, water helps in blood circulation and improves metabolism in the human body. Third, the entire aquatic ____ (6) is located in water. It is a home for all the aquatic animals. Fourth, water is a major source of transportation after land and air. Fifth, water aids in saliva secretion and oxygen delivery to our bodily cells.



Title	The Importance of Water Conservation to Save Life
D	We cannot _____ (7) our lives without water. It is unfortunate that mankind has neglected this precious gift from God. Conservation of water is a _____ (8) to save life. All living organisms on this planet need water to survive. <i>www.vedantu.com. "Save water save life".</i>

1. Fill in the blank with the correct words in the box.

vital	how	water	purposes
First	ecosystem	imagine	necessity

2. Specify, the part of the text of the following statement (A-D):

- a. The text opener of the issue. _____
- b. The arguments to support the thesis. _____
- c. The part where you can find the conclusion. _____
- d. The sentence which states the main issue. _____

3. State True (T), False (F), or Unstated (U) for the following statements.

T/F/U

- a. We need water for our entire life. _____
- b. Nobody could live without water. _____
- c. Water is used for recreational activities. _____
- d. Water is used for transportation of goods. _____
- e. Conservation of water is a necessity to save life. _____

4. Imagine if there is no water for three days in your house, could you do your daily activities in the usual way? State your opinion in 100 words.



5. “If we do not give importance to saving or conservation of water then our future generations will face water scarcity.” (last sentence of the last paragraph) Do you agree with the author’s opinion? Explain your agreement or disagreement in 100 words.

6. Fill in the blank with the analytical exposition text structure and linguistic features.

Title	The Importance of Water Conservation to Save Life	Linguistic features
_____	We totally depend on water for multiple _____. (1). Water is used in agriculture for the irrigation of crops. We use water for drinking, cooking, cleaning, bathing, and other domestic purposes. Water is used for recreational activities. In industries, water is used as a coolant, solvent and also used in other manufacturing purposes. Hydroelectricity is generated with the help of _____. (2). Water is also used for navigation and transportation of goods.	A. Using simple present tense example: _____ B. Focusing on one issue example: _____ C. Using conjunctions to show logical relations between arguments presented example: _____ D. Using modal verbs example: _____
_____	This tells us _____ (3) water is the most essential component of life and every drop of water is _____ (4) for sustenance. Therefore, water conservation is important to save life on this planet. Here are the reasons why water is important.	



Title	The Importance of Water Conservation to Save Life	Linguistic features
_____	_____ (5), water is used for drinking, bathing, agriculture, irrigation, hospitality, factories, etc. Second, water helps in blood circulation and improves metabolism in the human body. Third, the entire aquatic _____ (6) is located in water. It is a home for all the aquatic animals. Fourth, water is a major source of transportation after land and air. Fifth, water aids in saliva secretion and oxygen delivery to our bodily cells.	
_____	We cannot _____ (7) our lives without water. It is unfortunate that mankind has neglected this precious gift from God. Conservation of water is a _____ (8) to save life. All living organisms on this planet need water to survive. If we do not give importance to saving or conservation of water then our future generations will face water scarcity. <i>www.vedantu.com. "Save water save life".</i>	

Part 4

Please use the following questions to continue "The Importance of Water Conservation to Save Life" text in your version. Follow an analytical exposition text structure (thesis, arguments, and reiteration), and include some linguistic features to make your text run smoothly.

1. How do people use water nowadays?
2. Can something happen as a result of the scarcity of water? Give examples.
3. Some natural disasters may come from the water. What are they? Why does that happen?
4. What kind of act people could do to conserve water for our future generation?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



E. Enrichment

Learning objectives:

By the end of the enrichment activity, you will be able to:

1. read and comprehend the text entitled “The Importance of Rivers”
2. complete the text’s structure and linguistic features of an analytical exposition text “The Importance of Rivers”

To improve your understanding on the analytical exposition text, read and comprehend the text entitled “The Importance of Rivers”

1. Complete the table below to show your understanding of the text structure of organization of an analytical exposition text.

The Importance of Rivers	Text Structure
On World Rivers’ Day, we celebrate the world’s precious waterways. But across the world, and closer to home, rivers are under threat. Why are rivers so important? And what are we doing to protect them?	_____
First, we all need water to survive. It goes without saying, but fresh, clean water is essential for humans and nature to survive. Rivers are precious sources of fresh drinking water for people across the world. And when rivers are so badly polluted by industry or unevenly distributed by poor water management practices, it can be a case of life-or-death. This unfortunately happens across the world.	_____
Second, rivers are home to some of the most diverse and endangered wildlife on earth. Freshwater habitats account for some of the richest biodiversity in the world, and rivers are a vital, vibrant ecosystem for many species. But even in the UK, over three quarters of our rivers fail to meet required health standards and face multiple threats – putting an increasing pressure on the diverse wildlife that call our beautiful rivers home: from kingfishers to otters and brown trout.	_____



The Importance of Rivers	Text Structure
Third, rivers are vital to people's livelihoods. People depend on rivers for their way of life and their livelihoods. From fishing to agriculture, the way we manage our waterways has a direct impact on people's lives. For example, in the Yangtze River in China, the introduction of a dam unintentionally prevented carp from spawning downstream, where a commercial fishery was located.	
From the arguments above, I believe that rivers are absolutely vital: for fresh drinking water, for people's livelihoods and for nature. Unfortunately, they're still threatened. We must commit to recovering freshwater biodiversity, restoring natural river flows and cleaning up polluted water for people and nature to thrive. <i>wwf.org.uk. "Why are rivers so important and how can we protect them".</i>	

2. Complete the table below to show your understanding of the linguistic features of organization of an analytical exposition text.

The Importance of Rivers	
Text opener	
Issue	
Argument 1	
Elaboration of point in argument 1	
Argument 2	
Elaboration of point in argument 2	



The Importance of Rivers	
Argument 3	
Elaboration of point in argument 3	
Reiteration	



F. Project

Learning objectives:

By the end of the project, you will be able to write an essay about “The importance of Household Water Management” and give opinion about it.

Pay careful attention to the direction.



Direction:

1. You are about to go to a seminar next week.
2. You are asked to write an essay about **“The importance of household water management”**.
3. Draw a mind map of your topic.
4. State your thesis, arguments, and reiteration as the structure of an analytical exposition.
5. Write your text in no more than 250-300 words.



The importance of household water management

Thesis

Argument 1

Argument 2

Argument 3

Reiteration





G. Reflection

Learning objectives:

By the end of the reflection activity, you will be able to:

1. reflect on your achievement, what you think you have learned, and the challenges you encountered
2. plan your learning for subsequent lesson.

After completing Unit 3, this is the time for you to self-reflect or look back at your learning experiences by answering the following questions. There is no right or wrong answer. Just be honest.

CAN YOU?

1. I can identify the structure and linguistic features of an analytical exposition text.



2. I can identify the aim of an analytical exposition.



3. I can understand the main ideas and details from a written an analytical exposition about environmental topics that I read.



4. I can understand the main ideas and details from spoken analytical exposition about environmental topics I listen to.



5. I can write a single an analytical exposition about environmental topics using correct organization and grammar.



6. I can present the analytical exposition that I have written.



WHAT?

7. Values I have learned from this unit are:

(You can tick all if applicable)

- | | |
|--|--------------------------|
| a. Being responsible for our actions. | ☐ |
| b. Caring for the land. | ☐ |
| c. Taking action for future generations. | ☐ |
| d. Understanding the consequences of every action. | ☐ |
| e. Confidence in stating opinion and arguments. | ☐ |

8. What is your favorite learning activity in this unit? Why?

9. What is your least favorite learning experience in this unit?

10. What difficulties did you encounter?

11. How does the material you have learned in this unit relate to real-world situations and problems?



NOW WHAT?

12. Which area would you like to improve?

13. What do you want to learn more in the future?

14. In your daily life, how will you apply what you have learned from this topic/lesson?



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2024

Bahasa Inggris Tingkat Lanjut: Let's Elevate Our English
untuk SMA/MA Kelas XI (Edisi Revisi)

Penulis: Rida Afrilyasanti, Anik Muslikah Indriastuti

ISBN: 978-623-388-208-8



Why Should We Live a Healthy Life?



Why is it important to prioritize our health?

Making health a priority is essential for living a happy and satisfying life today and in the future. We should live a healthy life to reach our future goals.

Learning Objective

By the end of Unit 4, you will be able to understand spoken, written, and multimodal texts to create hortatory exposition text about current issues and topic related to Physical education, Sports, and Health (PJOK).

Keywords

✓ Argument

✓ Think Positive

✓ Healthy Life

✓ Exercise

✓ Healthy Foods

✓ Eat Breakfast

Content Mapping

Listening

Learning objectives:

By the end of this lesson, you will be able to understand main ideas and details from spoken hortatory exposition texts about current issues and topic related to Physical education, Sports, and Health (PJOK).



Speaking

Learning objectives:

By the end of this lesson, you will be able to:

- respond orally to questions about spoken hortatory exposition texts about current issues and topic related to Physical education, Sports, and Health (PJOK).
- present the hortatory exposition text that has been written in front of your classmates orally.

Writing

Learning objectives:

By the end of this lesson, you will be able to write a hortatory exposition text about a current issue using an appropriate structure and language features.



Unit 4

Learning objectives:

- By the end of Unit 4, you will be able to understand spoken, written, and multimodal texts to create hortatory exposition text about current issues and topic related to Physical education, Sports, and Health (PJOK).
- You will gradually improve your critical thinking skills, autonomy, and creativity through your learning experiences in Unit 4.

Reading

Learning objectives:

By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal hortatory exposition texts about current issues and topic related to Physical education, Sports, and Health (PJOK).



Picture 4.1 Content Mapping of Unit 4



My Initial Understanding



Picture 4.2 Jogging

Look at the picture and answer the following questions with your classmates. What can you see from the picture? The picture leads you to a text that you will learn. Can you guess the topic we are going to learn in this Unit?



Let's Observe!

1. Have you exercised this week?
If yes, what kind of exercise have you done recently?
2. Is it beneficial for your body?
Why? Why not?
3. Could you share your opinion on why we should do exercise? If so, write 2-3 sentences about your opinion.



A. Let's Discuss

Learning objectives:

By the end of this lesson, you will be able to:

1. Understand main ideas and details from a spoken hortatory exposition about the topics related to Physical Education, Sports, and Health (PJOK).
2. Respond orally and written to questions about a spoken hortatory exposition about topics related to Physical Education, Sports, and Health (PJOK).





Activity 1

Look at the picture to guess the text then answer the questions.

1. What can you see in the picture?
2. To become a healthy student, what do you usually do daily?
3. Do you usually do exercise? If so, how many times a week?
4. Do you agree to the opinion that we must have a positive thinking attitude to become healthy?
5. Do you think that eating junk food will increase the chance of becoming ill or unhealthy? Why? Why not?



Picture 4.3 Healthy Living



Activity 2

Work in pairs. Based on picture 4.3 in Activity 1, what should someone do to live a healthy life? Number 1 has been done for you.

1. I should eat healthy food to make my body healthy.
2. _____
3. _____
4. _____
5. _____



Activity 3

Let's learn some vocabulary items from the text below.

Immune (Adjective) = not susceptible or responsive.	Vaccines work by training and preparing the immune system to recognize and fight off the viruses and bacteria they target.
Vulnerable (Adjective) = capable of being physically or emotionally wounded.	When you skip vaccines, you leave yourself vulnerable to illnesses such as shingles, pneumococcal disease, flu, and HPV and hepatitis B, both leading causes of cancer.
Prevent (Verb) = to keep from happening or existing.	Potential side effects associated with vaccines are uncommon and much less severe than the diseases they prevent .
Robust (Adjective) = having or exhibiting strength or vigorous health.	The US has a robust approval process to ensure that all licensed vaccines are safe.
Pneumococcal (Noun) = a bacterium (<i>Streptococcus pneumoniae</i>) that causes an acute pneumonia involving one or more lobes of the lung.	When you skip vaccines, you leave yourself vulnerable to illnesses such as shingles, pneumococcal disease, flu, and HPV and hepatitis B, both leading causes of cancer.

Let's see if you understand the new words you've learned by filling in the blanks.

1. Cold weather can indeed increase a number of factors that can make us _____ to illness.
2. The WHO estimates that in 2005 _____ infections were responsible for the death of 1.6 million children worldwide.
3. We need a _____ approach to keep our body fit, one of which is that we must exercise diligently and eat nutritious food.
4. One way to ensure that we don't get sick easily and that our _____ system is strong is to increase our intake of high levels of vitamins, minerals and antioxidants.
5. To _____ us from getting sick easily, we have to fill our plates with colorful foods so that the body can get many types of vitamins and minerals.





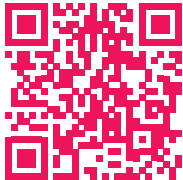
Activity 4

Let's listen to the text entitled "Why we should be vaccinated." While listening, fill in the blanks with the vocabulary you have learned.

The Audio



Scan me:



Or, click me:

<https://buku.kemdikbud.go.id/s/engt11n>

Title	Why We Should be Vaccinated	Key language features
THESIS Position	 Picture 4.4 Discussing about Vaccination Everyone should get vaccine. Here are <u>some reasons why we should be vaccinated.</u>	- Text opener predicting arguments <u>Explicit factors</u>
ARGUMENT 1 Point 1: vaccines can save lives	First, vaccines can save lives. Vaccines train and prepare the 1)_____ system to recognize and fight off the viruses and bacteria they target. After vaccination, if the body is later exposed to those disease-causing germs,	- Text internal conjunctions and paragraph openers signaling the points - Noun groups naming participants - If clauses expressing reasoning

Title	Why We Should be Vaccinated	Key language features
Elaboration: Vaccines work by training and preparing the immune system	the body is immediately ready to destroy them, preventing 2)_____.	Technical groups expressing scientific ideas
ARGUMENT 2 Point 2: vaccines will help keep you healthy. Elaboration: The Centers for Disease Control and Prevention (CDC) recommends vaccinations	Second, vaccines will help keep you healthy. The Centres for Disease Control and Prevention (CDC) recommends vaccinations throughout your life to protect against many 3)_____. When you skip vaccines, you leave yourself vulnerable to illnesses such as shingles, pneumococcal disease, flu, HPV and hepatitis B, both leading causes of cancer.	- Text internal conjunctions and paragraph openers signaling the points Conjunctions linking multiple possibilities for activity - Modal verb indicating future action - Action verbs indicating suggestion
ARGUMENT 3 Point 3: vaccines are safe Elaboration: The US has a robust approval process to ensure that all licensed vaccines are safe	Third, vaccines are safe. The US has a robust approval process to ensure that all licensed vaccines are safe. Potential side effects associated with vaccines are uncommon and much less severe than the 4)_____ they prevent.	- Text internal conjunctions and paragraph openers signaling the points - Participants and action verbs in the present tense expressing general activities - Conjunctions linking multiple possibilities for activity
ARGUMENT 4 Point 4: vaccines will not cause the diseases they are designed to prevent	Fourth, vaccines will not cause the diseases they are designed to prevent. Vaccines contain either killed or weakened viruses, making getting the disease from the vaccine impossible.	- Text internal conjunctions and paragraph openers signaling the points - If clauses indicating future action



Title	Why We Should be Vaccinated	Key language features
Elaboration: Vaccines contain either killed or weakened viruses		
REITERATION Reinforcement of position: From the facts above, it is time now to get vaccine	From the facts above, it is time now to be vaccinated. Take whatever vaccine is available first, even if you have already had COVID-19. Everyone should be vaccinated as soon as possible once it's their turn and not wait. Approved COVID-19 vaccines provide a high degree of 5)_____ against getting seriously ill and dying from the disease, although no vaccine is 100% protective. <i>Adapted from www.who.int and www.nfid.org</i>	- Summarizing appealing to reader's logic and emotion - Attitudes expressing effort to reinforce the position



Activity 5

Listen to the text again and answer the following questions.

Thesis:

1. What is the text about?

Answer:

2. What is the writer's position?

Answer:



3. What is the communicative purpose of the text?

Answer:

Arguments:

4. Write the writer's arguments why we should be vaccinated.

Answer:

Reiteration:

5. What does the author suggest regarding the issue that we should be vaccinated?

Answer:

6. Do you think that the last sentence of the text is an appropriate recommendation of the thesis?

Answer:

Reflect and Evaluate:

7. "Everyone should get a vaccine as soon as possible once it's your turn and not wait." (p. 6) Do you agree with this statement? Explain your answer.

Answer:

8. "What would you do if you were invited to have a vaccine nowadays?"

Answer:





Activity 6

After comprehending the text you have listened to, let's reflect and think to find the text's purpose.

1. What do you feel after listening to the text?

2. Identify the purpose of the text.

3. Do you think vaccination can be replaced with other methods to protect our body from disease? Why?

4. Listen to the audio of the text entitled "Why we should be vaccinated" again then determine whether the following statements are True (T) or False (F).

Statements	True (T)	False (F)
a. The world is in the end of a COVID-19 pandemic.		
b. Potential side effects associated with vaccines are uncommon and much less severe than the diseases they prevent.		
c. Vaccines can save lives.		
d. Vaccines will not cause the diseases they are designed to prevent.		
e. All vaccines are 100% protective.		





Activity 7

Work in a group of three. Discuss the questions.

Imagine that you are in a bus station and there is someone who doesn't wear mask in the midst of Covid-19 pandemic.

1. What will you do?
2. What make you choose that action?



Activity 8

Let's learn the internal conjunction by doing Practice 1 and Practice 2.

In a hortatory exposition, we can find internal conjunctions such as *first*, *second*, *third*, etc. *First*, *second*, and *third* in a hortatory exposition function as **internal conjunctions**, which function to link ideas to each other but not based on time, but based on the unity of ideas.



Practice 1

Underline the internal conjunction in the sentences below.

1. Second, vaccines will help keep you healthy.
2. When you skip vaccines, you leave yourself vulnerable to illnesses such as shingles, pneumococcal disease, flu, and HPV and hepatitis B, both leading causes of cancer.
3. Fourth, vaccines will not cause the diseases they are designed to prevent.





Practice 2

Make sentences using the following internal conjunction.

1. even though

Answer:

2. then

Answer:

3. so that

Answer:

4. before

Answer:

5. since

Answer:



Activity 9

Practice the dialogue below with your seatmate. The dialogue is about the reasons why we should be vaccinated. Through the dialogue, you will learn about internal conjunction.

- Rashid : Where are you going, Anis?
Anis : I am going to the medical center.
Rashid : Why do you go there?
Anis : I am going to have my COVID-19 second vaccination.
Rashid : What for? You have been vaccinated, haven't you?
Anis : Yes, I have. But I need the second one, too.



- Rashid : Why should you get vaccinated twice? Do you have any strong reasons to do that?
- Anis : Of course, I do. First, COVID-19 vaccination is the safest way to help the immune system build protection against the virus that causes COVID-19. My risk of covid-19 infection is reduced by 5 times by being fully vaccinated.
- Rashid : What else?
- Anis : Next, my risk of death from COVID-19 is reduced by 10 times by being fully vaccinated. My risk of spreading COVID-19 to my friends, family, loved ones and those around me is reduced.
- Rashid : Oh, so, the risk will be reduced by getting full vaccination, right?
- Anis : Yes, you are right, Rashid. All activities become safer when we're vaccinated. Vaccination helps with community immunity, or herd immunity, which will reduce the spread of the virus and prevent further variants from emerging.
- Rashid : If I get vaccinated, could I help end the pandemic sooner?
- Anis : Yes, you can help end the pandemic sooner for all of us by being fully vaccinated.

Adapted from <https://www.belfercenter.org/publication/16-reasons-why-you-should-get-vaccinated>



Activity 10

Answer the questions based on the dialogue and share your answers with your partner.

1. What is the dialogue about?
Answer:

2. Where will Anis go?
Answer:

3. What is Anis argument about her act?
Answer:



4. Do you agree with Anis's arguments about getting full vaccination? Why? Why not?

Answer:

5. What would you do after reading the text if you were in the midst of COVID-19 pandemic and you hadn't got the second vaccine?

Answer:



Activity 11

Please work in groups. Find any article related to the reason why we should eat fruit. Read the articles and then give your opinion about the reasons why we should eat fruit.

My opinion about the reasons why we should eat fruit

I think we should eat fruit even though it contains sugar because _____





B. Let's Read

Learning objectives:

By the end of the lesson, you will be able to understand the main ideas and details from written-multimodal hortatory exposition texts about current issues and topic related to Physical education, Sports, and Health (PJOK).



Activity 1

Work individually. Let's learn some vocabulary items from the text below.

Lifestyle (Noun) = the typical way of life of an individual, group, or culture.

The key in maintaining a balanced **lifestyle** is to do some little healthy changes daily in order to start seeing improvement in your health.

Expectancy (Noun) = the expected amount (as of the number of years of life) based on statistical probability.

That will increase your life **expectancy** simply because your immune system will get better, you will suffer far less from diseases and colds and you will have much more energy to do the things you love.

Meditation (Noun) = the act or process of meditating.

Healthy food, exercising, **meditation**, yoga are all incredible things you can include in your day-to-day life in order to start seeing results in your attitude towards the outside world and bring more optimism and positive vibes around yourself.



Abundant (Adjective) = existing or occurring in large amounts.

Feeling great about yourself from inside and outside is the key to living a more **abundant**, happy and confident life.

Herbal (Adjective) = of, relating to, utilizing, or made of herbs.

These are only a few things that can make you happier as part of a balanced lifestyle-you might want to practice a different kind of sport and create other healthy habits such as going to bed earlier, drinking **herbal** tea, reducing fat and caffeine, eating more green vegetables, etc.

Write an example of a sentence using the words.

1. lifestyle : _____
2. expectancy : _____
3. meditation : _____
4. nutritional : _____
5. herbal : _____



Activity 2

Work in pairs. View the infographic carefully then answer the questions. While viewing, read the information in the infographic which will lead you to guess the next text. Discuss the three questions following the infographic with your classmate.



Picture 4.5 The Healthy Eating Pyramid

1. What information do you find from the infographic?
2. Living a healthy life includes eating healthy food. Do you agree with the statement? Why? Why not?
3. What information does the infographic creator want to convey to his readers?



Activity 3

Let's read the text entitled "5 Reasons why you should embrace a healthy lifestyle today". While reading, please pay attention to the linguistic features listed in the table by underlining the linguistic features.



Title	5 Reasons why you should embrace a healthy lifestyle today	Key linguistic features
THESIS Position The key in maintaining a balanced lifestyle is to do some little healthy changes daily in order to start seeing improvement in your health, appearance, activity and energy	 Picture 4.6 Healthy Lifestyle Nowadays many people are stuck with the idea of getting a perfect slim body, often influenced by media and magazines. The thing is there is not such a thing as the perfect weight and you do not have to look like a supermodel in order to feel good about yourself. The key in maintaining a balanced lifestyle is to do some little healthy changes daily in order to start seeing improvement in your health, appearance, activity and energy. Here are five key reasons why you need to embrace a healthy lifestyle today.	• Text opener predicting arguments • Attitude made explicit • Technical noun groups expressing scientific ideas
ARGUMENT 1 Point 1: First, you will live longer	First, you will live longer. The truth is that by eating healthy and nutritional food and taking care of your body you will add up to your overall health and well-being. That	• Text internal conjunctions and paragraph openers signaling points

Title	5 Reasons why you should embrace a healthy lifestyle today	Key linguistic features
Elaboration: The truth is that by eating healthy and nutritional food and taking care of your body you will add up to your overall health and well-being. That will increase your life expectancy.	will increase your life expectancy simply because your immune system will get better, you will suffer far less from diseases and colds and you will have much more energy to do the things you love. A healthy way of living will give you a better-quality lifestyle with increased confidence and excitement about being part of this world. Exercising can reduce stress and anxiety that comes from different areas of your life and make you aware that you need to focus more on your own health and body. With better life expectancy you will have a greater appearance, glowing skin and hair and you will look fitter and firmer.	• Action verb positioning the reader as capable • Technical noun groups expressing scientific ideas
ARGUMENT 2 Point 2: Second, you will feel happier Elaboration: By reducing stress and anxiety, your mood will improve and you will have much more happiness and excitement in your life	Second, you will feel happier. By reducing stress and anxiety, your mood will improve and you will have much more happiness and excitement in your life. Being healthy from inside and looking amazing from outside will definitely increase your emotional state and you will start seeing things from the	• Text internal conjunctions and paragraph openers signaling points • Internal conjunctions linking multiple possibilities for activity position the reader as capable • Evaluative words expressing critical thinking



Title	5 Reasons why you should embrace a healthy lifestyle today	Key linguistic features
	brighter side. Feeling great about yourself from inside and outside is the key to living a more abundant, happy and confident life. Healthy food, exercising, meditation, yoga are all incredible things you can include in your day-to-day life in order to start seeing results in your attitude towards the outside world and bring more optimism and positive vibes around yourself. These are only a few things that can make you happier as part of a balanced lifestyle-you might want to practice a different kind of sport and create other healthy habits such as going to bed earlier, drinking herbal tea, reducing fat and caffeine, eating more green vegetables, etc. The list here is endless and it is up to you what kind of habits you want to create in order to live a healthier and happier lifestyle.	
ARGUMENT 3 Point 3: Third, you will become more confident Elaboration: When you start feeling good about your body,	Third, you will become more confident. When you start feeling good about your body, you become a much more confident person every time you look at yourself in the mirror. Maintaining	- Text internal conjunctions and paragraph openers signaling points - Action verb positioning the reader as capable

Title	5 Reasons why you should embrace a healthy lifestyle today	Key linguistic features
you become a much more confident person every time you look at yourself in the mirror.	a healthy and fit body can really boost your self-esteem and confidence. When you look good outside, you start feeling amazing inside too and that can be seen in all different areas of your life-at home, at your workplace and when you are out with friends. It is simply a great way of feeling confident and amazing at the same time about yourself.	Internal conjunctions linking multiple possibilities for activity positioning the reader as capable
ARGUMENT 4 Point 4: Fourth, you will inspire other people and become a role model Elaboration: When you start feeling great about yourself and your body there is no way you cannot motivate other people around you to do the same	Fourth, you will inspire other people and become a role model. When you start feeling great about yourself and your body there is no way you cannot motivate other people around you to do the same. Your friends and your family will start seeking advice and ask you how you have succeeded in maintaining a healthy lifestyle. When you are so full of life, excitement and confidence, other people will be seeing you as their role model and will be inspired to take care of themselves too. Each time you are going to the gym or including a healthy snack in your diet you are giving an example	- Text internal conjunctions and paragraph openers signaling points - Action verb positioning the reader as capable - Internal conjunctions linking multiple possibilities for activity positioning the reader as capable - Technical noun groups expressing scientific ideas



Title	5 Reasons why you should embrace a healthy lifestyle today	Key linguistic features
	and encouraging others to do the same. We all need to consider our actions in terms of what food we eat and how often we exercise as this has a huge influence on the younger generation-kids, nephews, nieces and cousins. What a greater way to be good role models for the younger ones when we could teach them more about nutritional food, health and sport?	
ARGUMENT 5 Point 5: Fifth, you will look younger Elaboration: Eliminating junk food from your plate can have a huge influence on how your skin and hair look like.	Fifth, you will look younger. Here comes the best part of embracing a healthy lifestyle-you will look and feel much younger. You will be full of energy because nutritional diet, enough exercise and sleep are the key ingredients in maintaining a balanced life. Eliminating junk food from your plate can have a huge influence on how your skin and hair look like. The truth is cutting out on bad food can clear your skin, reduce blemishes and spots and deliver a smoother and shinier skin.	• Text internal conjunctions and paragraph openers signaling points • Action verb positioning the reader as capable • Technical noun groups expressing scientific ideas

Title	5 Reasons why you should embrace a healthy lifestyle today	Key linguistic features
REITERATION Reinforcement of position: From the arguments above, we can conclude that is the reason why we need to have daily healthy habits if we want to maintain a fit body, have younger appearance, softer and shinier hair and glowing skin.	From the arguments above, we can conclude that embrace a healthy lifestyle today will make us live longer, feel happier, become more confident, inspire other people and become a role model, and look younger. Those are the reasons why we need to have daily healthy habits if we want to maintain a fit body, have younger appearance, softer and shinier hair and glowing skin. <i>Lifhack.org. "5 Good reasons why you should embrace healthy lifestyle today".</i>	Summarizing appeals to reader's logic and emotion

Read the Explanation.

What do these language patterns tell us about how well you have developed an argument?

At the whole text level, the text successfully moves through the stages of hortatory exposition to clearly identify the issue to be addressed and make an appeal for action. Arguments with a number of points justify the appeal. The exposition is written as a persuasive essay.

Language to express and develop ideas

Evidence of moving into a civic field through:

1. familiar participants (you, yourself, your family, your friends) and some more specialized participants (younger generation-kids, nephews, nieces and cousins)
2. processes that shift from the past (before life a healthy life) to the present (discussing the issue) and to the future (considering the benefits)
3. arguments use fact and logical reasoning to elaborate on the reasons why we should embrace a healthy lifestyle



4. noun groups functioning as generalized participants whose actions contribute to the problem
5. action verbs in the present tense that express facts
6. complex sentences, with conjunctions and text internal conjunctions, that establish a clear line of reasoning using cause-effect sequences.

Language to interact with others

Evidence of a developing control of tenor through:

1. modal verbs (will) that distinguish between fact and speculation
2. adverbial of quantity (many people) and adverbial of frequency (often) that express attitude implicitly

Language to structure and organize text

The text is organized cohesively in the written mode through:

1. the stages and argumentative phases, which are linked by text internal conjunctions ('First', 'Second')
2. word associations that build cohesive chains ('your life expectancy, 'a better-quality lifestyle, 'so full of life).



Activity 4

Work in pairs to discuss the questions and write your answers.

Thesis:

1. What is the text about?

Answer:

2. What is the writer's position?

Answer:

3. What is the communicative purpose of the text?

Answer:



Arguments:

4. What is the writer's reasons for embracing healthy lifestyle today?

Answer:

Recommendation:

5. What does the author suggest regarding embracing healthy lifestyle today?

Answer:

6. Do you think that the last sentence of the text is an appropriate recommendation for the thesis?

Answer:

Reflect and Evaluate:

7. "When you are so full of life, excitement and confidence, other people will be seeing you as their role model and will be inspired to take care of themselves too." (par. 7) Do you agree with this statement? Why? Why not?

Answer:



Activity 5

Match the paragraphs with the main ideas.



TIPS:

To find the main idea, think about what most of the details cover.



Paragraph

Main Ideas

- | | | | |
|---|-----------------------|-----------------------|---|
| 1 | ☐ | ☐ | a. The truth is that by eating healthy and nutritional food and taking care of your body you will add up to your overall health and well-being. |
| 2 | ☐ | ☐ | b. When you start feeling good about your body, you become a much more confident person every time you look at yourself in the mirror. |
| 3 | ☐ | ☐ | c. By reducing stress and anxiety, your mood will improve and you will have much more happiness and excitement in your life. |
| 4 | ☐ | ☐ | d. The key in maintaining a balanced lifestyle is to do some little healthy changes daily in order to start seeing improvement in your health, appearance, activity and energy. |
| 5 | ☐ | ☐ | e. When you start feeling great about yourself and your body there is no way you cannot motivate other people around you to do the same. |
| 6 | ☐ | ☐ | f. A healthy way of living will give you a better-quality lifestyle with increased confidence and excitement about being part of this world. |
| 7 | ☐ | ☐ | g. Healthy food, exercising, meditation, yoga are all incredible things you can include in your day-to-day life in order to start seeing results in your attitude towards the outside world and bring more optimism and positive vibes around yourself. |
| 8 | ☐ | ☐ | h. Here comes the best part of embracing a healthy lifestyle looking and feeling much younger! |
| 9 | ☐ | ☐ | i. We all need to consider our actions in terms of what food we eat and how often we exercise as this has a huge influence on the younger generation- kids, nephews, nieces and cousins. |





Activity 6

Learning about the language features of a hortatory exposition text can help you better understand the text. Work in pairs and answer these questions.

Why we should think positively



Picture 4.7 Think Positively

There are plenty of reasons why we need to consider thinking positively. First, thinking positively would lead to happiness. A positive attitude awakens happiness. We don't have to be rich or achieve goals to be happy. It is a matter of attitude. When we adopt a positive frame of mind, we become happy. Happiness does not depend on external causes. It comes from inside us.

Second, thinking positively strengthens our motivation. Thinking positively will help us accomplish dreams and goals, and tasks would be easier to fulfil. Motivation is a positive quality and a wonderful trait to have. It pushes us forward, encourages us, and helps us overcome obstacles. A positive frame of mind increases our motivation to succeed and get what we want. It will make us believe we will get what we want. It will also motivate us to achieve more than we ever expected.

Instructions

1. Underline the thesis
2. Color the text opener with **yellow**
3. Highlight the paragraph opener with **blue**
4. Color the technical groups with **red**
5. Color the internal conjunction with **green**
6. Color the summarizing paragraph with **grey**



Why we should think positively

Instructions

Third, thinking positively leads to better self-esteem. Our attitude and the way we think have much to do with how we feel about ourselves. If we adopt a positive attitude and think positively, we will have a better opinion of ourselves, which means a sense of self-esteem. When we possess a positive attitude toward ourselves and toward life, the people around us will have a better opinion of us, and would treat us with more respect. Loving ourselves, being good to ourselves, and being happy, are expressions of thinking positively. This attitude would also enhance our self-confidence, our courage, and our inner strength.

Fourth, thinking positively improves our health. People who think positively are usually more energetic and healthier than people who think negatively. They are happier, and this positive thinking of course, affects their health. The mind has a strong effect on the body and on health. When we think positively, our immune system is healthier, and our body recuperates faster.

Fifth, thinking positively improves relations. Another reason why we should adopt a positive way of thinking is the effect it has on relations with people. People tend to gravitate and to like positive people, and to keep a distance from negative people. People who think positively bring joy, happiness and uplifting energy, and are fun to be around. They bring light and joy, and energize their environment.

Based on the arguments above, we can conclude that having a positive mindset is the best gift we can give to ourselves. A person who has a positive attitude is always content with what they have and



Why we should think positively

Instructions

will always teach us that giving up is never an option. Building our mind in a positive way would lead us to be stronger, and negativity within us will be killed.

Adapted from Successconsciousness.com. "Five reasons why you should think positively".



Activity 7

Learning about a hortatory exposition structure can help you better understand the main ideas and details in a hortatory. Work in pairs and answer these questions.

Thesis:

1. What is the text about?

Answer:

2. What is the writer's position?

Answer:

3. What is the communicative purpose of the text?

Answer:

Arguments:

4. What is the writer's reasons thinking in a positive way?

Answer:



Recommendation:

5. What does the author suggest regarding why we should think positively?

Answer:

6. Do you think that the last sentence of the text is an appropriate recommendation for the thesis?

Answer:

Reflect and Evaluate:

7. “People who think positively bring joy, happiness and uplifting energy, and are fun to be around” (par. 6) Do you agree with this statement? Why? Why not?

Answer:



Activity 8

Let's discuss more. Express your opinion and discuss it with your classmates.

You want to live a healthy life by starting to do exercises every morning. What should you do to start your new lifestyle? Write your opinion in 150-200 words count.

Answer:





Activity 9

What do you think a hortatory exposition text is? Read the notes below and discuss with your classmates.

The text entitled “Five reasons why you should think positively” is a hortatory exposition text. The purpose of a hortatory exposition text is to give advice or suggestion to the readers to make a choice by considering the presented arguments.

The text entitled “Five reasons why you should think positively” includes all the elements of the structure of a hortatory exposition text. They are: thesis, arguments, and recommendation of the thesis.

Table 4.1 The structure of hortatory exposition text

Structure of a hortatory exposition text	
Thesis	presents announcement of issue of concern
Arguments	presents the reasons for concern, leading to recommendation
Recommendation	presents the statement of what ought or ought not to happen, the author tries to invite and persuade the reader to do something

Extracted from: Emilia (2016); Humphrey & Vale (2020)



Activity 10

Learning about the language features of a hortatory exposition text can help you better understand the text. Read the explanation below and complete Practice 1.



Table 4.2 The linguistic features of hortatory exposition text

Some linguistic features of a hortatory exposition text	
Linguistic features	Examples from the text
Using Simple Present Tense	When you adopt a positive frame of mind you become happy.
Using abstract noun	Happiness does not depend on external causes. It comes from inside you.
Using action verbs	When you possess a positive attitude toward yourself and toward life, the people around you will have a better opinion of you, and would treat you with more respect.
Using modal verb	Thinking positively will help you accomplish dreams and goals, and tasks would be easier to fulfil.
Using internal conjunction	When you think positively your immune system is healthier, and your body recuperates faster.

Extracted from Emilia (2016)



Practice 1

Take a closer look at the text below, then fill in the blank.

Title	Why We should Think Positively	Linguistic features
_____	There are plenty of reasons why we need to consider thinking positively.	Simple present: Examples _____
_____	First, thinking positively would lead to happiness. A positive attitude awakens happiness. We don't have to	Action verbs: Examples _____

Title	Why We should Think Positively	Linguistic features
_____	be rich or achieve goals to be happy. It is a matter of attitude. When we adopt a positive frame of mind, we become happy. Happiness does not depend on external causes. It comes from inside us.	Internal conjunction: Examples_____ Modal verbs: Examples_____
_____	Second, thinking positively strengthens our motivation. Thinking positively will help us accomplish dreams and goals, and tasks would be easier to fulfil. Motivation is a positive quality and a wonderful trait to have. It pushes us forward, encourages us, and helps us overcome obstacles. A positive frame of mind increases our motivation to succeed and get what we want. It will make us believe we will get what we want. It will also motivate us to achieve more than we ever expected.	
_____	Third, thinking positively leads to better self-esteem. Our attitude and the way we think have much to do with how we feel about ourselves. If we adopt a positive attitude and think positively, we will have a better opinion of ourselves, which means a sense of self-esteem. When we possess a positive attitude toward ourselves and toward life, the people around us will have a better opinion of us, and would treat us with more respect. Loving ourselves, being good to ourselves, and being happy, are expressions of thinking positively.	



Title	Why We should Think Positively	Linguistic features
	This attitude would also enhance our self-confidence, our courage, and our inner strength.	
	Fourth, thinking positively improves our health. People who think positively are usually more energetic and healthier than people who think negatively. They are happier, and this positive thinking of course, affects their health. The mind has a strong effect on the body and on health. When we think positively, our immune system is healthier, and our body recuperates faster.	
	Fifth, thinking positively improves relations. Another reason why we should adopt a positive way of thinking is the effect it has on relations with people. People tend to gravitate and to like positive people, and to keep a distance from negative people. People who think positively bring joy, happiness and uplifting energy, and are fun to be around. They bring light and joy, and energize their environment.	
	Based on the argument above, we can conclude that having a positive mindset is the best gift we can give to ourselves. Thinking positively awakens happiness, strengthens our motivation, leads to better self-esteem, improves our health, and improves relations. <i>Adapted from Successconsciousness.com. "Five reasons why you should think positively".</i>	

When you read the text above, you may find an action verb as one of the linguistic features of a hortatory exposition. Let's learn more about action verbs.

An action verb is a verb that the subject can do. If a subject can do the action, it is an action verb. Action verbs can be in any verb tense. Action verbs can be transitive or intransitive verbs.

Writingexplained.org. "Action Verb".

Now, pay attention to the words/phrases in bold. All of them are action verbs.

1. First, thinking positively **would lead** to happiness.
2. A positive attitude **awakens** happiness.



Practice 2

Underline the word/phrase which contain action verbs.

1. When we adopt a positive frame of mind, we become happy.
2. Second, thinking positively strengthens our motivation.
3. Thinking positively will help us accomplish dreams and goals, and tasks would be easier to fulfil.
4. If we adopt a positive attitude and think positively, we will have a better opinion of ourselves, which means a sense of self-esteem.
5. People who think positively are usually more energetic and healthier than people who think negatively.

Let's Read and Learn the Following Explanation.

Transitive verbs and intransitive verbs are both action verbs. **Transitive verbs** "transfer" the action to an object. That is, the subject does something to someone or something else through a transitive verb. Transitive verbs will answer the question "to what?" or "to whom?"



Examples of transitive verbs:

Statement : They bring light and joy, and energize their environment.

Question : They bring what?

Answer : light and joy

Writingexplained.org. "Action Verb".

Intransitive verbs do not transfer action and will not have direct objects.

Intransitive verbs will not answer the question "to what?" or "to whom?"

Examples of Intransitive Verbs:

statement: "It comes from inside us."

The phrase "**from inside us**" does not answer "what" or "whom".

The verb "**comes**" is an intransitive verb.

Both transitive and intransitive verbs are action verbs, however. In each example sentence above, the subject is **doing** something.

Writingexplained.org. "Action Verb".



Practice 3

Put a check on the right column when you find a transitive or intransitive verb in the statement.

No.	Statement	Using transitive verb	Using intransitive verb
1.	We don't have to be rich or achieve goals to be happy.		
2.	It will make us believe we will get what we want.		
3.	When we possess a positive attitude toward ourselves and toward life, the people around us will have a better opinion of us, and would treat us with more respect.		

No.	Statement	Using transitive verb	Using intransitive verb
4.	When we think positively, our immune system is healthier, and our body recuperates faster.		
5.	Another reason why we should adopt a positive way of thinking is the effect it has on relations with people.		

Let's Read and Learn the Explanation.

Non-action verbs, or stative verbs, do not refer to an action. Rather, they express a state of being, opinion, need, preference, or sense.

Examples:

It **is** a matter of attitude.

Happiness **does not depend** on external causes.

As you can see, there is no action taking place in these sentences. Rather, they are more descriptions of reality, a state of being, a preference, etc.

Writingexplained.org. "Action Verb".



Practice 4

Read the sentences below and underline the word/phrase that indicating non-action verbs or stative verbs.

1. Loving ourselves, being good to ourselves, and being happy, are expressions of thinking positively.
2. They are happier.
3. The mind has a strong effect on the body and on health.
4. People tend to gravitate and to like positive people, and to keep a distance from negative people.
5. We can conclude that having a positive mindset is the best gift we can give to ourselves.



Because action verbs are something a subject can do, only action verbs can take on the progressive tense. Non-action verbs cannot be used in the progressive tense. This is because the progressive tense itself is used for ongoing action. Only an action verb can be used in the progressive tense.

Writingexplained.org. "Action Verb".

Examples:

X Incorrect: He is wanting dinner.

X Incorrect: They are seeming healthy.

X Incorrect: She is needing a cup of coffee.

Rather, non-action verbs use the simple present tense.

✓ Correct: He wants dinner.

✓ Correct: They seem healthy.

✓ Correct: She needs a cup of coffee.



Practice 5

Learning about action verbs used in a hortatory exposition text will make you find it easier to draft your text using the verb. Now, decide whether each sentence below contains action verbs by putting a tick (✓) in the right column.

No.	Sentence	Yes	No
1.	Eating healthy foods improves our energy level.		
2.	Certain healthy foods have a big impact on increasing the levels of relaxing chemicals in our body, serotonin and dopamine, while reducing the level of stress-inducing hormone, cortisol.		
3.	Fourth, eating healthy foods reduces stress.		
4.	We won't have to starve ourselves to accomplish weight loss.		



No.	Sentence	Yes	No
5.	Enjoying the benefits of eating healthy and avoiding disease will naturally lead to a longer life.		



Activity 11

Now that you have learned about the structure of a hortatory exposition text, you are learning about the linguistic features of a hortatory exposition text. Discuss the notes with your classmates.

Why we should eat healthy foods

Living healthy is very important. There are several reasons why we should live healthily by eating **healthy foods**.

First, eating healthy foods improves our energy level. Eating healthier foods will drastically increase our energy level. This occurs **because** we are eating foods richer in the B and D vitamins. These vitamins play an important role in enhancing our energy.

Second, eating healthy foods reduces the risk of diseases. Many don't realize how our eating-habits can increase or prevent our risk of certain diseases.

Third, eating healthy foods boosts our brain function. Research consistently shows that health-promoting nutrients—such as **creatine, an amino acid found in grass-fed beef, omega 3's from fatty fish, and vitamin D in dairy**—can boost our mood and combat depression.

Stages and phases

The structure:

1. The thesis of the text shown in the sentence:

2. The first argument of the text shown in the sentence:

3. The second argument of the text shown in the sentence:

4. The third argument of the text shown in the sentence:

5. The fourth argument of the text shown in the sentence:

6. The recommendation of the text shown in the sentence:



Why we should eat healthy foods

Fourth, eating healthy foods reduces stress. Certain healthy foods have a big impact on increasing **the levels of relaxing chemicals** in our body, **serotonin and dopamine** while reducing the level of **stress-inducing hormone, cortisol**.

Fifth, eating healthy foods boosts our **immunity**. Current research shows that by eating healthy foods we will keep our **gut bacteria** happy and healthy. This in turn strengthens our immune system reducing the chance of **infections**.

Sixth, eating healthy foods helps us lose weight. Losing weight will come automatically when we go from unhealthy to healthy foods. Just by cutting and replacing unhealthy foods with healthier choices we will be getting **low calorie nutrient solid foods** to fuel our weight loss. Just replace **bad calories** with **good calories**.

Seventh, eating healthy foods lengthens our life. The 2014 **Journal of Epidemiology and Community Health Study** found that people who eat seven or more daily servings of fruit and vegetables are 42 percent less likely to keel over on any given day compared to people who eat little to no produce.

From the arguments above, we can conclude that is the reason **why** we need to eat healthy foods **if** we want to improve our energy level, reduce the **risk of diseases**, boost our **brain function**, reduce stress, boost our **immunity**, lose weight, and lengthen our life.

*Adapted from createyourhappy.org.
"Top 7 reasons why you should eat healthy".*

Stages and phases

The words/sentence in highlight shows:

1. Blue highlight shows:

2. Green highlight shows:

3. Yellow highlight shows:

4. Red highlight shows:

5. Brown highlight shows:





Activity 12

You have read a text using the structure of a hortatory exposition. The information flow of a text begins with the thesis, followed by arguments to strengthen the thesis, and finally it ends with a recommendation. Discuss the structure of the text with the class.

Thesis	There are plenty of reasons why you should think positively. Here are a few reasons why you need to consider to think positively		
Argument 1	First,	←	←
Argument 2	Second,	←	←
Argument 3	Third,	←	←
Argument 4	Fourth,	←	←
Argument 5	Fifth,	←	←
Restatement of the Thesis	Based on the arguments above, we can conclude that having a positive mindset is the best gift you can give to yourself.		



Activity 13

Look at the picture below and discuss the questions with your partner.

1. Based on the picture, what is your opinion about what the woman does?
2. State your opinion about the fact that healthy foods are more expensive than fast foods?
3. Now, we are going to explore different actions we can do to get a better lifestyle. Start by choosing one action you plan to commit to doing. You may choose one of the following:

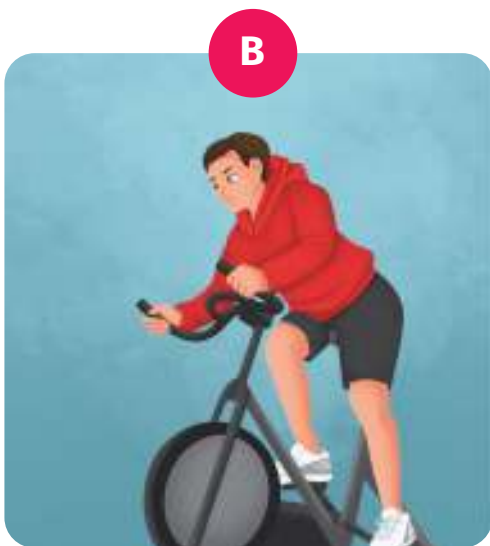


Picture 4.8 Making a Glass of Juice

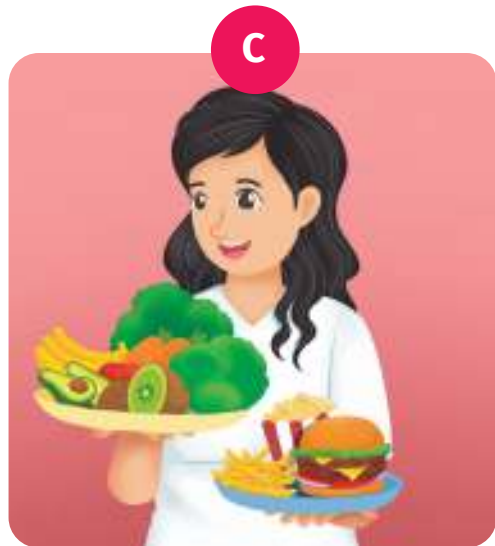




Picture 4.9 Salad



Picture 4.10 Cycling



Picture 4.11 Healthy Foods

- A. Eat healthy foods.
- B. Do exercise.
- C. Prefer fruits and vegetables over fast foods.



Activity 14

Work in a group of four. Read the text about “Reasons why you need to eat less sugar right now.” Then, answer the questions following the text.

Why We Need to Eat Less Sugar Right Now

Sugar has become our first health enemy. The American Heart Association recommends that no more than 100-150 of our daily calories come from sugar, and most every other health organization agrees that we should be eating far less sugar than we do. In addition to shedding excess weight, there are a variety of other health benefits that come from cutting back on the sugar we consume every day. And when we feel better, we are more effective.



Picture 4.12 Eating Less Sugar

Here are just a few reasons why everyone should be eating less sugar. First, eating less sugar lowers cardiovascular disease and risk of heart attack. In addition to obesity being a contributor to increased blood pressure, people with diets in which 25% of calories come from added sugar are twice as likely to die from cardiovascular disease.

Second, eating less sugar reduces the chance of Alzheimer's and depression. Diets high in sugar reduce production of a chemical known as brain-derived neurotrophic factor (BDNF), a chemical which helps the brain form novel memories and recall the past. Low BDNF levels are present in those with glucose metabolism impairment--such as diabetics--and have been linked to development of dementia and Alzheimer's disease.



Third, eating less sugar makes us look younger, healthier, clearer skin and clearer mind. A lifetime of overeating sugar can lead to skin losing its elasticity and appearing wrinkled. Sugar molecules eventually damage collagen and elastin—chemicals responsible for keeping skin youthful and vibrant.

Based on the arguments above, we can conclude that eating less sugar lowers cardiovascular disease and risk of heart attack, reduces the chance of Alzheimer's and depression, and makes us look younger, healthier, clearer skin and clearer mind. Sugar, with its incredibly high glycemic index, prevents us from achieving our true potential in many more ways than weight gain. So, in recommendation, we should be wary of our food choices, and choose less sugar consistently to effortlessly change the way we live.

Adapted from <https://www.inc.com/peter-economy/3-reasons-why-you-need-to-eat-less-sugar-right-now.html>

1. Identify the main idea of each paragraph.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

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

Answer:

3. Do you agree that sugar prevents us from achieving our true potential in many more ways than weight gain? Write your opinion in 150-200 words count.

Answer:



Activity 15

You have learned about the structure and some linguistic features of a hortatory exposition text. Let's see if you understand the explanation by **filling in the blank and highlighting the linguistic features** of the text entitled "Why we need to eat less sugar right now".

Title	Why We Need to Eat Less Sugar Right Now	Linguistic features
	Sugar has become our first health enemy. The American Heart Association recommends that no more than 100-150 of our daily calories come from sugar, and most every other health organization agrees that we should be eating far less sugar than we do. In addition to shedding excess weight, there are a variety of other health benefits that come from cutting back on the sugar we consume every day. And when we feel better, we are more effective.	A. Using simple present tense Example: _____ B. Action verbs Example: _____ C. Internal conjunction Example: _____
	Here are just a few reasons why everyone should be eating less sugar. First, eating less sugar lowers cardiovascular disease and risk of heart attack. In addition to obesity being a contributor to increased blood pressure, people with diets in which 25% of calories come from added sugar are twice as likely to die from cardiovascular disease.	



Title	Why We Need to Eat Less Sugar Right Now	Linguistic features
	Second, eating less sugar reduces chance of Alzheimer's and depression. Diets high in sugar reduce production of a chemical known as brain-derived neurotrophic factor (BDNF), a chemical which helps the brain form novel memories and recall the past. Low BDNF levels are present in those with glucose metabolism impairment--such as diabetics--and have been linked to development of dementia and Alzheimer's disease.	
	Third, eating less sugar makes us look younger, healthier, clearer skin and clearer mind. A lifetime of overeating sugar can lead to skin losing its elasticity and appearing wrinkled. Sugar molecules eventually damage collagen and elastin--chemicals responsible for keeping skin youthful and vibrant.	
	Based on the arguments above, we can conclude that eating less sugar lowers cardiovascular disease and risk of heart attack, reduces the chance of Alzheimer's and depression, makes us look younger, healthier, clearer skin and clearer mind. Sugar, with its incredibly high glycemic index, prevents us from achieving our true potential in many more ways than weight gain. So, in recommendation,	



Title	Why We Need to Eat Less Sugar Right Now	Linguistic features
	we should be wary of our food choices, and choose less sugar consistently to effortlessly change the way we live. <i>Adapted from https://www.inc.com/peter-economy/3-reasons-why-you-need-to-eat-less-sugar-right-now.html</i>	



C. Let's Write

Learning objectives:

By the end of this lesson, you will be able to:

1. write a hortatory exposition about current issues and topics related to Physical Education, Sports, and Health (PJOK) using an appropriate structure of organization and language features.
2. present the hortatory exposition in front of your classmates orally.



Activity 1

Write a hortatory exposition text about a healthy life in 200 words. You will find the language features of a hortatory exposition text in the text. Discuss with the class.

Before writing, you need to learn some skills authors use in writing **a hortatory exposition text**. A **hortatory exposition text** includes thesis, arguments, and recommendation. In order to help you plan your writing, use the mind maps below. Make similar mind maps in your notebook and draft your text.

1. Select a topic to write. You can also choose a different topic based on your interests. Here are two topics you could choose.



Topic 1

Recently, you have been too lazy to move your body to just do jogging or light exercise. You start to feel tired easily and get winded easily when you walk some distance. You become susceptible to flu and migraines. Why should you move your body and do exercise?

Topic 2

You love fast foods and drink soda much. You know that your body become less energetic nowadays. You want to change your way of life by changing the foods you eat. Why should you open up your mind first before changing the way of your life?

You can also read several sources for topic ideas. This mind map can help you organize text.

2. Plan the structure

What thesis will you present to open the topic?	Recently, I start to feel tired easily and get winded easily when I walk some distance. I become susceptible to flu and migraines. I think I should exercise to make my body stay healthy.
What are the arguments you will state?	First, _____ _____ Second, _____ _____ Third, _____ _____
How you will end your text?	Finally, _____ _____
Have you had the conclusion?	Based on the arguments above , I strongly believe that _____

3. Organize the ideas in a hortatory exposition text structure.

Thesis	Recently, I start to feel tired easily and get winded easily when I walk some distance. I become susceptible to flu and migraines. I think I should exercise to make my body stay healthy.	1. 2. 3. 4.
Argument 1	First, _____	
Argument 2	Second, _____	
Argument 3	Third, _____	
Argument 4	Fourth, _____	
Recommendation	Based on the arguments above, I strongly believe that	



Activity 2

Gather and organize all of your ideas by completing the text plan.

Text Plan		
Thesis - Introduce the phenomenon - Make a position - Create a clear thesis statement	- Recently, I start to feel tired and get winded easily when I walk some distance. - I become susceptible to flu and migraines. - I think I should do exercise to make my body stay healthy.	- Use a text opener to predict arguments - Use suitable linguistic features



Text Plan		
Argument 1 - State the first argument - Make elaboration	- Firstly,.....	Use suitable linguistic features
Argument 2 - State the second argument - Make elaboration	- Secondly,.....	Use suitable linguistic features
Argument 3 - State the third argument - Make elaboration	- Thirdly,.....	Use suitable linguistic features
Argument 4 - State the fourth argument - Make elaboration	- Finally,.....	Use suitable linguistic features
Recommendation Summarize the issue	Based on the arguments above, I strongly believe that	Use expressions which indicates a summary

Put your text planning notes into a hortatory exposition text layout. Then, you start your writing. At this stage, focus on your ideas first, then check your grammar, mechanics, and spelling. Pay attention to the example below.

Text Plan

Thesis • Introduce the phenomenon • Make a position • Create a clear thesis statement	Recently, I start to feel tired easily and get winded easily when I walk some distance. I become susceptible to flu and migraines. I think I should do exercise to make my body stay healthy.	• Use a text opener to predict arguments • Use linguistic features such as internal conjunctions, simple present usage, participants, action verb, or noun group
Argument 1 • State the first argument • Make elaboration	Firstly, I think sport is an activity that is very important for my body's health. By exercising regularly, my body becomes fitter, stronger and healthier.	• Use linguistic features such as internal conjunctions, simple present usage, participants, action verb, or noun group
Argument 2 • State the second argument • Make elaboration	Secondly, exercise can help improve my heart health, maintain a healthy weight, and reduce the risk of developing chronic diseases such as diabetes, high blood pressure, and coronary heart disease. In the long term, exercise can help increase my life expectancy and overall quality of life.	• Use linguistic features such as internal conjunctions, simple present usage, participants, action verb, or noun group
Argument 3 • State the third argument • Make elaboration	Thirdly, in addition to providing significant physical benefits, I think exercise can also help improve my mental health. Exercising regularly can help relieve	• Use linguistic features such as internal conjunctions, simple present usage, participants, action verb, or noun group



Text Plan

	my stress, improve my mood, and improve overall my mental health.	
Argument 4 • State the fourth argument • Make elaboration	Finally, by exercising, my body produces endorphins that make me feel happier and positive. Exercise can also help me improve the quality of my sleep, which in turn can help improve my mental and physical health.	• Use linguistic features such as internal conjunctions, simple present usage, participants, action verb, or noun group
Recommendation • Summarize the issue	Based on the arguments above, I strongly believe that by exercising, my body's activities become balanced. Eating too much will create fat deposits if it is not balanced with exercise, playing too many games will also make my body less mobile, which will result in the body's development not being optimal due to lack of stimulation of development hormones.	• Use the expression to summarize.

After you finish your draft, you need to reread your draft, and ask for the teacher's feedback. Then, revise your work. You can also ask yourself the following questions:

1. Are my ideas presented in an order that makes the most sense?
2. Does my draft have thesis, arguments, and recommendation?



3. Are there any linguistic features that match to the hortatory exposition text?

If you answer “No” to the above questions, edit immediately. Exchange your draft with your classmates and get feedback from your classmates and your teacher. Based on the feedback, make corrections to your second draft, have it checked by another classmate, and then revise and write your third draft.



Activity 3

Let's proofread.

Develop your draft into a well written text. Don't forget to form your text into the structure and linguistic features of a hortatory exposition text.

<i>Your writing</i>	
	Remember to use the structure of a hortatory exposition text:
	• Thesis
	• Arguments
	• Recommendation
	Remember to use the linguistic features of a hortatory exposition text, such as:
	• Temporal internal conjunctions
	• Simple present usage
	• Participants
	• Action verb
	• Noun group

Once you are satisfied with the content of your writing, recheck the grammar, usage, and mechanics. Have your classmates' help you read and review your writing. Use these proofreading checklists.

1. The text has an interesting title.	
2. I have written my tittle correctly.	



3. I opened my writing with a good thesis.	
4. I use arguments to support my thesis.	
5. I conclude my writing with the correct conclusion	
6. There are no spelling and grammar errors in my writing.	
7. Capitalization and punctuations are correctly used.	
8. I use some linguistic features of a hortatory exposition text correctly	

If you still find some errors in your writing, you can immediately edit and make final corrections. Don't forget to proofread for the final check. When you do not find any errors anymore, your writing is ready to publish.



Activity 4

Publication.

It is time for you to publish your work. You will publish your work in your school magazine, school social media, or your social media. Choose the media you want to publish your work and publish and present it to the class.



Activity 5

Talking about my work.

After publishing your work, you may want to get feedback from your teachers, your friends, or maybe your online friends. Ask them using the dialog prompt below or just construct your dialogue by yourself.

Student 1 : Hi, do you like the story entitled _____?

Student 2 : Yes. I do. It is very interesting that I sometime don't think that ____

Student 1 : Yes, they _____ (more descriptions of the situation).

Student 2 : _____

Student 1 : _____

Student 2 : _____





D. Let's Check

Learning objectives:

Given a spoken text entitled “Why We should Eat Breakfast,” you will be able to:

1. complete the text with appropriate vocabulary items provided.
2. answer some questions about it.

Given a written text titled “Why should We Avoid Processed Food?” you will be able to:

1. complete the text with appropriate vocabulary items provided.
2. identify the text structure.
3. answer some questions about the topic.

Part 1

In this test section, you will hear a text titled “**Why We should Eat Breakfast**”
Listen to the text and then fill in the blanks with the words provided.

benefits	impact	bonding	regularly	steady
beneficial	regulate	activities	energy	crucial

The Audio



Scan me:



Or, click me:

<https://buku.kemdikbud.go.id/s/engt11p>



Why We should Eat Breakfast

Breakfast is often called the most important meal of the day and for good reasons. First, starting our day with breakfast is _____ (1) for firing up our metabolism. When we eat in the morning, our body starts processing food and burning calories. This is known as the thermic effect of food.

Second, eating breakfast gives us the _____ (2) we need for the day. When we sleep, our body continues to burn calories to maintain vital functions. By morning, our energy reserves need replenishing. A healthy breakfast refuels our body and replenishes our glucose supply, boosting our energy levels and alertness. This is essential for performing well in our daily tasks, whether it's at work, school, or during physical _____ (3).

Third, regularly eating breakfast can be a key factor in maintaining a healthy weight. People who eat breakfast are less likely to be overweight or obese compared to those who skip the meal. It's thought that eating in the morning helps _____ (4) our appetite and reduces the likelihood of overeating later in the day. Furthermore, breakfast can prevent us from reaching for high-calorie snacks, which is a common tendency when we are extremely hungry.

Fourth, a balanced breakfast can help stabilize our blood sugar levels, preventing sharp spikes and dips. This is particularly important for people with diabetes but is _____ (5) for everyone. Maintaining stable blood sugar levels helps regulate our body's insulin response. In addition to keeping our energy levels _____ (6), it also prevents mood swings and supports overall health.

Fifth, people who eat breakfast _____ (7) tend to have a better overall diet quality. Breakfast eaters are more likely to consume adequate amounts of fibre, vitamins, and minerals. A healthy breakfast sets the tone for the day, leading to better food choices throughout. It's a step towards a balanced diet, contributing to long-term health benefits. Including a variety of foods in our breakfast routine ensures a wider intake of different nutrients.

Sixth, breakfast time can also be an important social and family _____ (8) time. Families that eat breakfast together tend to have stronger relationships. It's a time to share nutritious meals and healthy eating habits. For children, this can be particularly influential, as they learn by example. Eating breakfast as a family can encourage positive mealtime behaviors and preferences for healthy foods.



Why We should Eat Breakfast

Seventh, starting our day with breakfast can positively _____ (9) our overall mood and outlook. It's a simple self-care practice that can set a positive tone for the rest of the day. Eating a nutritious meal in the morning can be a moment of calm before a busy day, providing mental clarity and a sense of preparedness. It's not just about the physical _____ (10); it's also about taking a moment for ourselves in the morning.

From the arguments above, we can conclude that eating breakfast will make our body starts processing food and burning calories. gives us the energy we need for the day, becomes a key factor in maintaining a healthy weight, helps stabilize our blood sugar levels, prevents sharp spikes and dips, makes us have a better overall diet quality, is an important social and family bonding time, and positively impacts our overall mood and outlook. Making breakfast a daily habit is a small step that can lead to big improvements in our health and lifestyle.

Adapted from <https://www.thehappyhomelife.com/reasons-why-you-should-eat-breakfast/>

Part 2

Respond orally to the following questions about the text you have listened to.

1. How does the text explain the reasons to why we should eat breakfast?

You can make some notes before you speak:

2. How does the author of the text say about eating breakfast habits which impact our diet quality?

You can make some notes before you speak:

3. How might the text make readers eat breakfast before they start the day?

You can make some notes before you speak:



Part 3

Read the task and the text below.

Title	Why should We Avoid Processed Food?
A	In the present busy world where everyone is running out of time, some processed foods are the _____ (1). Processed foods that are fortified with vitamins, minerals, and antioxidants can be beneficial in terms of providing essential nutrients in a person's daily diet. There are many instances of _____ (2) effects of processed or fortified foods. For example, baby foods fortified with iron and vitamin B12 can prevent anaemia; milk containing vitamin D can prevent rickets; salt containing iodine can prevent goitre, and so no. Despite having some beneficial ones, the majority of processed foods are detrimental for health as they contain a high amount of saturated fats, sugar, salt, and an unmatched number of calories.
B	Several scientific studies have _____ (3) that consumption of a high amount of processed food can increase the risk of cardiovascular disorder, metabolic disorders (obesity and diabetes), coronary heart disease, and cerebrovascular diseases. Some _____ (4) materials (bisphenol A), as well as additives (glutamate, sulphite, and carrageenan), can also have adverse effects on cardiovascular health.
C	Most importantly, children who _____ (5) a high amount of ultra-processed foods are more likely to develop dyslipidaemia, obesity, and hypertension later in life. Similarly, studies have shown that the percentage of _____ (6) consumed by a pregnant woman from ultra-processed food can be used to predict gestational weight gain and infant body fat.
D	Based from the arguments above, we can conclude that processed foods are not always junking food which has a bad _____ (7) on our body's health. As long as we choose the right type of fast food, we can still get a healthy diet from fast food that

Title	Why should We Avoid Processed Food?
	is still nutritionally balanced. The most important thing is to avoid eating excessive fast food. Always pay attention to _____ (8) and balance it with a healthy diet after we consume it. <i>https://www.news-medical.net/health/Why-Should-We-Avoid-Processed-Food.aspx.</i>

1. Fill in the blank with the correct words in the box.

packaging	portions	calories	consume
saviors	impact	claimed	beneficial

2. State if the sentence is a part of the text (A-D):

- The text opener of the issue. _____
- The arguments to support the thesis. _____
- The part where you can find the conclusion. _____
- The sentence which states the main issue. _____

3. Decide whether each sentence below is true or false, or Unstated (U).

T/F/U

- Processed foods are the saviors when someone run out of time. _____
- Baby foods fortified with iron and vitamin B12 can't prevent anaemia. _____
- The majority of processed foods are detrimental for health. _____
- Consumption of a high amount of processed food can reduce the risk of cardiovascular disorder. _____
- According to the text, processed foods are not always junking food which has a bad impact on our body's health. _____

4. Imagine if you eat processed food every day in a month, what will happen to your health? Write your opinion in 150 words.



5. “As long as you choose the right type of fast food, you can still get a healthy diet from fast food that is still nutritionally balanced.” (last paragraph) Do you agree with the author’s opinion? Write your agreement or disagreement in 100 words.

6. Fill in the blanks with the hortatory exposition text structure and linguistic features.

Title	Why should we avoid processed food?	Linguistic features
_____	 Picture 4.13 Processed Foods In the present busy world where everyone is running out of time, some processed foods are the saviors. Processed foods that are fortified with vitamins, minerals, and antioxidants can be beneficial in terms of providing essential nutrients in a person’s daily diet. There are many instances of beneficial effects of processed or fortified foods. For example, baby foods fortified with iron and vitamin B12 can prevent anaemia; milk containing vitamin	a. Simple present tense example: _____ b. Using action verbs example: _____ c. Temporal internal conjunctions example: _____ d. Modal verbs example: _____

Title	Why should we avoid processed food?	Linguistic features
	D can prevent rickets; salt containing iodine can prevent goitre, and so on. Despite having some beneficial ones, the majority of processed foods are detrimental for health as they contain a high amount of saturated fats, sugar, salt, and an unmatched number of calories.	
	Several scientific studies have claimed that consumption of a high amount of processed food can increase the risk of cardiovascular disorder, metabolic disorders (obesity and diabetes), coronary heart disease, and cerebrovascular diseases. Some packaging materials (bisphenol A), as well as additives (glutamate, sulphite, and carrageenan), can also have adverse effects on cardiovascular health.	
	Most importantly, children who consume a high amount of ultra-processed foods are more likely to develop dyslipidaemia, obesity, and hypertension later in life. Similarly, studies have shown that the percentage of calories consumed by a pregnant woman from ultra-processed food can be used to predict gestational weight gain and infant body fat.	



Title	Why should we avoid processed food?	Linguistic features
	In conclusion, processed foods are not always junking food which has a bad impact on our body's health. As long as we choose the right type of fast food, we can still get a healthy diet from fast food that is still nutritionally balanced. The most important thing is to avoid eating excessive fast food. Always pay attention to portions and balance it with a healthy diet after we consume it. <i>Retrieved from https://www.news-medical.net/health/Why-Should-We-Avoid-Processed-Food.aspx</i>	

Part 4

Please use the following questions to write your version for the continuation of "Why should we avoid processed food?". Follow a hortatory exposition text structure (thesis, arguments, and recommendation), and include some linguistic features to make your text flow.

1. How do people eat foods nowadays?
2. Could something happen to our body which is caused by the processed foods?
3. Some processed foods may bring benefit to our health. What are they?
4. What kind of act could someone do to prevent the bad impact of consuming processed food?



E. Enrichment

Learning objectives:

By the end of the enrichment activity, you will be able to:

1. read and comprehend the text entitled “Why You should Eat Green Vegetables Every Day.”
2. complete the structure and linguistic features of an analytical exposition text “Why You should Eat Green Vegetables Every Day.”

To improve your understanding of hortatory exposition, read and comprehend the text “Why we should eat green vegetables every day”.

Complete the table below to show your understanding of the structure of a hortatory exposition.

Why We should Eat Green Vegetables Every Day	Text Structure
Research has shown that eating at least 2-5 cups of fresh green vegetables along with 30-60 minutes of physical activity can help lower risk of becoming overweight and also cut the risk of cancer, heart disease, Type 2 diabetes and obesity. There are reasons why we should eat green vegetables every day.	
First, green vegetables give us stronger bodies. Leafy greens and green vegetables contain plenty of vitamins and minerals which help the body absorb protein and amino acids. One serving of kale contains more calcium than one serving of milk and more vitamin C than an orange. The lutein and indoles found in green vegetables like broccoli, Bok choy, asparagus etc. help make bones and teeth stronger. They also enhance muscle recovery and tissue repair.	



Why We should Eat Green Vegetables Every Day	Text Structure
Second, eating leafy greens provides us with antioxidants and phytochemicals which can reduce the risk of certain cancers. These nutrients fight free radical damage caused by toxins and pollutants in our environment. Therefore, adding green vegetables to our daily diet is definitely going to improve our long-term health and lower our risk of many diseases.	
Third, the fiber, vitamins, minerals and phytochemicals in green vegetables provide us with all the nourishment our hair and skin need, giving them a natural glow. With regular consumption of green vegetables, we can reduce the effects of environmental pollutants that accelerate aging. Green vegetables contain vitamin C, a collagen building antioxidant, which fights wrinkles, grey hair and other signs of aging. Greens also fight acne, rosacea and other skin conditions while strengthening the hair and reducing hair fall.	
Fourth, with regular consumption of green vegetables, we not only have lower cholesterol, but also improved vision, better bone and bowel health. The fiber in green veggies eliminates piled up toxins and waste in the colon to prevent constipation. This helps us get more energy to do our day-to-day tasks. They also prevent age-related memory loss and improve cognitive and brain function.	
Fifth, green vegetables increase satiety and keep us full longer. They help control hunger pangs and aid in weight management. Green veggies help our body absorb nutrients and essential fatty acids better to improve organ functioning and enhance metabolism. This automatically helps the body burn fat more effectively and maintains weight.	

Why We should Eat Green Vegetables Every Day	Text Structure
Form the arguments above we can conclude that eating more fruits and vegetables and less processed foods is always a good decision for health. If we feel healthy and it works for us without causing any internal issues or reactions, there shouldn't be any reason not to combine our fruits and vegetables. Keep in mind, everyone's body is different. The best way to know if something is right for us is to listen to our body's intuition and when in doubt, be tested by our doctor for sensitivities, allergies, hormonal levels, and blood sugar levels. Retrieved from https://community.thriveglobal.com/why-you-should-eat-green-vegetables-every-day/ and https://www.greensoulvibe.com/post/should-you-eat-your-fruits-vegetables-together	

Complete the table below to show your understanding of the linguistic features of a hortatory exposition text.

Why we should eat green vegetables every day	
Text opener	
Thesis	
Argument 1	
Elaboration of point in argument 1	
Argument 2	
Elaboration of point in argument 2	
Argument 3	

Why we should eat green vegetables every day	
Elaboration of point in argument 3	_____
Argument 4	_____
Elaboration of point in argument 4	_____
Argument 5	_____
Elaboration of point in argument 5	_____
Recommendation	_____



F. Project

Learning objectives:

By the end of the project, you will be able to write an essay about “Why We should Live a Healthy Life” and make an opinion about it.

Pay careful attention to the direction.



Direction:

1. You are about to go to a seminar next week.
2. You are asked to write an essay about “Why we should live a healthy life”
3. Draw a mind map of your topic.
4. State your thesis, arguments, and recommendation as the structure of a hortatory exposition.
5. The text is no more than 400 words count.



Why We should Live a Healthy Life

Thesis

Argument 1

Argument 2

Argument 3

Recommendation





G. Reflection

Learning objectives:

By the end of the reflection activity, you will be able to:

1. reflect on their achievement, what you think you have learned, and the challenges you encountered
2. plan your learning for subsequent lesson.

After completing Unit 4, this is the time for you to self-reflect or look back at your learning experiences by answering the following questions. There is no right or wrong answer. Just be honest.

CAN YOU?

1. I can identify the structure and linguistic features of a hortatory exposition text.



2. I can identify the aim of a hortatory exposition.



3. I can understand the main ideas and details from written hortatory exposition about current issues and topics related to Physical Education, Sports, and Health (PJOK) that I read.



4. I can understand the main ideas and details from spoken hortatory exposition about current issues and topics related to Physical Education, Sports, and Health (PJOK) I listen to.



5. I can write a single hortatory exposition about current issues and topics related to Physical Education, Sports, and Health (PJOK) using correct organization and grammar.



6. I can present the hortatory exposition that I have written.



WHAT?

7. Values I have learned from this unit are:

(You can tick all if applicable)

- a. Being responsible for our actions. ☐
- b. Caring for the land. ☐
- c. Taking action for future generations. ☐
- d. Understanding the consequences of every action. ☐
- e. Others (please mention) ☐

8. What is your favorite learning activity in this unit? Why?

9. What is your least favorite learning experience in this unit?

10. What difficulties did you encounter in learning this unit?

11. How does the material you have learned in this unit relate to real-world situations and problems?



NOW WHAT?

12. Which area would you like to improve?

13. What do you want to learn more in the future?

14. In your daily life, how will you apply what you have learned from this topic/lesson?



Glossary

abstract	having intrinsic form with little or no attempt at pictorial representation or narrative content.
abundant	existing or occurring in large amounts.
access	ability to obtain or make use of something.
action verbs	verbs that express action (whether it is physical or mental action).
adjective clauses	dependent clauses that give information about nouns.
adverb	a word that describes how something happens in narratives.
adverbial phrase	a group of words that modify a sentence's verb, adjective, or adverb.
adverbial clause	a dependent clause that describes a verb, an adjective, or an adverb.
affirmative	positive.
alienate	to cause someone or a group of people to stop supporting.
ambition	strong desire to be successful, rich, or powerful.
argument	a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong.
author	the writer of a book, article, play, etc.
capitalization	using capital or upper-case, letters.
chambers	a large room used for formal or public events.
character	a person in a novel, play, or movie.
characterization	a description or a unique characteristic or feature (physical, emotional, mental and social qualities) of someone or a thing that distinguishes one individual from another.
climax	the peak point of the problem or the highest point of tension in the story.



coda	a concluding part of a literary or dramatic work.
complex sentence	a sentence with one independent clause and at least one dependent clause.
complication	struggles or problems faced by the characters.
concrete	capable of being perceived by the senses; not abstract or imaginary.
confronted	faced up to and dealt with.
conservation	a careful preservation and protection of something especially planned management of a natural resource to prevent exploitation, destruction, or neglect.
dependent clause	a clause that cannot stand alone as a complete sentence.
direct speech	a representation of the actual words someone said.
drama	a serious play for the theatre, television, or radio.
efficiency	effective operation as measured by a comparison of production with cost (as in energy, time, and money).
effort	a serious attempt.
elaboration	the addition of more detail concerning what has already been said.
emergence	the act or an instance of emerging.
enrichment	the act or process of improving the quality or power of something by adding something else.
engage	to attract or involve (someone's interest or attention).
evaluate	to judge or calculate the quality, importance, amount, or value of something.
existence	the state of being honest or of being known or recognized.
expectancy	the expected amount (as of the number of years of life) based on statistical probability.

exposition	a comprehensive description and explanation of an idea or theory.
fairy tale	a children's story about magical or imaginary beings and lands.
fantasy	a type of story that is set in an imaginary world.
feasts	a large meal, typically one in celebration of something.
finite	(of a verb form) having a specific tense, number, and person.
gift	a natural ability or talent.
golden	colored or shining like gold.
grammar	the whole system and structure of a language.
guest	a person who is invited to visit or take part.
hallowed	very respected and praised because of great importance or age.
haunting	sad or frightening in a way that cannot be forgotten.
herbal	of, relating to, utilizing, or made of herbs.
heritage	something handed down from the past as a tradition.
hint	a slight or indirect indication or suggestion.
host	a person who receives or entertains other people as guests.
identification	the action or process of identifying someone or something or fact of being identified.
identity	the fact of being, who or what a person or thing is.
immense	extremely large or great, especially in scale or degree.
immune	not susceptible or responsive.
impact	the powerful effect that something has on somebody or something.
importance	the quality or state of being important.
indirect speech	speech which tells you what someone said.



initial	placed at the beginning.
insecurity	a feeling of lacking confidence and not being sure of your own abilities.
integrate	to bring together or incorporate (parts) into a whole.
interpret	to explain or tell the meaning of.
intuitive	possessing or given to intuition or insight
irrigation	the watering of land by artificial means to foster plant growth.
language feature	any word that gives your sentence additional significance or improves the overall quality of your writing.
legend	a traditional story sometimes popularly regarded as historical but unauthenticated.
lifeblood	the most important part of something.
lifestyle	the typical way of life of an individual, group, or culture.
listening	giving one's attention to a sound.
luring	having an often mysterious or magical power to attract.
main ideas	a general statement about the paragraph or text.
mantle	something that covers or surrounds something else.
meditation	the act or process of meditating.
mind map	a diagram for representing tasks, words, ideas, concepts or items linked to and arranged around.
miserable	very unhappy or uncomfortable.
misery	great unhappiness.
mood	a temporary state of mind or feeling.
moral	the lesson that the story teaches to the readers.
narrative	a text that tells about events that happen in a sequence and involve some problems.

nature	the usual way that a person or a creature behaves that is part of their character.
non-finite	a participle and does not show the tense and subject of the verb.
noun phrase	a phrase that includes a noun and (optionally) modifiers.
obsolete	of a kind or style no longer current: old-fashioned.
offerings	a thing offered, especially as a gift or contribution.
opinion	a view or judgement formed about something.
orientation	introduction of the characters, setting and directions of the story.
paw	the foot of an animal having claws.
past tense	the form of a verb used to describe actions in the past.
plot	the sequence of events that make up a story.
pneumococcal	a bacterium (<i>Streptococcus pneumoniae</i>) that causes an acute pneumonia involving one or more lobes of the lung
podcast	a digital audio file made available on the internet for downloading to a computer or mobile device.
polluted	contaminated with harmful or poisonous substances.
powerful	having great power, strength, or force.
preserve	to keep safe from injury, harm, or destruction.
prevent	to keep from happening or existing
prompt	something that prompts (causes) someone to do something.
proofread	read a material, mark any errors and corrections.
punctuation	the marks, such as period, comma, parentheses, etc.
readability	able to be read easily.
reading	the action or skill of reading written or printed matter.



reconstruction	the act or process of rebuilding, repairing or restoring something.
reflect	think deeply or carefully about.
reinforcement	the action or process of reinforcing or strengthening.
reiteration	the action of repeating something, usually for emphasis or clarity.
relative clause	one kind of dependent clause.
resolution	the end of the story.
resource	a natural source of wealth or revenue.
requirement	something wanted or needed.
retrieve	to get and bring back.
robust	having or exhibiting strength or vigorous health
sago	a food-safe starch grown in Southeast Asian wet forests.
security	the quality or state of being secure.
setting	the time and place when or where the story takes place.
sequence words	signal the sequence or order of events.
short story	a story with a fully developed theme but significantly shorter and less elaborate than a novel.
significance	the quality of being worthy of attention; importance.
simple sentence	any sentence with only one independent clause.
speaking	the action of conveying information or expressing one's thoughts and feelings in spoken language.
spelling	the forming of words from letters according to accepted usage.
storytelling	the description of ideas, belief, experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights.

supernatural

fiction

a genre of speculative fiction that exploits or centered on supernatural themes.

sustainability

ability to maintain or support process over time.

symbolic

serving as a symbol.

symbolize

represent by means of symbols.

talk show

a radio or television program in which person(s) engage in discussions or is interviewed.

thesis

a statement or theory is put forward as a premise to be proven.

tifa

a traditional wooden tubular-shaped musical instrument that originated from Maluku and Papua.

trait

a particular characteristic, quality, or tendency that someone or something has.

unleashed

to start or release something powerful and unstoppable.

value

a person's principles or standards of behavior; the importance or usefulness of something.

visualize

form a mental image of, or making (something) visible to the eye.

vulnerable

capable of being physically or emotionally wounded

viewing

the action of inspecting or looking at something.

word hunt

search determinedly for word.

yew tree

a tree with flat leaves like needles and small, red fruits. The tree is popular as the representation of the cycle of life and death.



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Profil Pelaku Perbukuan

Nama Lengkap : Dr. Rida Afrilyasanti, S.Pd., M.Pd
Email : afrilyasanti@gmail.com
Instansi : SMAN Taruna Nala Jawa Timur
Alamat Instansi : Jl. Raya Tlogowaru No. 66
Bidang Keahlian : Pendidikan Bahasa Inggris



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. 2018 – sekarang : Guru Bahasa Inggris di SMA Negeri Taruna Nala Jawa Timur
2. 2010 – 2018 : Guru Bahasa Inggris di SMA Negeri 8 Malang
3. 2009 – 2010 : Guru Bahasa Inggris di SMP Laboratorium Universitas Negeri Malang

Riwayat Pendidikan dan Tahun Belajar:

1. Non Gelar: Humboldt State University (HSU), California, U.S.A. (Under Graduate Student Exchange Program), (2008)
2. Non Gelar: Postgraduate Enrichment program in English Language Education, SEAMEO Regional Language Center, Singapore, (2016)
3. S3: Pendidikan Bahasa Inggris, Universitas Negeri Malang (2021 – 2024)
4. S2: Pendidikan Bahasa Inggris, Universitas Negeri Malang (2014 – 2016)
5. S1: Pendidikan Bahasa Inggris, Universitas Negeri Malang (2005 – 2009)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Beyond Covid-19 in Indonesia: Lower-Middle-Income Country Teachers' Voices about Distance Learning Methods. The Palgrave Handbook of Global Social Problems pp 1–16. (2022)
2. Buku Teks Bahasa Inggris Tingkat Lanjut Kelas XI (2021)
3. Fokus AKM SMA (2021)
4. Trimming the Digital Storytelling Instructions by Flipping the Classroom: A Response to Pedagogical Challenges in Implementing Digital Storytelling for Language Learning. Peter Lang Publishing. (2020)
5. Buku Teks Bahasa Inggris Peminatan Bahasa Inggris kelas X (2019)
6. Buku Teks Masa Depan Bahasa Inggris kelas VII (2018)
7. Let's Learn English with Merah Puti Emas (2018)



Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Involving students as collaborators in developing learning materials through action research. (2024). *Educational Action Research*. DOI: 10.1080/09650792.2024.2307566
2. Multilingual interventions in feedback: Communication strategy in teacher professional development training. (2024). *International Journal of Multilingualism*. DOI: 10.1080/14790718.2024.2312899
3. Factual vs. fake news: Teachers' lens on critical media literacy education in EFL classes. (2023). *Journal of Interactive Media in Education*, 1(11), 1-16.
4. Addressing information overload in smart environment: Framework for critical media literacy integration in EFL context. (2023). *Educational Media International*, 60(1), 1-17.
5. EFL students' participations and teachers' roles in online discussion forum for critical media literacy learning. (2023). *Contemporary Educational Technology*, 15(2), 1-17.
6. Supporting students' critical media literacy skills using digital storytelling through the flipgrid application. (2023). *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 42(1), 84-104.
7. Gamification as a helping hand for students' learning adaptation due to covid-19 pandemic. (2022). *The Journal of Asia TEFL*, 19(4), 1301-1310.
8. The implications of instructors' digital literacy skills for their attitudes to teach critical media literacy in EFL classrooms. (2022). *International Journal of Media and Information Literacy*, 7(2), 283-292.
9. Tuning up a CMLL toolbox: Analyzing web-based applications for critical media literacy learning. (2022). *Interactive Technology and Smart Education*, 19(4), 544-567.
10. A sudden shifting: Students', teachers', and parents' adaptation during and after Covid-19 learning. (2022). *Pegem Journal of Education and Instruction*, 12(2), 143-150.
11. A case study on nonverbal communication in EFL classes in Indonesian context. (2020). *Humanising Language Teaching*, 22(4).
12. Migrating from P to E: Introducing E-portfolios across paper-dominated tasks to fuel higher order thinking. (2018). *SEAMEO QITEP in Language Research Grants*.
13. Indonesian EFL students' perceptions on the implementation of flipped classroom model. (2017). *Journal of Language Teaching and Research*. 8(3), 476-484.
14. Effect of flipped classroom model on Indonesian EFL students' writing ability across and individual differences in learning. (2016). *International Journal of English Language and Linguistics Research*. 4(5), 65-81.
15. The implementation of flipped classroom model in EFL writing. (2015). *Jurnal Bahasa, Sastra, Seni, dan Pengajaran*, 43(1), 37-47.

Nama Lengkap : Anik Muslikah Indriastuti, S.Pd.,
M.Hum.

Email : anikmuslikah@gmail.com

Alamat Instansi : Jalan Ir. Sutami 36 A, Kerting, Surakarta

Bidang Keahlian: Bahasa Inggris, Linguistik



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Guru Bahasa Inggris SMK N 1 Mondokan Sragen Tahun 2004–2010
2. Dosen Bahasa Inggris UT UPBJJ Surakarta Tahun 2008–2011
3. PNS di Badan Pengembangan dan Pembinaan Bahasa Jakarta Tahun 2011–2017
4. Instruktur Bahasa Indonesia bagi Penutur Asing (BIPA) di Kedutaan Besar Serbia Jakarta Tahun 2011
5. Instruktur Bahasa Indonesia bagi Penutur Asing (BIPA) di Kedutaan Besar India Jakarta Tahun 2012–2013
6. Instruktur Bahasa Indonesia bagi Penutur Asing (BIPA) di Kedutaan Besar Pakistan Jakarta Tahun 2012–2013
7. Dosen Bahasa Indonesia Universitas Trisakti Jakarta Tahun 2012–2014
8. Instruktur Bahasa Indonesia bagi Penutur Asing (BIPA) di Kedutaan Besar India Jakarta Tahun 2016
9. PNS di UNS Tahun 2017–sekarang

Riwayat Pendidikan dan Tahun Belajar:

1. UNNES Semarang (Pendidikan Bahasa Inggris 1997–2001)
2. UNS Surakarta (Linguistik Penerjemahan 2005–2007)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Splash Bahasa Inggris untuk SMK Kelas XII Rumpun Kesehatan, Pekerjaan Sosial, Agribisnis dan Agroteknologi, serta Kemaritiman (Kurikulum Merdeka) Tahun 2024
2. Splash Bahasa Inggris untuk SMK Kelas XII Rumpun Bisnis Manajemen, Pariwisata, Ekonomi Kreatif (Kurikulum Merdeka) Tahun 2023
3. Splash Bahasa Inggris untuk SMK Kelas XII Rumpun Teknologi (Kurikulum Merdeka) Tahun 2023
4. Splash Bahasa Inggris untuk SMK Kelas XI Rumpun Bisnis Manajemen, Pariwisata, Ekonomi Kreatif (Kurikulum Merdeka) Tahun 2023



5. Splash Bahasa Inggris untuk SMK Kelas XI Rumpun Kesehatan, Pekerjaan Sosial, Agribisnis dan Agroteknologi, serta Kemaritiman (Kurikulum Merdeka) Tahun 2022
6. Splash Bahasa Inggris untuk SMK Kelas XI Rumpun Teknologi (Kurikulum Merdeka) Tahun 2022
7. Splash Bahasa Inggris untuk SMK Kelas X (Kurikulum Merdeka) Tahun 2022
8. Yuuk...Cari Tahu tentang PIRLS, TIMMS, PISA, dan AKM...Sigap menyambut AKM 2021 (e-book) Tahun 2021
9. Fokus AKM SMA (dengan tim) Tahun 2021
10. E-Smash Bahasa Inggris SMK Kelas X (berdua dengan tim) Tahun 2021
11. E-Smash Bahasa Inggris SMK Kelas XI (berdua dengan tim) Tahun 2021
12. E-Smash Bahasa Inggris SMK Kelas XII (berdua dengan tim) Tahun 2021
13. Point to Point Bahasa Inggris untuk SMK kelas X Tahun 2021
14. Point to Point Bahasa Inggris untuk SMK kelas XI Tahun 2021
15. Point to Point Bahasa Inggris untuk SMK kelas XII Tahun 2021
16. Buku Siswa Bahasa Inggris Peminatan SMA/MA kelas X (dengan tim) Tahun 2019
17. Buku Guru Bahasa Inggris Peminatan SMA/MA kelas X (dengan tim) Tahun 2019
18. Buku umum: English Conversation for Beginners Tahun 2017
19. Buku umum: Basic English Grammar Tahun 2017
20. Buku saku: Tujuh hari pertama di Indonesia (Your first seven-days in Indonesia) (dengan tim) Tahun 2014
21. Buku Guru Bahasa Indonesia SMA/MA/SMK kelas XII (dengan tim) Tahun 2014
22. Buku Siswa Bahasa Indonesia SMA/MA/SMK kelas XII Semester 2 (dengan tim) Tahun 2014
23. Buku Siswa Bahasa Indonesia SMA/MA/SMK kelas XII Semester 1 (dengan tim) Tahun 2014
24. Buku Guru Bahasa Indonesia SMA/MA/SMK kelas XI (dengan tim) Tahun 2014
25. Buku Siswa Bahasa Indonesia SMA/MA/SMK kelas XI Semester I (dengan tim) Tahun 2014
26. Buku Siswa Bahasa Indonesia SMA/MA/SMK kelas XI Semester 2 (dengan tim) Tahun 2014



Penelaah

Nama Lengkap : Emi Emilia

Email : emi.emilia@upi.edu

Instansi : Universitas Pendidikan Indonesia

Alamat Instansi : Jalan Setiabudi No. 229 Bandung

Bidang Keahlian : Language and Literacy Education

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Kepala Pusat Pengembangan Strategi Dan Diplomasi
2. Kebahasaan, Badan Bahasa, Kemdikbud (2015–2019)
3. Dosen Pendidikan Bahasa Inggris (1990–sekarang)
4. Ketua Program Studi Pendidikan Bahasa Inggris tingkat Sarjana (2021–2023)
5. Ketua program Studi Pendidikan Bahasa Inggris Terintegrasi S1, S2, S3: (2023–sekarang)

Riwayat Pendidikan dan Tahun Belajar:

1. Sarjana Pendidikan bahasa Inggris IKIP Bandung (sekarang UPI): (1985–1989)
2. Postgraduate Diploma of Arts in Translating and Interpreting: Deakin University Australia: (1992)
3. Master of Education in Language and Literacy Education: Deakin University: Australia: (1995–1995)
4. Ph.D in Language and Literacy Education: The University of Melbourne: (2022–2005)
5. Endeavour Postdoctoral Program from Department of Education, Science, and Technology Australia: Deakin University: (2007)
6. Program Postdoctoral PAR B: Kemdikbud: Sydney University: (Nov 2009–Feb 2010)
7. Program Postdoctoral: The University of Technology Sydney: (July 2013)
8. Program Postdoctoral: The University of Sydney: (Nov 2022 – Jan 2023)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Emilia, E. (2014). *Introducing Functional Grammar*: Pustaka Jaya.
2. Emilia, E., Muhammad Hatta S., Yusuf, D. (2018). *Berkomunikasi dalam Bahasa Inggris untuk CPNS Kemendikbud*. Kemdikbud.

3. Emilia, E. (2020). Implementasi Program Merdeka Belajar dan Kampus Merdeka. Dalam M. Ali (2020). (Editor). *Pendidikan Menuju Era Indonesia Emas*. Bandung: UPI Press.
4. Emilia, E. (2020). *Praktik Pengajaran BIPA (Bahasa Indoensia Bagi Penutur Asing)* Modul. Pusat Pengembangan Bahasa. Badan Bahasa. Kemdikbud.
5. Emilia, E. (2020). *Metode Penelitian Praktik Pengajaran dan Diplomasi Kebahasaan, Modul*. Pusat Pengembangan dan Perlindungan Bahasa. Badan Bahasa Kemdikbud.
6. Emilia, E., Gunawan, W., & Kurniawan, E. (2021). *Pembelajaran berbasis genre: Konsep, praktik, dan kajian kritis pengajaran bahasa*. UPI Press.
7. Emilia, E., & Siti Saleha Gandana, I. (2021). Antara Cinta dan Cita: Kisah dua Akademisi. Perempuan Menggapai Asa. Bab dalam buku *Dari UPI untuk Pertiwi*. UPI Press.
8. Emilia, E. (2021). Ralph Tyler and his contribution to the development of curriculum of English. Bab dalam Y. Wirsu, T.I. ., Hardini, (2021) (Editor). *Learning strategies and learner autonomy: Pedagogical struggles and opportunities in language and literature education*. UPI Press.

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Emilia, E., and Hamied, F.A. (2015). Systemic Functional Linguistic Genre Pedagogy ((SFL GP) in a Tertiary EFL Writing Context in Indonesia. *TEFLIN Journal* 26 (2) 155-182. <https://doi.org/10.15639/teflinjournal.v26i2/155-182>
2. Emilia, E., Yunita, N., Syifa, I. L. (2017). Gender in EFL Classroom: Transitivity Analysis in English Textbook for Indonesian Students. *Indonesian Journal of Applied Linguistics* 7(1) 206-214. <https://doi.org/10.17509/ijal.v7i1.6877>.
3. Emilia, E., Habibi, N., Ariang Bangga L. (2018). An analysis of cohesion of exposition text: An Indonesian context. *Indonesian Journal of Applied Linguistics*, 7(3), 504-514 <https://doi.org/10.17509/ijal.v7i3.9791>.
4. Emilia, E., Palupi, D., Kusumawardhani, F. (2019). *Membaca di era digital*. Badan Bahasa. Kemdikbud. (Buku hasil penelitian di 34 provinsi mengenai kemampuan siswa kelas X dalam membaca setara PISA).
5. Maryono, G.D., & Emilia, E. (2022). An analysis of International Baccalaureate-English Language Curriculum for middle year program. *Parole. Journal of Linguistics and Education* 12 (1). DOI: 10.14710/parole.v12i1.119-129.
6. Emilia, E., & Hamied, F.A. (2022). Translanguaging practices in a tertiary EFL Context in Indonesia. *TEFLIN Journal* 33 (1) 47-74. <https://doi.org/10.15639/teflinjournal.v33i1/47-74>.
7. Emilia, E., Tuckyta Sari Sudjatna., & Kurniasih, N. (2022). Training teachers to teach PISA-like reading. *Indonesian Journal of Applied Linguistics* 12(1). (A paper as the result of a collaborative study between Indonesia University of Education, Pajajaran University, and Bandung Institute of Technology).

Penelaah

Nama Lengkap : Dr. Nurmala Elmin Simbolon, S.S., M.Ed.

Email : simbolon73@gmail.com

Instansi : Politeknik Negeri Pontianak

Alamat Instansi : Jl. Ahmad Yani Pontianak 78122, Kalimantan Barat
Bidang Keahlian: Pendidikan Bahasa dan (Sastra) Inggris

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Sejak 2005: Dosen Bahasa Inggris di Politeknik Negeri Pontianak, Pengajar mata kuliah: Maritime English, English for Business, English for Fish Processing, English for Engineering, Teaching Test of English as a Foreign Language (TOEFL) classes
2. Sejak 2019: Pelatih English Club "POWERS" di Politeknik Negeri Pontianak
3. 2023-2024: Panitia Pelaksana Pusat Kampus Merdeka (PPKM)
4. 2022: Manager Kerjasama Program IISMA Vokasi di Direktorat Pendidikan Tinggi Vokasi Kemdikbudristek
5. 2021: Tim Pengembang program Kelas Internasional di Pendidikan Tinggi Vokasi Kemdikbudristek
6. 2018: Analis Pada riset yang berjudul "Visible Learning Project at Butler College," Western Australia
7. 2017: Analis pada proyek "Research and Education Training Program "–RETP WAHTN Western Australia at University of Western Australia

Riwayat Pendidikan dan Tahun Belajar:

1. Curtin University, Western Australia Doctor of Education (S3) (2012–2017)
2. University of South Australia, South Australia Master of Education (S2) (2009–2010)
3. University of North Sumatera, Indonesia Bachelor of Letters (English Language and Literature) (S1) (1993-1997)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Sadiq, N. & Simbolon, N.E. Fostering translanguaging pedagogy environment in Indonesian higher education EMI settings: A critical discourse analysis in Dogan Yuksel, Mehmet Altay, & Samantha Curle, *Multilingual and Translingual Practices in English Medium of Education.*, pp 51-75. Bloomsbury Publishing Plc. (2024).

2. *English for Seafarers (Bahasa Inggris bagi Pelaut)*, Yogyakarta, Deepublish. <https://deepublishstore.com/shop/buku-english-for-seafarers/> (2022)
3. Simbolon, N., E. Partial English Instruction in English Medium Instruction (EMI) practice: Perspectives from Lecturers in a University in Indonesia. In J. Valcke & R. Wilkinson (Eds.), *Integrating Content and Language in Higher Education: Perspectives on Professional Practice*. Pp. 167-185. Frankfurt: Peter Lang. Tahun (2017).

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. “English for Specific Purposes (ESP) learning material design: Adopting the Indonesian local wisdom for international course syllabus.” (Disetujui didanai oleh beasiswa Fulbright, USA). (2024).
2. “English Medium Instruction: Digital innovation for teacher training and developing Best Practice” (Kolaborasi Riset bersama mitra periset di University of Glasgow, UK, yang didanai British Council Indonesia). (2022-2023).
3. Simbolon, N. E. English Medium Instruction (EMI) in Higher Education: Insights from Indonesian Vocational Lecturers. *Journal of Ultimate Research and Trends in Education*, 5 (1), 11-20. (2023).
4. Fitria, T.N., & Simbolon, N.E. Online Learning Implementation and Challenges during Covid-19 Pandemic: English Lecturers' Perspective in Indonesia. *Soshum Jurnal Sosial dan Humaniora*, 12(2):171-183. (2022).
5. Fitria, T.N., & Simbolon, N.E. Possibility of metaverse in education: opportunity and threat. *SOSMANIORA: Jurnal Ilmu Sosial dan Humaniora*, 1(3), 366–376. (2022).
6. Simbolon, N. E. Needs Analysis of English for Specific Purposes (ESP) Courses in Vocational Higher Education 32 IMEC/IMLA Conference Proceedings in September 2021. (2021).
7. Simbolon, N.E. English medium instruction (EMI) practice: The internationalization process of higher education in Indonesia, *Englisia: Journal of Language, Education, and Humanities*, 8 (2), 72-83. DOI: <http://dx.doi.org/10.22373/ej.v8i2.8961>. (2021).
8. Simbolon, N. E. EFL students' perceptions of blended learning in English language course: learning experience and engagement, *Journal on English as a Foreign Language*, 11/1/2021, 152-174 (ISSN 20221657). DOI: <https://doi.org/10.23971/jefl.v11i1.2518>. (2021).
9. Simbolon, N. E. & Febriyanti, Y. The selection of learning materials from YouTube resources for a Maritime English Course, *Indonesian Journal of Applied Linguistics (IJAL)*, 10 (2)/2020, 460-470 (ISSN 2301-9468). DOI: <https://doi.org/10.17509/ijal.v10i2.28587>. (2020).
10. Simbolon, N. E., Oliver, R. & Mercieca, P. Lecturers' perceptions of English medium instruction (EMI) practice at a university in Indonesia. *Journal of Social Science and Humanities (JSSH)*, 28 (2)/2020, 1065-10-83. (ISSN 0128-7702). (2020).



Nama Lengkap : RA Jazilatul Andini
Email : heloo.jila@gmail.com
Bidang Keahlian : Ilustrator

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Admin di PT. Getei Teknologi Utama Surabaya. 2014 - 2020
2. Freelance Ilustrator. 2020 - Sekarang

Riwayat Pendidikan dan Tahun Belajar:

1. SMK Idhotun Nasyi'in Lamongan. 2011

Judul Buku yang Pernah di Ilustrasikan dan Tahun Terbit (10 Tahun Terakhir):

1. *Puasa Meraih Taqwa*. Penerbit Rodiya Family (2023)
2. *Maryam goes fruit picking*. Penerbit Date Tree Book London (2023)
3. *Satu, Dua, Tiga, Tarik!*. Gerakan Literasi Nasional (2023)
4. *Cingciripit*. Gerakan Literasi Nasional (2023)
5. *Festival Bandeng Kawak*. Balai Bahasa Jawa Timur (2023)
6. *Jaran Kepang Blarak*. Balai Bahasa Jawa Timur (2023)
7. *Krupuk Puli Mak Sri*. Balai Bahasa Jawa Timur (2023)
8. *Si Lalampa Toboli*. Balai Bahasa Sulawesi Tengah (2023)
9. *Tradisi Takiran*. Balai Bahasa Jawa Tengah (2023)
10. *Apa yang harus Lulu lakukan?*. Paudpedia (2023)
11. *Tari Bantengan Mada*. Paudpedia (2023)

Informasi lain:

Tautan akun sosial media: <https://www.instagram.com/jazilandini>





Editor

Nama Lengkap : Dr. Raden Safrina, M.A.

Email : safrina@upi.edu

Instansi : Universitas Pendidikan
Indonesia

Alamat Instansi : Jalan Setiabudhi 229,
Bandung

Bidang Keahlian: Susastra

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. (2023-2019) Kepala Balai Bahasa UPI
2. (2019-2014) Ketua Departemen Pendidikan Bahasa Inggris, FPBS, UPI
3. (2019–sekarang) Managing Editor Jurnal IJAL (Indonesian Journal of Applied Linguistics)
4. (2017 – 2023) Penelaah Penerjemahan Buku Anak PPSDK
5. (2023) Editor Buku Audio <https://buku.kemdikbud.go.id/katalog/buku-audio-bahasa-inggris:-train-of-thoughts-untuk-sma-ma-kelas-xii-tingkat-lanjut>
6. 2024 Editor Buku Siswa BTU dan Buku Panduan Guru Bahasa Inggris SMA Kelas XI

Riwayat Pendidikan dan Tahun Belajar:

1. (2006-2001) Fakultas Ilmu Budaya, Universitas Indonesia, Depok
2. (1991-1993) School of English and Linguistics, Macquarie University, Sydney
3. (1980-1985) Fakultas Keguruan Sastra dan Seni, IKIP Bandung.

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Sahabatku Indonesia Buku 6–2018/penulis pertama

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Contesting Indonesia in Children's Films An Analysis of Language Use and Mise-en Scene – 2016 penulis pertama
2. Kopi Priangan: Pengukuhan Identitas Melalui Budaya Ngopi dan Bermedsos – 2019 penulis ketiga
3. Lokalitas dan Globalitas dalam sebuah perjalanan pemahaman konsep diri: Penelitian Berbasis Cerita – 2020/penulis kedua
4. Staying local in a global discourse: A study of comments on selected minifictions written by A Sundanese women writer in Fiksimini Basa Sunda Facebook group -2022



Editor Visual

Nama Lengkap : Alfian Candra
Ayuswantana., S.T., M.Ds
Email ✨ : alfianayuswantana.
dkv@upnjatim.ac.id
Instansi : Universitas
Pembangunan Nasional
“Veteran” Jawa Timur
Alamat Instansi : Jl. Rungkut Madya No. 1
Bidang Keahlian: Ilustrasi, Komik

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Vector Artist at stockunlimited.com (2014-2016)
2. Asisten Akademik Kelompok Keahlian Ilmu Desain dan Budaya Visual FSRD ITB (2017-2018)
3. Dosen Program Studi Desain Komunikasi Visual Universitas Pembangunan Nasional “Veteran” Jawa Timur (2019-Sekarang)

Riwayat Pendidikan dan Tahun Belajar:

1. Institut Teknologi Sepuluh Nopember (S1) (2006)
2. Institut Teknologi Bandung (S2) (2018)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Kajian Sosok Naga Pada Iklan Susu Bear Brand 2021 & 2016 Dalam Sudut Pandang Posmodernisme (2021)
2. Pengembangan Bahan Ajar Web Komik Bertema Kesejarahan untuk Mata Pelajaran IPS Bagi Siswa Kelas Viii Sekolah Menengah Atas Dalam Rangka Meningkatkan Motivasi Belajar Siswa Di Era Pandemi (2021)
3. Representasi Sosio-Kultural Masyarakat Budaya Arek Dalam Boneka Wayang Gathotkaca Krodha Pada Wayang Jekdong (2024)

Informasi lain:

<https://scholar.google.co.id/citations?user=wh2KUXUAAAAJ&hl=en>

Nama Lengkap : Ulfah Yuniasti

Email : ulfahyuniasti2006@gmail.
com

Bidang Keahlian: Desain grafis



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. 2013–sekarang : Desainer Buku (*freelancer*) di Pusat Perbukuan

Riwayat Pendidikan dan Tahun Belajar:

D3 Desain Grafis Politenik Negeri Media Kreatif Jakarta (2010–2013)

Judul Buku yang pernah di desain dan Tahun Terbit (10 Tahun Terakhir):

1. Panjangati. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2024)
2. Memanah Bintang di Tambasa. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2023)
3. Buku Siswa dan Panduan Guru Model Buku Teks SMK Berbasis *Soft Skills*: Produksi dan Siaran Program Televisi untuk SMK/MAK Kelas XI (2023)
4. Dasar-Dasar Teknik Konstruksi Kapal SMK/MAK Kelas X Semester 2. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2023)
5. Buku Siswa dan Buku Panduan Guru Dasar-Dasar Nautika Kapal Niaga SMK/MAK Kelas X. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2023)
6. Buku Panduan Guru Prakarya dan Kewirausahaan: Kerajinan SMP/MTs Kelas VIII. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2022)
7. Dasar-Dasar Teknik Konstruksi Kapal SMK/MAK Kelas X Semester 1. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2022)
8. Buku Panduan Guru Capaian Pembelajaran Elemen Nilai Agama dan Budi Pekerti untuk Satuan PAUD. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2021)