

NEWSROOM IN THE CLASSROOM



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UU No 28 tahun 2014 tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

Pembatasan Pelindungan Pasal 26

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

- i. penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
- ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
- iii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
- iv. penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

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1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

NEWSROOM IN THE CLASSROOM

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Niken Purwani**



PENERBIT NABA EDUKASI INDONESIA

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PENERBIT NABA EDUKASI INDONESIA

PREFACE

Praise be to God Almighty, because by His grace and blessings the learning material book "News Casting for English Club Learners" can be compiled and completed well. This book is specifically designed to support the extracurricular activities of the English Club at the Senior High School level, with a focus on news casting skills or broadcasting news in English.

News casting activities not only train formal and expressive speaking skills, but also develop self-confidence, accuracy of pronunciation, intonation, and the ability to work in a team. Therefore, this book is compiled with a practical and communicative approach, equipped with basic materials, sample scripts, exercises, and creative projects that can support practice-based learning.

We hope that this book can be an inspiring and applicable learning resource for students who want to develop their interests and talents in the world of English broadcasting and communication. We would like to express our gratitude to all parties who have supported the compilation of this book, especially the enthusiastic English Club students.

We realize that this book is far from perfect. Therefore, we greatly expect constructive criticism and suggestions for the improvement and development of the next edition.

Finally, hopefully this book can provide real benefits in improving English language competence and fostering a spirit of work among the younger generation.

Yogyakarta, June 2025
Compiler

GUIDE TO USE THE COURSEBOOK

The course is structured into well-defined, practical sections aimed at progressively enhancing your English communication skills for newscasting. Here's how to make the most of it

- **Listening practice:** Listen to the audio multiple times. Take notes on important phrases, vocabulary, and the intonation used. Try to imitate the speakers' pronunciation and tone for improved comprehension.
- **Speaking Activity:** Use the coursebook's prompts or news scripts to practice reading aloud. Record your delivery, listen to it, and compare it with professional newscasts. Focus on pacing, clarity, and tone.
- **Vocabulary Building:** Complete the exercises, then incorporate the new vocabulary into your speaking and writing. Practice using the terms in context to solidify your understanding.
- **Grammar for News Reporting:** Complete grammar exercises that focus on tense usage (e.g., past tense for reported news, present perfect for ongoing stories). Apply these rules when practicing news scripts.
- **Pronunciation:** Use exercises in the coursebook to improve your pronunciation, particularly focusing on difficult sounds, intonation, and stress patterns.
- **Regular Self-Assessment:** After completing each unit, assess your performance based on clarity, tone, vocabulary usage, and grammar. Use rubrics from the coursebook to guide your evaluations.

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Representative
ALLIANCES
Govern
CONSTITUTIONAL
LAWS
Group
LEGALISM
Autocracy
Oligarchy
Confederatio
PEOP
Politics
ERNMENT
OLUTE
oting
LAW
POLICY
DEMOCRACY
Power
Monarchies
PEOPLE
Group
<https://www.bing.com/images>

WHAT IS POLITICS?



Politics is the way that people living in groups make decisions and agreements, so they can live together.

A **political system** means the type of political organization that can be recognized, observed or otherwise declared by a state. It defines the process for making official government decisions.

The major **types of political systems** are democracies, monarchies, oligarchies, and authoritarian and totalitarian regimes.

Glossary of terms | © www.WorksheetsPlanet.com | All rights reserved

Worksheets
PLANET

Politics is the practice and theory of influencing people on a civic or individual level, often through governance and public policies. It involves activities, actions, and policies (<https://www.bing.com>)

The term **“Politics”** is taken from the Greek word “politika”. This term originated from the book of Aristotle on governing and governments as modeled his view “affairs of the city.” These are the evolving terms of Politics: (1) **“Polettiques”** was the Latinized term provided by the English in the mid-15 century; and (2) **“Politique”** came from the Middle French with the Latin term **“Puliticus”** to the Greek term **“Politikos.”** The meaning of the root term relates to the citizens ,civic , civil) and belonging to the state. Generally, the common definition of politics is the ability to persuade and influence the sovereign electorate to provide political power and authority in the state's governmental affairs (<https://www.researchgate.net/publication>)

A. Let's Get Ready



Task 1

In pairs, study the poster and answer the questions based on your knowledge.



<https://www.bing.com/images>

Questions

1. What does the poster tell you?
2. Do you know the steps of how to give your vote based on the poster?
3. Why is it important for us to know the steps of how to vote on election day



Task 2

Work in pairs and match each word/phrase with its meaning.

1. Democratic Politics 2. Authoritarian Politics 3. Socialist Politics	• A political system where power is concentrated in the hands of a single leader or a small group, and citizen participation and freedoms are limited or suppressed • A political system and ideology that emphasizes collective ownership, economic equality, and social welfare, often aiming to reduce class differences and redistribute resources more fairly. • The system and practices through which people participate in governing themselves, typically through free and fair elections, representation, and participatory decision-making.
--	--

B. Let's Act



1. Listen



Task 3

Listen to the following breaking news. Then, decide whether the statements are true or false. The news link is in the QR code.

SCAN ME



Statements	True	False	Reason
1. California state authorities requested the National Guard to help federal agents during the protests. 2. The court ruling ordered President Trump to withdraw the National Guard from Los Angeles immediately. 3. Jonathan Fahey claimed there was no legal basis for deploying the National Guard in response to the protests. 4. Senator Alex Padilla was removed from a press conference for disruptive behavior, which Jonathan Fahey described as a political stunt. 5. Fahey argued that law enforcement officials and the administration acted within their legal rights, and that protests and political stunts were harming law and order.			



Task 4

Study the following grammar pattern.

PAST SIMPLE TENSE		
	TO BE	Verb "to work"
Affirmative	Form Subject+was/were	Subject+verb2(past)
	He was in london.	He worked yesterday.
Negative	Form Subject+was/were+not	Subject+did not+verb
	He was not in london.	He did not work yesterday.
Interrogative	Form Was/were+Subject	did+Subject+verb
	Was he in london?	Did you work yesterday?



Task 5

Change the highlighted verbs on the left into the form of Simple Past on the right side.

- | | | |
|---|--|---|
| 1 | Federal court permits President Trump to maintain National Guard presence in Los Angeles amid protests. | Federal court permitted President Trump to maintain National Guard presence in Los Angeles amid protests. |
| 2 | President Trump claims the National Guard prevented Los Angeles from burning down due to violent rioters. | President Trump ... the National Guard prevented Los Angeles from burning down due to violent rioters. |
| 3 | Legal experts say the President's authority to deploy troops in support of federal agencies is solid under the law. | Legal experts ... the President's authority to deploy troops in support of federal agencies is solid under the law. |
| 4 | California state authorities perceive as unsupportive or aligned with protestors obstructing ICE operations. | California state authorities ... as unsupportive or aligned with protestors obstructing ICE operations. |
| 5 | Democrats allegedly use courts to delay security measures and create political chaos. | Democrats allegedly ... courts to delay security measures and create political chaos. |



Task 6

Study the candidate profile and answer the questions. Then, ask your classmate sitting next to you what he or she thinks of the profile.

Hillary Clinton



Profile
Formerly: - Secretary of State - Senator (D-NY) - First Lady
Education: Wellesley College, Yale Law
Funds raised: \$77,471,603
Notable Endorsements: - American Federation of Teachers - Madeleine Albright - Andrew Cuomo - Tom Vilsack - Julian Castro - NARAL Pro-Choice

Policy Agenda	Legislation/Regulation	Official Stance
Campaign Tagline: Hillary for America	Affordable Care Act	✓ "Health insurance should be affordable & available to all"
Policy Goals: - Increase investment in infrastructure, research, and education - Raise federal minimum wage - Tax breaks for working class and small businesses - Protect unions - Make college affordable - Reduce healthcare costs - Equal pay for women - National paid leave program - Protect voting rights and implement universal automatic voter registration - Produce 33% of electricity using renewable energy by 2027	Clean Power Plan	✓ "It's a good plan, and as President, I'd defend it"
Recent Campaign Proposals: - Jan 5: Support Children, Youth, and Adults Living with Autism - Dec 22: Cure Alzheimer's by 2025 - Nov 3: Raise minimum wage - Oct 8: Wall Street Reform - Oct 5: Gun violence plan	Dodd-Frank	✓ "As president I'll defend Wall Street reform & go beyond."
	Iran Nuclear Deal	✓ "An important step... will have to be enforced vigorously"
	Keystone XL	✗ "I am opposed to the construction of...Keystone XL"
	Trans-Pacific Partnership	✗ "I don't believe this agreement has met [the bar]"
Policy Issue	Overview	
Immigration	- Supports President Obama's DACA program, would go further to extend it to parents of DREAMers - Advocates a path to citizenship and comprehensive reform	
Economy	- Prioritizes driving income growth for middle class - Aims to increase workforce participation and enact tax breaks for firms sharing corporate profits with employees	
Foreign Policy	Broad vision: prevent Iran from developing nuclear weapons, defeat ISIS, "stand up to Putin," resolve disputes with China peacefully	
Tax Reform	- Would limit tax deductions for the wealthy - Advocates tweaking tax code to encourage certain behaviors rather than pushing for comprehensive reform	
Education	Plans to make community college free and public colleges affordable without student loans, funded by taxes from the wealthy	

1. Do you know the person in the profile?
2. What do you see in the profile?
3. What does the profile try to say?
4. What important information is mentioned there?
5. What is the message in the candidate profile?

<https://www.bing.com/images/>



Task 7

Study the following text and answer the questions in pairs.



Prabowo meets Czech Prime Minister during brief stopover in Prague

President Prabowo Subianto met Czech Prime Minister Petr Fiala in Prague on Tuesday during a brief transit stop en route to Russia, underscoring both nations' commitment to deepening bilateral relations.

The encounter took place at the hotel where President Prabowo was staying, where the two leaders held “a warm and cordial discussion”, according to a press release by the Presidential Secretariat.

Prime Minister Fiala was warmly received by Cabinet Secretary Teddy Indra Wijaya before joining President Prabowo.

Expressing gratitude for Prabowo's visit, Prime Minister Fiala said, “I remember my visit to Indonesia two years ago. It was a memorable experience.”

The remark reflected the ongoing goodwill and positive relations shared between the two countries.

President Prabowo reciprocated the appreciation, emphasizing his hope that bilateral ties would continue to grow stronger in the years ahead.

Prabowo is set to meet with Russian President Vladimir Putin on Thursday to talk about security, trade and the economy during their first official bilateral engagement.

The meeting is expected to produce several agreements, including cooperation in transportation, higher education and the creative economy.

Prabowo's visit to Russia has drawn considerable attention, especially given that it has come at the cost of an unfulfilled invitation to attend the Group of Seven (G7) summit in Canada on Tuesday. (yrc)

<https://www.thejakartapost.com/world/2025/06/18/prabowo-meets-czech-prime-minister-during-brief-stopover-in-prague.html>

Questions

1. Why did President Prabowo Subianto stop in Prague before going to Russia?
2. How was the meeting between President Prabowo and Prime Minister Petr Fiala described?
3. What did Prime Minister Fiala say about his past visit to Indonesia?
4. How did President Prabowo respond to Prime Minister Fiala's remarks?
5. What is the main purpose of Prabowo's visit to Russia?
6. What topics will be discussed in the meeting between Prabowo and President Putin?
7. What kinds of cooperation are expected to result from Prabowo's meeting in Russia?
8. Who received Prime Minister Fiala before his meeting with President Prabowo?
9. What does the passage suggest about the current state of Indonesia-Czech Republic relations?
10. Why is Prabowo's visit to Russia considered significant in the context of international diplomacy?



Task 8

Study the following generic structure of a news item text.

Masthead ←

Subheading ←

Headline ←

Byline ←

Opening Paragraph ←

Short Paragraphs }
Details }
Quotes }
Statements }
Written in columns }

Summary of report ←

THE TIMES CITY SUNDAY TIMES OF INDIA, PUNE * OCTOBER 25, 2009

American Youth Collect Dry Waste In Pune, Do Their Bit To Conserve The Earth On International Day Of Climate Action

Local action for a global cause

Lucini Binjaler / TNS

Pune: Picking up trash around 50th, 51st and 52nd, American youth, who are currently on an educational-cum-cultural exchange programme in Pune, collected dry waste from Park Road and Law College Road on Saturday morning. Each of them collected at least 50 pieces of trash.

For starters, 500 is the number that leading scientists say is the safe upper limit for atmospheric carbon dioxide measured in "Parts Per Million" in our atmosphere. This fact is the very essence of www.500.org that has been propagating the 'International Day of Climate Action' the world over.

"People from different parts of the world took action to convey the message of environmental protection on October 24. We decided to be a part of this initiative in our own small way by collecting litter on the streets of the city," says 26-year-old Nathan Grady, a student of environmental policy and economics from Lawrence University, Wisconsin.

His friends, Garrett Larson, Megan Smith and Aaron Hallenbeck along with four others, were appreciated and helped by Puneites who stopped by to join them in collecting the trash.

"It was the issue of waste management that got us down to picking the dry waste in Pune. Back home, we have a proper waste collection system. Here, we have a different system where we have to recycle, but in India, we noticed more about the city's infrastructure for waste management. Pointing out the difference between waste management in India and the US, Aaron, "Part is, every individual in the US produces more trash as compared to the people in India. But we have a waste management system that is not as good as recycling. But in India, we noticed more about the city's infrastructure for waste management. The students have already uploaded the photo of their waste collection on www.500.org. Megan is also planning to meet Pune Municipal Corporation, Mahesh Zagade, in order to know more about the city's infrastructure for waste management.

The youthful bunch hopes to communicate with local students on the issue of waste management, climate change and much more.

Mrs Rosalind Ravi/AES/2012



Task 9

In small groups, arrange the jumbled paragraphs below to make a good text. Then determine the generic structure of the text.



People hand out signs during a protest against Israeli strikes on Iran, in New York City, United States, June 13, 2025. (Reuters/Christian Monterrosa)

The talks on Iran's nuclear program began in April, with US President Donald Trump threatening military action if diplomacy failed.

In a call with his French counterpart Emmanuel Macron, Pezeshkian said Iran favored diplomacy, but will not "accept irrational demands under pressure or... sit at the negotiating table while the Zionist regime continues its attacks", according to a readout shared by the Iranian presidency.

"Diplomacy and dialogue remain the only pathway to lasting peace," he added.

A major sticking point in the lead-up to Sunday's now-canceled meeting had been Iran's enrichment of uranium.

A sixth round of nuclear talks between Iran and the United States planned for this weekend has been cancelled, mediator Oman said Saturday, as Iran and Israel traded massive strikes in their fiercest confrontation yet.

The United States, Israel and other Western countries have long accused Iran of seeking a nuclear weapon, an accusation it has categorically denied.

A US administration official told AFP on condition of anonymity that "while there will be no meeting Sunday, we remain committed to talks and hope the Iranians will come to the table soon".

The huge wave of Israeli attacks on Iran's military and nuclear facilities on Friday has cast the future of the talks into doubt.

Macron said in a post on X that he had asked Pezeshkian to "return swiftly to the negotiating table".

Iranian President Masoud Pezeshkian said Tehran would not attend nuclear talks as long as Israel kept up its attacks.

"The Iran-US talks scheduled to be held in Muscat this Sunday will not now take place," Omani Foreign Minister Badr Albusaidi said in a post on X.

<https://www.thejakartapost.com/world/2025/06/15/us-iran-nuclear-talks-in-oman-cancelled.html>



Task 10

Answer the following questions based on the text above.

1. Why was the sixth round of nuclear talks between Iran and the United States canceled?
2. How did the recent conflict between Iran and Israel affect the nuclear negotiations?
3. What is the position of the United States regarding Iran's nuclear program and the canceled talks?
4. How did Iranian President Masoud Pezeshkian respond to the situation, and what conditions did he set for returning to talks?
5. What role did international leaders like the Omani Foreign Minister and French President Macron play in the crisis?



Task 11

Discuss the following topics in small groups and create your news. Then present it orally in front of the class.

1. Trump vetoed the Israeli proposal to assassinate Iran's supreme leader.
2. Minnesota lawmaker killed and another injured in "potentially motivated" shooting
3. Prabowo skips G7 summit to meet Putin in Russia



2. Read and Write



Task 12

Find the meanings of the following words based on the text below. Read the text and answer the questions.

assassinate (/ə'sæs.ɪ.neɪt/) (V) :

retaliatory (/rɪ'tæl.i.ə.tər.i/) (adj)

devastating (/dev.ə.steɪ.tɪŋ/ (adj) :

punitive (/pjuː.nɪ.tɪv/) (Adj) :

unprecedented (/ʌn'pres.ɪ.den.tɪd/) (Adj) :

blast (/blɑːst/) (N) :

strike (/straɪk/ (V) :

missile (/ˈmɪs.aɪl/) (N) :

Trump demands 'unconditional surrender' as Iran reels



President Donald Trump on Tuesday demanded "unconditional surrender" from Tehran and warned the United States could easily assassinate its supreme leader as Iran and US ally Israel traded devastating fire for a fifth day. The comments fueled questions over whether Washington will join Israel's attacks after insisting it had no hand in the campaign.

Israeli warplanes targeted drone and missile sites with at least two waves of strikes in western Iran on Tuesday, the military said. It also said it had killed senior Iranian commander Ali Shadmani in an overnight strike on a "command center in the heart of Tehran", just four days after his predecessor, Gholam Ali Rashid, was killed in Israel's initial surprise attack.

The new attacks drew retaliatory fire from the Islamic Republic, with explosions heard over Tel Aviv and Jerusalem, and air raid sirens sounding around Dimona, a southern town home to a nuclear power plant. There were no immediate reports of hits.

Days after a senior US official said Trump had told Israel to back down from plans to assassinate top leader Ayatollah Ali Khamenei, the US president appeared to reverse course. "We know exactly where the so-called 'Supreme Leader' is hiding. He is an easy target, but is safe there -- We are not going to take him out (kill!), at least not for now," Trump said on his Truth Social platform.

Warning Iran against targeting US interests, he also posted, "But we don't want missiles shot at

civilians, or American soldiers. Our patience is wearing thin," he added, later posting a message saying: "UNCONDITIONAL SURRENDER!" Trump and his National Security Council met on Tuesday to discuss the conflict, ending after an hour and 20 minutes with no immediate public statement.

Despite international alarm, neither side has backed off from the long-range blitz that began Friday, when Israel launched an unprecedented bombing campaign targeting Iranian nuclear and military facilities. Iranian media reported several explosions Tuesday in the central city of Isfahan, home to nuclear facilities. Blasts were also heard across Tehran. The Iranian armed forces warned residents in the Israeli cities of Tel Aviv and Haifa to evacuate "for the sake of their lives", warning of "punitive operations" to come. Iran's Revolutionary Guards said they had launched an attack targeting Israeli air bases. Residential areas in both countries have suffered deadly strikes since the fighting broke out, and foreign governments have scrambled to evacuate their citizens.

Iranian media reported several explosions Tuesday in the central city of Isfahan, home to nuclear facilities. Blasts were also heard across Tehran. The Iranian armed forces warned residents in the Israeli cities of Tel Aviv and Haifa to evacuate "for the sake of their lives", warning of "punitive operations" to come. Iran's Revolutionary Guards said they had launched an attack targeting Israeli air bases.

<https://www.thejakartapost.com/world/2025/06/15/us-iran-nuclear-talks-in-oman-cancelled.html>

Questions

1. Why did President Donald Trump demand "unconditional surrender" from Tehran, and what were the implications of his warning toward Iran's supreme leader?
2. How did Israel conduct its military operations against Iran, and what significant Iranian figures were targeted?
3. What was Iran's response to the Israeli attacks, and what locations were affected by the retaliatory actions?
4. How did President Trump's stance on the assassination of Ayatollah Ali Khamenei appear to change, and why is this significant?
5. What role does the United States appear to play in the conflict between Iran and Israel, according to the passage?

C. Let's Do More



Task 13

Read the incomplete paragraphs below and complete them to make a good news item text. Then determine the generic structure.



Netanyahu congratulates Trump, says US 'unsurpassed' after attack on Iran

Israeli Prime Minister Benjamin Netanyahu congratulated Donald Trump.....

"Congratulations President Trump. " Your bold decision to target Iran's nuclear facilities...

The attack demonstrated America was "truly unsurpassed,"

"President Trump and I often say, peace through strength....

He added in a separate statement that....

Earlier, Trump announced on his social media

Israel and Iran have traded wave after wave of devastating strikes.....

<https://www.thejakartapost.com/world/2025/06/22/netanyahu-congratulates-trump-says-us-unsurpassed-after-attack-on-iran.html>.

D. Let's Check Your Competence



Task 14

Find two or more articles on politics (national or international) from any sources. Summarize them and present them like a newscaster to your friends.

E. Let's Make a Reflection

Reflect on your learning in this chapter and write down your reflection in the space below.

What I like best in this chapter:

What I don't like in this chapter:

The improvement I have made after learning English in this chapter:

F. Let's Make a Summary

In this chapter you learn:

Simple Past Tense

	Positive	Negative	Question
Structure	I – You – He – She – It – We – They + verb (past simple)	I – You – He – She – It – We – They + did not / didn't + verb	Did + I – You – He – She – It – We – They + verb

	Positive	Negative	Question	Negative question
I	I closed the window	I did not / didn't close the window	Did I close the window?	Did I not / didn't I close the window?
You	You closed the window	You did not / didn't close the window	Did you close the window?	Did you not / didn't you close the window?
He	He closed the window	He did not / didn't close the window	Did he close the window?	Did he not / didn't he close the window?
She	She closed the window	She did not / didn't close the window	Did she close the window?	Did she not / didn't she close the window?
It	It closed the window	It did not / didn't close the window	Did it close the window?	Did it not / didn't it close the window?
We	We closed the window	We did not / didn't close the window	Did we close the window?	Did we not / didn't we close the window?
They	They closed the window	They did not / didn't close the window	Did they close the window?	Did they not / didn't they close the window?

2. News Item Text

News item text is a text that provides readers with information about current events. News items highlight significant or noteworthy happenings that occurred today or in the recent past. This type of writing consists of:

- Main/Newsworthy Event(s): Summarizes the key event.
- Background Events: Provides details about what occurred, who was involved, and the context.
- Sources: Includes statements from participants, witnesses, or authoritative experts related to the event.

Its purpose is to inform the readers about the newsworthy events that happen at present / currently happen.

<https://www.misterguru.web.id/2019/04/news-texts-functions-structure-and.html>

CHAPTER 2

ENVIRONMENT





Tell your opinion about this phenomenon. Do you think this happens in your surrounding? What should people do to reduce the air pollution?

A. Let's Get Ready



Task 1

Look at the pictures and answer the questions based on your knowledge.



<https://www.bing.com/images/search?q=environmental+issues+today>

Questions

1. Do you know about those phenomena? If so, where did you first learn about them?
2. Do you know the effects these issues have on individuals and society?
3. Do you think it is important to be aware of and understand these environmental issues?
4. Where do you think you and your friends should learn more about them?
5. What should the government do to address and reduce these issues?



Task 2

Give label on the following environmental issues in pairs. Then write each definition and compare it with your classmates .



<https://change-production.s3.amazonaws.com>

.....

.....



<https://www.conserve-energy-future.com>

.....

.....



https://th.bing.com/th/id/OIPtRyFzOe3XBTa7_t1sLH1UQH aE8?rs=1&pid=ImgDetMain&cb=idpwebpc2

.....

.....



<https://media.canadianunderwriter.ca/uploads/2017/04/iStock-90938532.jpg>

.....

.....

B. Let's Act



1. Listen



Task 3

Listen to the following breaking news. Then, decide whether the statements are true or false. The news link is in the QR code.

SCAN ME

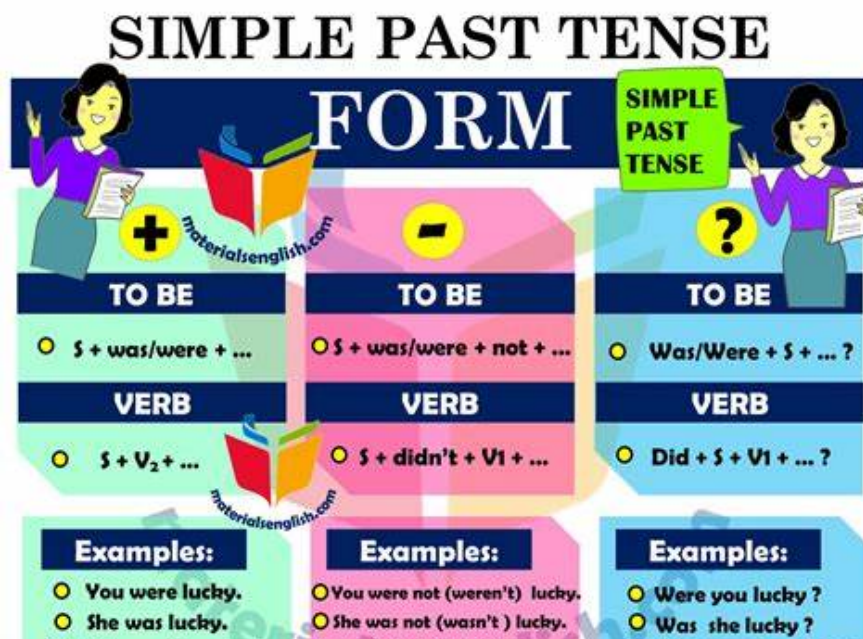


Statements	True	False	Reason
1.Sea levels rose by 3 centimeters last year. 2.Melting glaciers caused two-thirds of the sea level rise. 3.Oceans absorbed only 10% of the trapped atmospheric heat. 4.Thermal expansion did not affect sea level rise. 5.The U.S. left the Paris Agreement under Trump.			



Task 4

Study the following grammar pattern.



Task 5

Change the highlighted verbs on the left into the negative form of Simple Past on the right side.

- 1 Global sea levels **rose** 5.9 cm last year, more than the anticipated 4.3 cm.

Global sea levels **did not rise** 5.9 cm last year, more than the anticipated 4.3 cm.

- 2 2024 **was** the hottest year on record, driving unprecedented ocean warming.

2024 the hottest year on record, driving unprecedented ocean warming.

- 3 US climate efforts **weakened** by political decisions and deregulation.

US climate efforts by political decisions and deregulation.

- 4 China **leaded** the charge in clean energy development, showing potential for global leadership.

China the charge in clean energy development, showing potential for global leadership.

- 5 It **tied** climate change damage to visible and dramatic natural changes.

It climate change damage to visible and dramatic natural changes.



Task 6

Study the pamphlet and answer the questions. Then, ask your classmate sitting next to you what he or she thinks of the pamphlet



https://cdn.slidesharecdn.com/ss_thumbnails

Questions

1. What is the pamphlet about?
2. What do you see in the pamphlet?
3. What does the pamphlet try to say?
4. What important information is mentioned there?
5. How can we take care of the environment based on the pamphlet?



Task 7

Study the following text and answer the questions in pairs.

Environment Minister warns of biodiversity disturbances in Raja Ampat



Jakarta (ANTARA) - Environment Minister Hanif Faisol Nurofiq reminded that many disturbances threaten Indonesia's biodiversity, including on various small islands such as Raja Ampat, which have high ecological value. "Disturbances to biodiversity in Raja Ampat have not decreased, which has become a global concern," he stated at the opening of the 2025 Environment Day Expo and Forum in Jakarta, Sunday. He also urged that similar attention be given to other small islands.

According to him, his ministry will join other ministries and institutions to monitor issues affecting small islands in Indonesia. Small islands are considered vulnerable when they become sites for extractive activities, such as mineral mining, including nickel mining activities in the Raja Ampat region, Southwest Papua.

Earlier this month, the Minister of Energy and Mineral Resources (ESDM), Bahlil Lahadalia, announced the revocation of nickel mining business permits (IUP) for four companies operating in Raja Ampat. The four companies are PT Anugerah Surya Pratama, PT Nurham, PT Mulia Raymond Perkasa, and PT Kawei Sejahtera Mining.

On that occasion, Nurofiq also highlighted the issues currently faced by many urban areas such as Greater Jakarta, which face the potential declines in air quality due to activities in various sectors. "According to data from the Jakarta Special Region Provincial Health Service, almost 7.6 million people are exposed to respiratory infections, which in turn contribute to worsening comorbid diseases among people in the Jakarta area," he outlined.

Therefore, he urged all parties to address sources of air pollution, including those from transportation and industrial areas. Nurofiq said his ministry has supervised 48 industrial partners in the Greater Jakarta area, conducted vehicle emission tests and encouraged related parties to promote the use of Euro 4 equivalent fuel to reduce the pollutants produced.

<https://en.antaranews.com/news/361045/environment-minister-warns-of-biodiversity-disturbances-in-raja-ampat>

Questions

1. Who is Hanif Faisol Nurofiq?
2. What area did he mention as having high ecological value?
3. What kind of activities threaten small islands like Raja Ampat?
4. What action did the ESDM Minister take in Raja Ampat?
5. Why are small islands considered vulnerable?
6. According to him, his ministry will join other ministries and institutions to monitor issues affecting small islands in Indonesia. What does the underlined word refer to?
7. What is a synonym for "declines" in the sentence "potential declines in air quality"?
8. What is the opposite (antonym) of "encouraged" in the sentence "encouraged related parties to promote the use of Euro 4 equivalent fuel"?
9. What health problem affects many people in Greater Jakarta?
10. How many industrial partners has the ministry supervised in Greater Jakarta?



Task 8

Study the following language features of a news item text.



PEMERINTAH PROVINSI NUSA TENGGARA BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN



KI/KD



IPK



Materi



Latihan Soal



Uji Kompetensi



Referensi

3. The language features of news item are :

- ☐ Focusing on circumstances (using a simple language in writing the text)
- ☐ Using saying verbs: "...", She said, informed, told, reported.
- ☐ Sometimes at the beginning of news, the scene is mentioned : Jakarta – / Kuala Lumpur – ...
- ☐ Using Past tense in explaining news events. But if it is a fact that until now still happen or still in the form of fact, then can use simple present tense.
- ☐ Short, telegraphic information about story captured in headline
- ☐ Using adverbs: time, place and manner.
- ☐ Uses of material processes to retell the event



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<http://dikbud.ntbprov.go.id>

<https://image.slidesharecdn.com/writinganewspaperreportppt-161126131247/95/>

? Task 9

In small groups, arrange the jumbled paragraphs below to make a good text.

Seven new freshwater lobster species discovered in W Papua



Yogyakarta (ANTARA) - Their findings, the result of a biodiversity exploration carried out in collaboration with independent researchers from Germany and a Berlin-based research institute, were published on June 6, 2025, in the international Q2 journal *Arthropoda Selecta*.

For identifying the species, the researchers employed an integrative approach that involved combining morphological characteristics with molecular phylogeny using mitochondrial 16S and COI genes. The newly identified species are: *Cherax veritas*, *Cherax arguni*, *Cherax kaimana*, *Cherax nigli*, *Cherax bomberai*, *Cherax farhadii*, and *Cherax doberai*.

A research team from the Faculty of Biology, Universitas Gadjah Mada (UGM), has discovered seven new species of freshwater lobster in Indonesia's West Papua region. Their specimens were located in remote freshwater ecosystems with minimal human activity in Misool, Kaimana, Fakfak, and Bintuni Bay. "Papua is a biodiversity hotspot that still holds many mysteries. This discovery is only a small part of the extraordinary potential yet to be explored," Dr. Rury Eprilurahman, a lecturer at the UGM's Faculty of Biology and one of the research authors, said.

This highlights how ethical and collaborative trade in exotic species can also serve as an entry

point for scientific exploration, Eprilurahman said. Many of the specimens first appeared in the international ornamental aquarium market under trade names like *Cherax* sp., Red Cheek, Amethyst, and Peacock. "The ornamental lobster enthusiast community often provides our initial source of information, which we then follow up with systematic research," he added. For example, *Cherax arguni* has a dark blue body with cream stripes and transparent white-patched claws. A molecular analysis showed *Cherax bomberai* to be its closest relative, with a significant genetic distance warranting separate species classification.

Genetic analysis revealed that all seven species belong to the northern lineage group of the genus *Cherax*, expanding this group from 28 to 35 known species. "We not only looked at body shape and color but also compared their DNA to confirm these were truly distinct species," Eprilurahman explained. The classification confirms West Papua as the evolutionary center for this group, distinct from related species in Australia or Papua New Guinea. Each species exhibits unique traits, including body color, claw (chela) shape, and rostrum structure.

<https://en.antaranews.com/news/360977/seven-new-freshwater-lobster-species-discovered-in-w-papua>



Task 10

Analyze the language features of the above text in pairs. Then compare it with others.

Find more at [PrintablesHub.com](https://www.printables.com)



Task 11

Discuss the following headlines in small groups and create your own news. Then present it orally in front of the class.

1. Ministry investigates dolphin slaughter in SE Sulawesi
2. Ministry uncovers widespread damage from Citlim illegal mining
3. Illegal logging tops forestry violations in Sulawesi



2. Read and Write



Task 12

Find the meanings of the following words based on the text below. Read the text and answer the questions.

Slaughter (/ˈslɔː.tər/) (N) :

Perpetrators' (pɜː.pə.treɪ.tər) (N) :

Capture (/ˈkæp.tʃər/ (V) :

Reveal (/rɪˈviːl/) (V) :

Alleged (/əˈledʒd/) (adj) :

Ministry investigates dolphin slaughter in SE Sulawesi



Jakarta (ANTARA) - The Ministry of Marine Affairs and Fisheries (KKP) has launched an investigation into the reported dolphin slaughter by a resident of Muna District, Southeast Sulawesi. The Makassar Coastal and Marine Resources Management Center (BPSPL) Kendari Working Area team, in collaboration with fisheries extension workers and local law enforcement, including the Babinsa, is conducting a thorough investigation. This includes determining the motives and intended utilization of the dolphins by the alleged perpetrators," Doni Ismanto Darwin, Special Staff to the Minister of Marine Affairs and Fisheries for Public Relations and Public Communication, stated when contacted by ANTARA in Jakarta on Saturday.

The investigation was prompted by reports of a fisherman from Komba-Komba Village, Kabangka District, Muna Regency, suspected of slaughtering a captured dolphin. The incident occurred on Friday, March 7. A 59-second video documenting the fisherman's actions circulated widely on WhatsApp that day.

"Field verification has confirmed the reports are accurate," Darwin stated. He further revealed that, based on coordination with the field team, the alleged perpetrator is not affiliated with any established fishing groups in Komba-Komba Village, Kabangka District, Muna Regency.

Subsequently, the Ministry of Marine Affairs and Fisheries has initiated outreach to the alleged perpetrators and implemented preventive measures to prevent similar incidents in the future.

Dolphins are protected animals under Indonesian Law Number 5 of 1990 concerning the Conservation of Biological Natural Resources and their Ecosystems, as amended by Law Number 32 of 2024. Unauthorized exploitation of dolphins from the wild constitutes a violation of the regulation.

<https://en.antaranews.com/news/347617/ministry-investigates-dolphin-slaughter-in-se-sulawesi?us>

Questions

1. Why is the Ministry of Marine Affairs and Fisheries investigating in Muna District?
2. Who is suspected of slaughtering the dolphin?
3. When did the dolphin incident happen?
4. How did the video of the incident spread?
5. Why is it illegal to kill dolphins in Indonesia?

C. Let's Do More



Task 13

Read the incomplete paragraphs below and complete them to make a good news item text. Then determine the generic structure.



South Halmahera declares 14-day emergency amid widespread flooding

The South Halmahera District Administration in North Maluku has declared a 14-day emergency response status

Head of the Disaster Data, Information, and Communication Center at the National Disaster Management Agency (BNPB)...

According to BNPB data, 4,182 families—equivalent to 13,965 people

“In addition to the thousands of affected residents,

Four houses were severely damaged,

Abdul noted that water levels in the affected areas....

The BNPB has coordinated the provision of logistical aid

<https://www.thejakartapost.com/world/2025/06/22/netanyahu-congratulates-trump-says-us-unsurpassed-after-attack-on-iran.html>.

D. Let's Check Your Competence



Task 14

Find two or more articles on environment (national or international) from any sources. Summarize them and present them like a newscaster to your friends.

E. Let's Make a Reflection

Reflect on your learning in this chapter and write down your reflection in the space below.

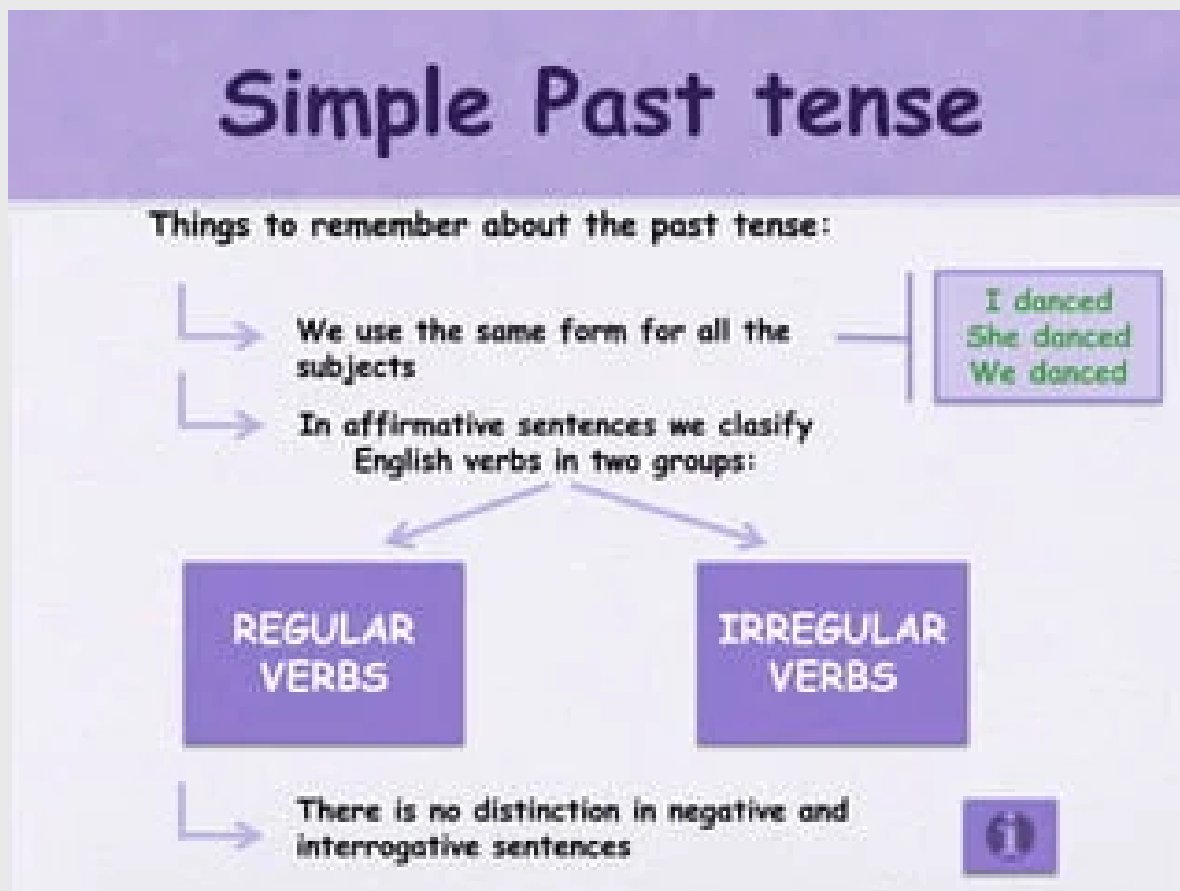
What I like best in this chapter:

What I don't like in this chapter:

The improvement I have made after learning English in this chapter:

F. Let's Make a Summary

In this chapter you learn:



Key Language Features of News Item

1. Tenses:

- Simple Past Tense: This is the most common tense used in news item texts, as it reports events that have already occurred. For example, "The government announced new policies yesterday." This tense helps establish a clear timeline for the events being reported.

2 Sources

1. Action Verbs:

- News items frequently use action verbs to describe events and activities. These verbs provide clarity and dynamism to the text. For example, "Rescue teams searched for survivors after the earthquake." Action verbs help to depict the actions taken by individuals or groups involved in the news.

2. Reporting Verbs:

- These verbs are used to attribute statements to sources, often in their past tense form. Common reporting verbs include "said," "announced," "reported," and "claimed." For example, "The spokesperson said that the new measures would improve safety." This feature adds credibility to the news by indicating who provided the information.

CHAPTER
CULTURAL ISSUES **3**

CULTURE

ITY



PEOPLE

NA



DIVE

TRADITIC





When you are unsure you often need someone's opinion. Sometimes others may need your view on some issues. You need to use appropriate expressions to ask for or give opinions. Do you know how to do it well?

People usually have different opinions or points of view on a certain thing. When you read articles from the internet, newspapers, or magazines, you may find some texts that show the pros and cons of a certain issue. Can you understand and write such texts effectively? You can learn those and more in this unit through challenging tasks.

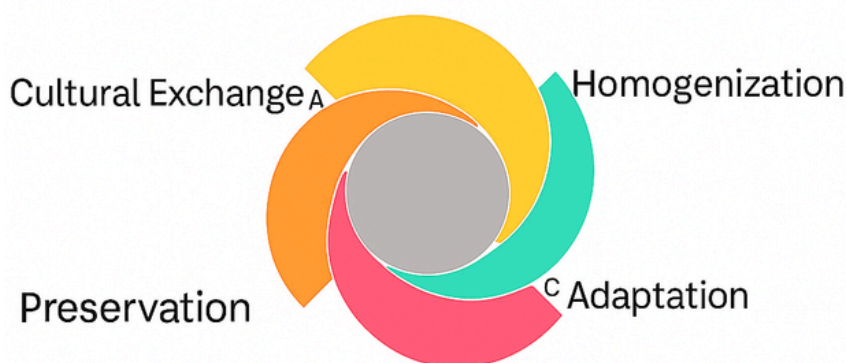
A. Let's Get Ready



Task 1

In pairs, study the poster and answer the questions based on your knowledge.

The Impact of Globalization on Cultural Signature Traditions



Questions

<https://www.fastercapital.com>

1. What does the poster tell you?
2. Based on the poster, what are the effects of globalization?
3. What is the effect of cultural exchange on your local culture?
4. Why is it important for us to preserve our culture in the globalization era?
5. Do you know how we can preserve our culture in globalization era?



Task 2

Work individually and match each word/phrase with its meaning.

1. Globalization 2. Preservation 3. Cultural Change 4. Cultural Diversity 5. Ethnocentrism	• The belief that one's own culture is superior to others. • The transformation of a society's beliefs, values, or practices over time. • The presence of varied cultures and traditions within a group or society. • The growing connection and exchange between countries in trade, culture, and technology. • Protecting something from loss or damage, especially culture or heritage.
--	--

B. Let's Act



1. Listen



Task 3

Listen to the following news about a cultural issue. Then, decide whether the statements are true or false. The listening script is in the QR code.

SCAN ME!



Statements	True	False	Reason
1. President Park visited a cultural exhibit to enjoy modern art. 2. The visit took place in the month of June, which is designated to remember patriots and fallen heroes. 3. Kongsong protected national treasures during the Japanese colonial period. 4. Hunminjeongeum Haerye is a modern invention by the Korean government. 5. President Park said we have a duty to preserve cultural heritage for the future generation.			



Task 4

Pronounce and find the meaning of the following words. You may consult your dictionary.

1. Sacrifice /'sæk.rɪ.faɪs/ (V) :.....
2. Exhibit /ɪg'zɪb.ɪt/ (V) :.....
3. Protect /prə'tekt/ (V) :.....
4. Treasure /'treʒ.ər/ (N) :.....
5. Invention /ɪn'ven.fən/ (N) :.....
6. Look around /lʊk ə'raʊnd/ (V):.....
7. Pass down /pæs daʊn/ (V) :.....
8. Praise /preɪz/ (V) :.....



Task 5

Study the pamphlet carefully to understand the generic structure of an analytical exposition text. Identify the three parts (Thesis, Argument, and Reiteration) and explain their functions.

GENERIC STRUCTURE OF ANALYTICAL EXPOSITION TEXT

Thesis

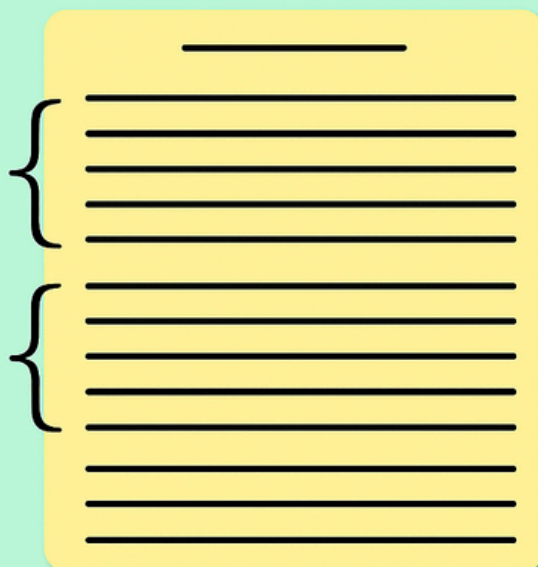
Introducing the topic and indicating the writer's point of view

Argument

Explaining the argument to support the writer's position

Reiteration

Restating the writer's point of view to strengthen the thesis

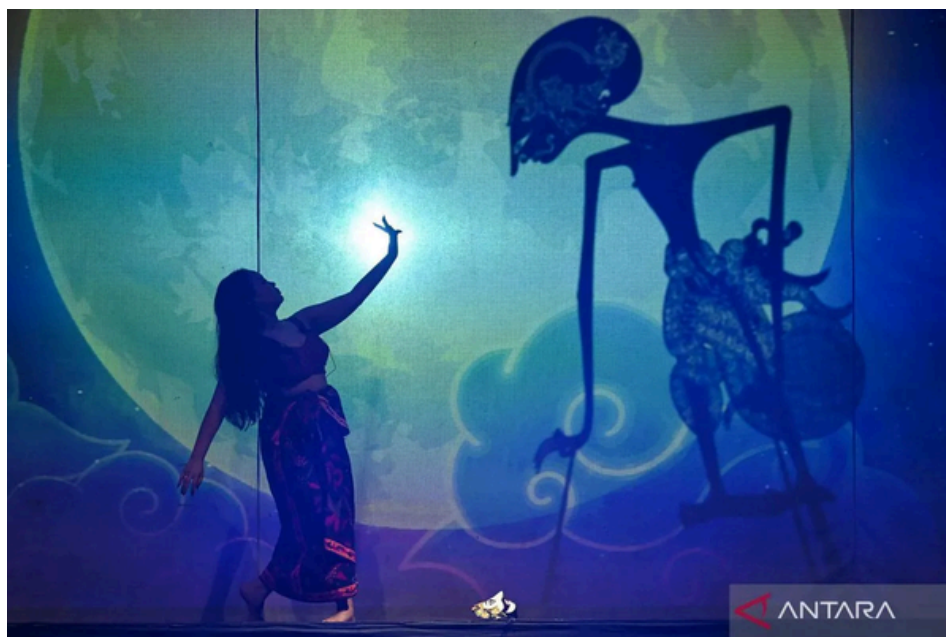


<https://id.pinterest.com>



Task 6

Study the following news and answer the questions. Then, act it out with a partner like a newscaster.



Picture: <https://en.antaranews.com>

Govt aims to make culture cornerstone of national development

Mataram, W Nusa Tenggara (ANTARA)

The Minister of Culture has stated that the government is prioritizing culture as the cornerstone of national development.

"Culture is an integral component of the entire development process," he remarked during a working visit on Tuesday.

He further emphasized that promoting culture aligns with the mandate of Law Number 5 of 2017 on the Advancement of Culture. This law serves as the legal framework for effectively managing Indonesia's rich cultural heritage.

Article 32, paragraph 1 of the 1945 Constitution mandates the state to "advance Indonesia's national culture within the context of world civilization by ensuring the nation's freedom to preserve and develop its cultural values."

According to the Minister, Indonesia boasts the world's most diverse cultural landscape. This cultural richness strengthens the nation's foundation, fosters a strong national identity, and cultivates a robust national character.

Character development must be rooted in culture. This is crucial, as neglecting

cultural values risks losing our identity amidst the complexities of contemporary globalization," he asserted.

The government's primary responsibility is to cultivate a deep appreciation for local culture among all Indonesians.

In international relations, culture is recognized as "soft power" due to its inherent ability to influence others.

Culture serves as a highly effective tool for enhancing a nation's influence, shaping global perceptions, and fostering profound emotional connections with the international community.

Therefore, Indonesia, with its diverse cultural tapestry, must actively contribute to world civilization to win the hearts and minds of the global community.

Beyond introducing Indonesian culture to the world, there is an urgent need to cultivate an appreciation for local culture among the younger generation, the Minister concluded.

Find the generic structure of the text above and answer the questions based on the text .

Questions

1. What is the main thesis or opinion presented at the beginning of the text?
2. Which paragraph(s) serve as the arguments supporting the thesis? Mention at least two reasons given in the text.
3. How does the text use legal references to strengthen the arguments?
4. What example from the text shows that culture contributes to international relations?
5. What is the reiteration or conclusion of the text, and how does it reinforce the initial thesis?



Task 7

Study the following formula of Simple Present Tense in the chart. Identify the differences between positive (+), negative (-), and interrogative (?) forms. Then, Fill in the blank with the correct form of Present Tense.

Simple Present Tense		
Affirmative	Negative	Question
I/You/We/They + V1	I/You/We/They + don't + V1	Do + I/You/We/They + V1
He/She/It + V1 (s,es,ies)	He/She/It + doesn't + V1	Does + He/She/It + V1
I play football.	I don't play football.	Do I play football?
You play football.	You don't play football.	Do you play football?
We play football.	We don't play football.	Do we play football?
They play football.	They don't play football.	Do they play football?
He plays football.	He doesn't play football.	Does he play football?
She plays football.	She doesn't play football.	Does she play football?
It plays football.	It doesn't play football.	Does it play football?

Questions

1. This cultural richness fosters (foster) a strong national identity.
2. Indonesia ___ (boast) the world's most diverse cultural landscape..
3. Culture ___ (be) an integral component of the entire development process,
4. Promoting culture ___ (align) with the mandate of Law Number 5 of 201.
5. The government's primary responsibility ___ (be) to cultivate a deep appreciation for local culture among all Indonesians.
6. Article 32, paragraph 1 of the 1945 Constitution ___ (mandate) the state.
7. This law ___ (serve) as the legal framework for effectively managing Indonesia's rich cultural heritage.
8. There ___ (be) an urgent need to cultivate an appreciation for local culture among the younger generation.
9. An actress from the Kedathon Ati Studio from Klaten, Central Java, ___ (perform) a reactualization of the Madurese Wayang Gedhog entitled Palung
10. The cultural richness ___ (strengthen) the nation's foundation.



Task 8

In small groups, arrange the jumbled paragraphs to make a correct text. Then, determine the generic structure of the text.



<https://id.pinterest.com>

Preserving Local Culture in a Globalized World

One major problem is that people often begin to neglect their own cultural practices and products. For instance, instead of enjoying traditional foods from their region, many people now prefer fast food or imported snacks. As a result, they may gradually forget their culinary heritage and lose touch with their cultural identity.

In conclusion, while globalization offers many opportunities and choices, we must not forget the importance of our local culture. By supporting traditional foods and practices, we can stay connected to our roots and ensure that our culture continues to thrive in a rapidly changing world.

However, there are simple ways to preserve and strengthen our culture. One of them is by choosing to buy and consume local food. Local fruits, vegetables, and bread are not only healthier, but also deeply connected to our traditions. Supporting local food helps maintain our cultural heritage, supports local farmers, and reduces environmental impact since it doesn't require long-distance transportation.

Globalization has connected people across the world like never before. Today, we can watch the same movies, eat the same food, and buy the same products no matter where we live. While this global connection offers many benefits, it also poses a serious challenge to the preservation of local culture.

Another concern is that the widespread popularity of global trends can lead to a decline in local traditions. This cultural shift not only weakens national identity but also affects local economies, as people are less likely to support local producers and artisans.



2. Read and Write



Task 9

Find the meanings of the following words based on the text below. Read the text and answer the questions.

Civilization /ˌsɪv.əl.əˈzeɪ.ʃən/ (N) : Peradaban

Infiltration /ˌɪn.fɪlˈtreɪ.ʃən/ (N) : Infiltrasi

Indigenous /ɪnˈdɪdʒ.ə.nəs/ (Adj) : Original

Sustainable /səˈsteɪ.nə.bəl/ (Adj) : Berkelanjutan

Tribe /traɪb/ (N) : Suku

Legacy /ˈleg.ə.si/ (N) : Warisan

Enhance /ɪnˈhæns/ (V) : Meningkatkan

Wisdom /ˈwɪz.dəm/ (N) : Kearifan

Appreciate /əˈpriː.ʃi.ət/ (V) : Mengapresiasi

Heritage /ˈher.ɪ.tɪdʒ/ (N) : Peninggalan

Lombok's cultural challenges: Balancing tradition and modernity

Mataram, West Nusa Tenggara (ANTARA) - Human activities can pass down beliefs, arts, and customs from generation to generation, creating an adaptive civilization for changing times.



West Nusa Tenggara comprises two large islands and three indigenous tribes, which are rich in cultural diversity, ranging from language and art to crafts passed down through generations. Culture is a legacy of the past,

Amidst the bustling tourist destinations of Lombok Island, a diverse group of individuals gathered at the West Nusa Tenggara State Museum to discuss the future of their culture.

The event, held on August 2, aimed to address the challenges and opportunities facing local traditions in the face of globalization and modernization.

Ahmad Nuralam, the museum's head, emphasized the importance of preserving local culture as a defense against foreign cultural influences. He warned that powerful nations often use culture as a tool for infiltration or a new form of colonization.

The younger generation, while eager to explore new cultures, may inadvertently neglect their own traditions. Nuralam stressed the need for a balanced approach, ensuring that local culture remains a vital part of their identity.

Culture as an asset

Indonesia is a country rich in culture. The Ministry of Education, Culture, Research, and Technology has recorded 1,941 intangible cultural heritages from 8,065 cultural works.

Indonesia also has 2,161 indigenous communities, with most located in Kalimantan (750), Sulawesi (649), and Sumatra (349).

The Regional Secretary of West Nusa Tenggara, Lalu Gita Ariadi, stated that culture is a legacy from ancestors passed down to the next generation, ensuring sustainable cultural continuation.

serving as a starting point for humanity to build a better future.

In the next 20 years, West Nusa Tenggara is projected to face various complex challenges posed by technological advancements, climate change, and socio-economic dynamics, among others.

Hence, local culture is essential in reflecting self-identity and national identity, as well as serving as a guideline for navigating the future.

The West Nusa Tenggara government views the region as rich in culture and natural resources amid challenges and opportunities in the coming decades.

Therefore, the local government continues to preserve and enhance local wisdom.

In the projection for the next two decades, the focus of development must be on preserving and strengthening local wisdom as a cornerstone of community identity.

The region has several existing cultural heritages, such as the Sasak, Samawa, and Bajo traditions. Meanwhile, programs supporting the documentation, research, and education of local culture need to be socialized within the community.

Through these programs, the government ensures that future generations continue to understand and appreciate their cultural heritage.

ANTARA News, August, 28 2024
Picture: <https://en.antaranews.com>

Questions

1. What is proposed by Ahmad Nuralam regarding local culture?
 2. To whom does Ahmad Nuralam address his message about cultural preservation?
 3. How should the efforts to preserve local culture be followed up?
 4. Why is it important to preserve local culture in the face of globalization?
 5. How can we ensure the younger generation continues to value and practice local traditions?
-



Task 10

Match the words on the left with its synonym on the right. Compare your answers with your classmate's.

- | | |
|---------------|-----------------|
| 1. Tradition | • Disappearance |
| 2. Heritage | • Protect |
| 3. Endangered | • Guideline |
| 4. Extinction | • Society |
| 5. Ritual | • Impact |
| 6. Preserve | • Accept |
| 7. Policy | • Ceremony |
| 8. Influence | • Practice |
| 9. Community | • Legacy |
| 10. Embrace | • Threatened |
-



Task 11

Read the text below and find the meaning of the following words. Then, find three points listed below in the text.

Westernization /wes.tən.aɪ'zeɪ.fən/ (N) :

Faded /'feɪ.dɪd/ (Adj) :

Permeate /'pɜː.mi.ɪt/ (V) :

Indelible /ɪn'del.ə.bəl/ (Adj) :

Allure /ə'lʊr/ (N) :

Threat /θret/ (N) :

Prestigious /pres'tɪdʒ.əs/ (Adj) :

Native /'neɪ.tɪv/ (Adj) :

Decline /dɪ'klaɪn/ (V) :

Grow up /,grəʊ 'ʌp/ (V) :

Things that you need to identify from the text:

1. The proposal or the argument that is proposed in the text.
2. The reasons behind the argument.
3. The summary of what is being proposed.



The Faded of Local Cultural due to Westernization

Indonesia has entered an era of unprecedented global connectivity, where advancements and progress have permeated every aspect of the nation. The emergence of diverse civilisations has brought with it a kaleidoscope of cultures, each leaving an indelible mark on our society. This rapid modernisation has resulted in significant internal and external transformations, with a profound impact on Indonesia's rich cultural heritage. The allure of foreign cultures, often referred to as 'Westernization', has led to the erosion and even loss of our traditional customs, which have been passed down through generations. Consequently, our cultural identity is facing an unprecedented threat.

One of the biggest impacts of westernisation is the loss of local wisdom and traditions. This influence can be seen in the way of dressing, where traditional clothing is less and less used in everyday life and is now being replaced by Western-style clothing, which is considered more modern and practical. Apart from that, local languages are also getting less used because the younger generation more often uses foreign languages, especially English, which is considered more prestigious and supports future careers. Young Generation: Many of the younger generation prefer to follow foreign culture rather than the indigenous Indonesian culture.

They are easily influenced by social media and Western culture, which is more popular and modern.

Influence of Western Culture

Western culture, such as lifestyle, fashion, and technology, spreads widely through social media such as Facebook, Twitter, Instagram, and TikTok. This makes many teenagers more interested in Western culture than their native Indonesian culture. **Nowadays**

In the era of advanced globalisation, the influence of Western culture is very strong. Young people growing up in this era are more easily influenced by outside culture than by native Indonesian culture.

The influence of westernization has significantly contributed to the erosion of local wisdom and traditions. As traditional practices in areas such as clothing and language usage continue to decline, it becomes increasingly important to recognize the value of preserving cultural heritage. While modernization offers practical and professional advantages, it is crucial to strike a balance that allows for the coexistence of both modern and traditional elements. By doing so, societies can maintain their unique identities while navigating the globalized world.

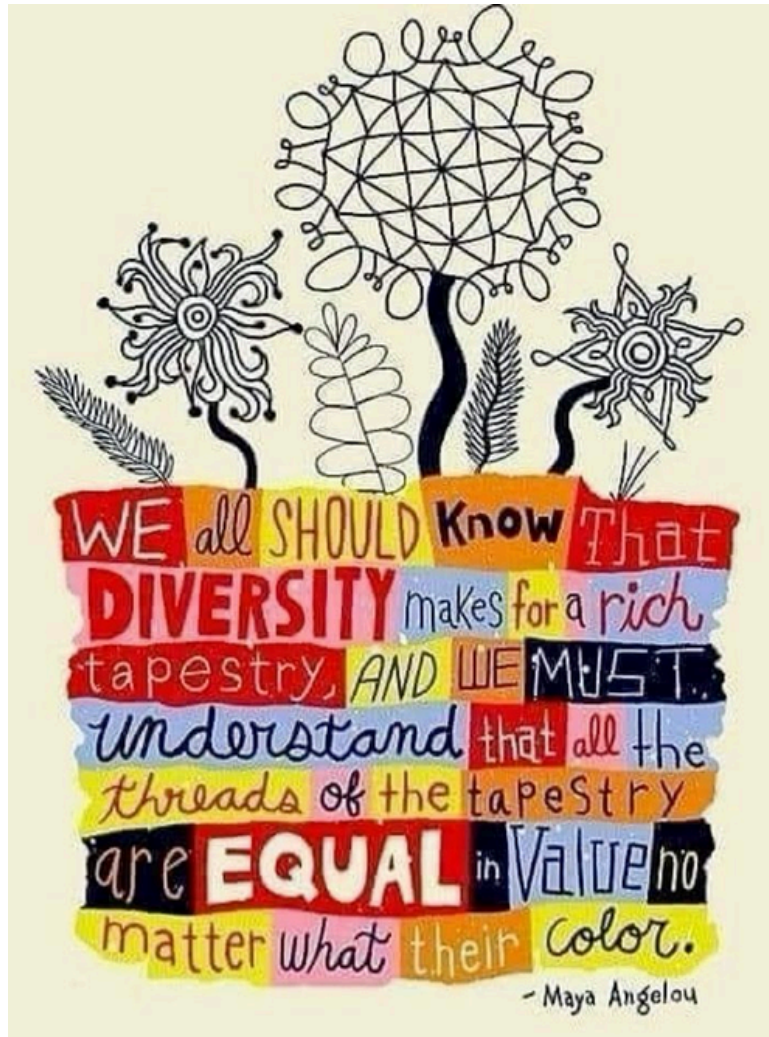
Taken from: <https://www.kompasiana.com>

C. Let's Do More



Task 12

Write at least 250 words based on the information that you can find in the following pamphlet. Make sure that your paragraphs contain information about what is proposed and the reason or argument behind the proposal.



<https://id.pinterest.com>



Task 13

Find two or more articles on the action to reduce the effects of globalization on local culture from any sources. Summarize them and present them like a newscaster to your friends.

D. Let's Check Your Competence



Task 14

Write at least three paragraphs of an analytical exposition text about a cultural issue of your choice. Your text should clearly state your opinion (thesis) and provide reasons or arguments to support it. After writing, work in groups to present your text as a news report, just like a newscaster. Make sure your presentation is clear, formal, and informative.

Choose a cultural issue to discuss as follows:

- The impact of globalization on local traditions
- The importance of preserving traditional clothing
- Why young people should learn traditional dances
- The role of culture in building national identity
- The effect of modern media on local values

E. Let's Make a Reflection

Reflect on your learning in this chapter and write down your reflection in the space below.

What I like best in this chapter:

What I don't like in this chapter:

The improvement I have made after learning English in this chapter:

F. Let's Make a Summary

In this chapter you learn:

1. Simple present tense formula in Positive (+), Negative (-), and Interrogative (?) form.

Simple Present Tense		
Affirmative	Negative	Question
I/You/We/They + V1	I/You/We/They + don't + V1	Do + I/You/We/They + V1
He/She/It + V1 (s,es,ies)	He/She/It + doesn't + V1	Does + He/She/It + V1
I play football.	I don't play football.	Do I play football?
You play football.	You don't play football.	Do you play football?
We play football.	We don't play football.	Do we play football?
They play football.	They don't play football.	Do they play football?
He plays football.	He doesn't play football.	Does he play football?
She plays football.	She doesn't play football.	Does she play football?
It plays football.	It doesn't play football.	Does it play football?

2. Analytical Exposition

Analytical exposition proposes or suggests a certain topic, which may only be pro or contra, not both. This type of writing consists of:

- Opinion/ proposal of something, or what is usually called a thesis
- Reasons behind the proposal, or argument, or what is called an argument
- Sometimes, what has been discussed is also expressed again at the end of the text, which is called reiteration.

Its purpose is to argue a case for or against a particular position or point of view. It also explains how and why the argument is proposed.

CHAPTER 4

SOCIAL ISSUES





Sometimes when you see someone struggling due to poverty or facing unfair treatment in a big city, you may feel the need to speak up or show support. When you are discussing issues like poverty and social inequality, it is important to use appropriate expressions. Do you know how to express your concern or raise awareness about these issues?

When reading newspapers, articles from the internet, books, and magazines, you can find writings or articles that talk about corruption. The texts that you read may be analytical exposition texts. Can you write that type of text effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

Look at the pictures and answer the questions based on your knowledge.



Pictures

1. <https://www.unsplash.com>
2. <https://www.auroactive.com>
3. <https://www.humanium.org>

Questions

1. Do you know about these social issues? If so, where did you first learn about them?
2. Do you know the effects these issues have on individuals and society?
3. Do you think it is important to be aware of and understand these social issues?
4. Where do you think you and your friends should learn more about them?
5. What should the government do to address and reduce these issues?



Task 2

Match each of the following social issues with its name and meaning.
Compare your answers with your classmates.



<https://www.bencramp.com>

Poverty

When someone in power acts dishonestly or unfairly, usually by taking bribes or abusing their position for personal gain.



<https://www.medium.com>

Bullying

When people are treated unfairly or judged just because of their skin color, race, or where they come from.



<https://www.https://travelgroup1.travel.blog/>

Racism

When someone repeatedly hurts, threatens, or mistreats another person on purpose to make them feel bad or powerless.



<https://www.socialworkdegreecenter.com>

Corruption

A condition where people don't have enough money or resources to meet their basic needs like food, shelter, and education.

B. Let's Act



1. Listen



Task 3

Listen to the following news and answer the questions.



SCAN ME!



Questions

1. What happened to Phoebe Prince?
2. What kinds of bullying did Phoebe experience before her death?
3. How many teens have been victims of cyberbullying?
4. What will the Massachusetts state legislature now require schools to do?
5. What mistake did many adults make?



Task 4

Pronounce and find the meaning of the following words. You may consult your dictionary.

1. Cruel /'kru:əl/ (Adj) :
2. Relentless /rɪ'lent.ləs/ (Adj) :
3. Harassment /hə'ræs.mənt/ (N) :
4. Assault /ə'sɔ:lt/ (V) :
5. Prosecutor /'prɔ:s.ə.kju:t̩/ (N) :
6. Hateful /'heit.fəl/ (Adj) :
7. Incident /'ɪn.sɪ.dənt/ (N) :
8. Report /rɪ'pɔ:rt/ (V) :
9. Legislature /'ledʒ.ə.sleɪ.tʃə/ (N) :
10. Hands-off /,hænd'zɔ:f/ (Adj) :



Task 5

Read the following opinions based on the news on Task 3 and then state whether the statements below are TRUE or FALSE.

STATEMENT	TRUE	FALSE
1. Phoebe Prince faced bullying because she hurt another student.		
2. Phoebe was a victim of both bullying at school and cyberbullying.		
3. The school had no idea that Phoebe was being bullied.		
4. Massachusetts will require schools to teach anti-bullying lessons.		
5. The reporter believes that some adults fail to take bullying seriously.		



Task 6

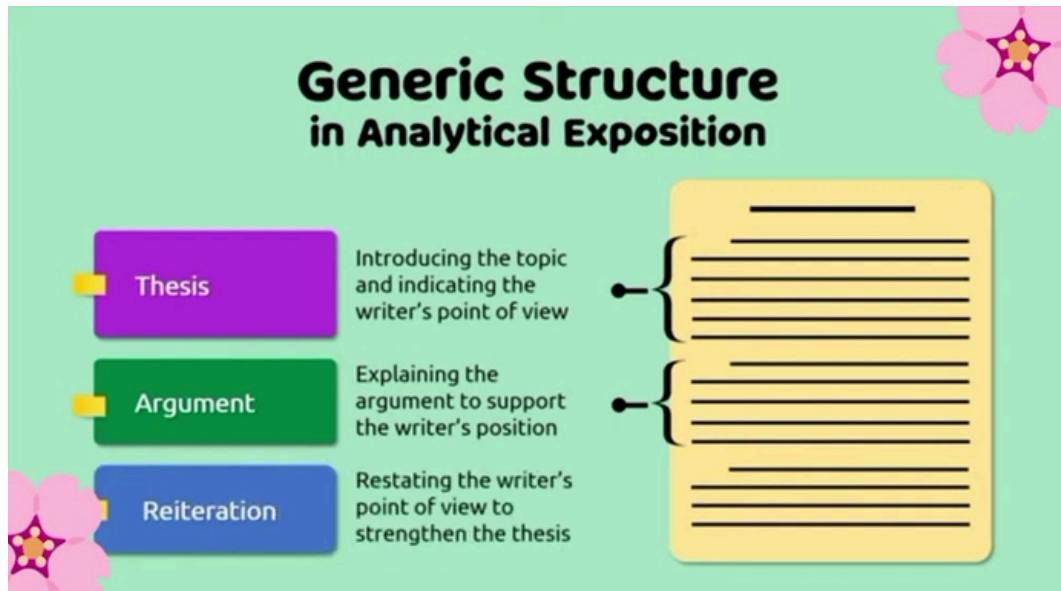
Express what you would say in the following situations.

1. Your friend thinks that making fun of others at school will make him popular. You tell him not to do that because it's hurtful and wrong.
2. You want to warn your brother not to follow others who treat people unfairly because of their background or appearance.
3. You want to tell your friends to learn the truth about bullying and discrimination, so they can understand why it's important to treat everyone with respect.



Task 7

Study the following image carefully to understand the generic structure of an Analytical Exposition text.



Task 8

Determine the generic structure of the text below. Then, answer the questions.

Facing Teen Challenges: What You Should Know

Bullying is a serious problem in many schools today. If you see someone being bullied, you should speak up or tell a teacher. Staying silent only allows it to continue. Be careful not to ignore the signs of bullying, because it can hurt someone deeply and lead to bigger problems.

Cyber bullying is also becoming more common with the rise of social media. I advise you to think before you post anything online, because words can hurt even when they are just typed. Don't share personal information carelessly, as it can be used to harm you or others.

Another big issue among teenagers is drug abuse. Many are tempted to try drugs because of peer pressure. You should stay away from people who encourage bad behavior, and always remember your goals.

I warn you, drugs may seem cool at first, but they can destroy your health and future. Choose your friends wisely.

Lastly, skipping school might feel like a small mistake, but it can really hurt your education. It's better to talk to a teacher or counselor if you're having trouble, rather than avoid school. Don't make a habit of missing class, or you might fall behind and regret it later.

Questions

1. What does the speaker say about bullying at school?
2. How does the speaker feel about posting on social media?
3. What advice does the speaker give about drug abuse?
4. What warning does the speaker give about skipping school?
5. What solution does the speaker suggest for students facing problems?



Task 9

Study the following suggestion. Then, give your opinion whether you are in line or against the suggestion. But first, study the words below.

Government /'gʌv.ə.n.mənt/ (N)	: Pemerintah
Teenager /'tiːn.ɛɪ.dʒər/ (N)	: Remaja
Victim /'vɪktəm/ (N)	: Korban
Suffer /'sʌf.ər/ (V)	: Menderita
Punishment /'pʌnɪʃm(ə)nt/ (N)	: Hukuman
Handle /'hæn.dəl/ (V)	: Menangani
Respectful /rɪ'spekt.fəl/ (Adj)	: Hormat
Spread /spred/ (V)	: Menyebar
Counsel /'kaʊn.səl/ (N)	: Nasihat

Public Urges Government to Take Stronger Action Against Bullies

Many people are asking the government to take stronger steps to stop bullying. Bullying, especially in schools and online, is hurting many children and teenagers. Victims often suffer from fear, stress, and even depression. People believe the government must do more to protect them.

One suggestion is for schools to have stricter rules and clearer punishments for bullies. Teachers and staff should also be trained to handle bullying quickly and fairly. This way, students will feel safer and more supported.

Another idea is for the government to create more anti-bullying campaigns. These can teach young people to be kind, respectful, and understanding. Social media and TV can be used to spread these messages widely.

Lastly, many believe the law should be tougher on serious cases of bullying. If needed, bullies should get counselling or legal punishment. By taking these steps, the government can help create a safer and more caring environment for everyone.



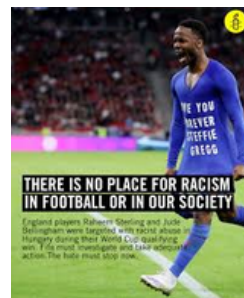
2. Read and Write



Task 10

Read the following text and then discuss the meanings of the following words according to the context. Then, answer the questions.

Abuse	/ə'bjʊ:z/ (V)	: Melecehkan
Nationality	/næʃnæl'æɪ.ə.ti/ (N)	: Kebangsaan
Ethnicity	/eθ'nɪs.ə.ti/ (N)	: Etnis
Harsh	/hɑ:ʃ/ (Adj)	: Keras
Against	/ə'geɪnst/ (V)	: Melawan



Racism in association football is the abuse of players, officials, and fans because of their skin colour, nationality, or ethnicity. Some may also be targeted because of their association with an opposing team, although there have been instances of individuals being targeted by their own fans. The topic of racism in association football has been widely covered by the media and in academic studies. There have been a range of responses by various associations, such as FIFA and UEFA, as well as by teams, individual players, and managers to address the problem. Racism in association football (soccer) is the abuse of players, officials, and fans because of their skin colour, nationality, or ethnicity. Some may also be targeted because of their association with an opposing team. However, there have been instances of individuals being targeted by their own fans. The topic of racism in association football has been widely covered by the media as well as academic studies. In response to racist incidents at association football matches, in May 2013, FIFA, the international governing body of association football, announced new measures to deal with racism in the sport.

In October 2018, German player Antonio Rüdiger, who has been a victim of racist abuse, stated that authorities needed to do more to deal with racism in the sport. In April 2019, UEFA president Aleksander Ceferin said referees should stop games if a racist incident occurs, whilst FIFA President Gianni Infantino called for "harsh sanctions" to deal with racism in the sport. In April 2019, Raheem Sterling called for racist abuse to be punished with an automatic nine-point deduction for clubs, instead of handing out fines to the individuals directly performing the abuse. In April 2019, the Professional Footballers' Association launched a social media campaign to make a stand against racial abuse, calling upon social media organizations and the game's authorities to take action against racism. In November 2019, Leon Balogun said there needed to be a collective response from players to racism. Fatma Samoura, a black Muslim woman who occupied the position of Secretary General of FIFA from June 2016 to 31 December 2023, has said that her "last battle, and one that [she] will continue to fight even after [her] retirement from FIFA, is to make sure that we will root racism out of football".

Taken from: https://en.wikipedia.org/Racism_in_association_football

Questions

1. What is the text about?
2. What are the proposals or suggestions stated in the text?
3. What is the best title for the text?
4. What actions have been taken by football organizations to address racism?
5. Why is media and academic coverage important in the fight against racism in football?



Task 11

Study the following formula of Present Perfect Tense in the chart. Identify the differences between positive (+), negative (-), and interrogative (?) forms.

PRESENT PERFECT TENSE

- (+) I/You/They/We + have + verb 3
He/She/It + has + verb 3
- (-) I/You/They/We + have + not + verb 3
He/She/It + has + not + verb 3
- (?) Have + I/You/They/We + verb 3
Has + He/She/It + verb 3



Task 12

Underline the Present Perfect Tense sentence in the Task 9 text. In pairs, write the findings in your notebook.



Task 13

Fill in the blank with the correct form of Present Perfect Tense.

Poverty: A Challenge We _____ (Face) Together
 Poverty _____ (affect) millions of people around the world. Many families
 _____ (struggle) to find enough food, clean water, and a safe place to live.
 Children _____ (miss) school because their parents _____ (no have)
 enough money to pay for uniforms or supplies.
 Governments and organizations _____ (try) to help, but the
 problem _____ (no disappear). In some areas, communities _____
 (build) small businesses and _____ (creat) job opportunities. These
 efforts _____ (improve) people's lives, but much more still needs to be
 done.
 Many people _____ (donate) money, clothes, and food.
 Volunteers _____ (visit) poor areas and _____ (work hard) to support
 those in need. Some students _____ (raise) awareness by sharing stories
 and starting campaigns at school.
 We _____ (see) progress, but we _____ (no solve) poverty yet.
 Everyone _____ (have a role) to play, and together, we _____ (make) a
 difference. But to truly end poverty, we have to stay committed and continue to
 take action.

C. Let's Do More



Task 14

In pairs, express what you would suggest for the following situations.

1. You find out that one of your friends is bullying a junior student. You want to suggest that he should stop doing it.
 2. There's a person who frequently insults students from different ethnic backgrounds near your school. You want to tell your friends to be cautious and report him.
 3. You just read an article on the negative effects of cyberbullying. You tell your friend and advise them to be kind and careful online.
 4. There's a free talk show on bullying awareness nearby. You suggest your friend come with you to attend it.
 5. Your brother tells you one of his classmates can't afford schoolbooks. He asks what he should do to help.
-

D. Let's Check Your Competence



Task 15

Suggest a way to reduce bullying. You may find the information from any sources. Then present it to your class.

E. Let's Make a Reflection

Reflect on your learning in this chapter and write down your reflection in the space below.

What I like best in this chapter:

What I don't like in this chapter:

The improvement I have made after learning English in this chapter:

F. Let's Make a Summary

In this chapter, you learn:

1. Simple present tense formula in Positive (+), Negative (-), and Interrogative (?) form.

PRESENT PERFECT TENSE

- (+) I/You/They/We + have + verb 3
He/She/It + has + verb 3
- (-) I/You/They/We + have + not + verb 3
He/She/It + has + not + verb 3
- (?) Have + I/You/They/We + verb 3
Has + He/She/It + verb 3

2. Analytical Exposition

Analytical exposition proposes or suggests a certain topic which may show either pros or cons, not both. This type of writing consists of:

- Opinion/ proposal of something, or what is usually called a thesis
- Reasons behind the proposal or argument, or what is called the argument
- Reiteration (topics that are discussed again at the end of the text (optional)).

It has the purpose of persuading the reader with its argument. It also explains how and why the argument is proposed

CHAPTER HEALTH

5





In the health news that we often hear, there is usually information about how to prevent disease or how the government or health institutions handle a health problem. Have you ever heard about health policies that affect your life?

One example is vaccination. Why is vaccination a topic that is often discussed in the news? What do you think are the reasons why vaccination is important?

A. Let's Get Ready



Task 1

Look at the pictures and answer the questions based on your knowledge.

1



2



3



Pictures

<https://www.bbc.com/indonesia/indonesia-57989244>

Questions

1. Have you heard about vaccines and their importance?
2. Do you know the effects of vaccines when you receive them?
3. Why do you think it's important to understand the benefits of vaccines?
4. Where do you think the public, especially the younger generation, should learn about vaccines?
5. What role should the government play in educating the public about vaccines?



Task 2

Match each of the following with its name and meaning. Compare your answers with your classmates.



Monkeypox

A disease caused by the dengue virus transmitted by Aedes mosquitoes, with symptoms like high fever, muscle pain, and bleeding.



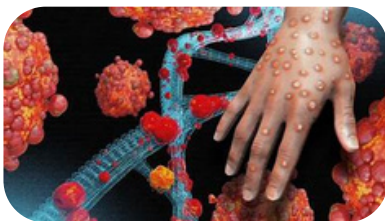
Dengue Fever

A viral disease with symptoms like skin rashes, fever, and swollen lymph nodes, transmitted through direct contact.



Coronavirus (COVID-19)

A condition characterized by frequent bowel movements with watery stool, caused by infections or contaminated food/drink.



Diarrhea

A disease caused by the SARS-CoV-2 virus, with symptoms like fever, cough, and shortness of breath. It spreads through respiratory droplets.

Pictures:

1. <https://www.istockphoto.com/id/vektor/>
2. www.ekahospital.com
3. <https://joglosemarnews.com/>
4. <https://www.thedailybeast.com/>

B. Let's Act



1. Listen



Task 3

Listen to the following monologue about vaccines carefully. Then, answer the questions based on what you hear. The listening script is in the QR code.



Picture: <https://id.pinterest.com/pin/178384835292477730/>

Questions

1. What is the main topic of the news report?
2. Who is the expert featured in the news broadcast?
3. What health risks are mentioned as top concerns for COVID-19 complications, according to the recent scientific study?
4. What does Dr. Joshua J. Joseph recommend for individuals with underlying conditions and adults to protect themselves from COVID-19?
5. What are some of the benefits of vaccination mentioned in the report?



Task 4

Listen to the following monologue again, and decide whether the statements are true(T) or false(F). The listening script will be provided in the Appendix.

STATEMENT	T/F	REASON
1. Routine medical visits dropped significantly during the pandemic. 2. The pandemic has only affected people's physical health, not their mental health. 3. Obesity, high blood pressure, diabetes, and heart failure were identified as significant risks for COVID-19 complications. 4. It is safe to delay routine medical visits for people with underlying conditions during the pandemic. 5. Dr. Joshua J. Joseph recommends getting vaccinated as soon as possible to protect individuals with underlying conditions and their loved ones.		



Task 5

In pairs, study the expressions below.

Advising and Warning

From the dialogue in Task 3 you find these expressions:

- We Support Vaccination Programs.
- It is important for people to share accurate information.
- Vaccines are one of the most effective ways to prevent infectious diseases.

The first two expressions are used when you want to advise others. Yet, the third expression is used to warn others. Here are other expressions that you can use.

Advising		Warning
To Do Something	Not To Do Something	
It's essential to ...	Don't ignore ...	Look out!
It's important to ...	Don't wait until ...	Be careful of
You should support	You'd better not ...	Make sure you
It's better to ...	I wouldn't advice ...	Watch out for



Task 6

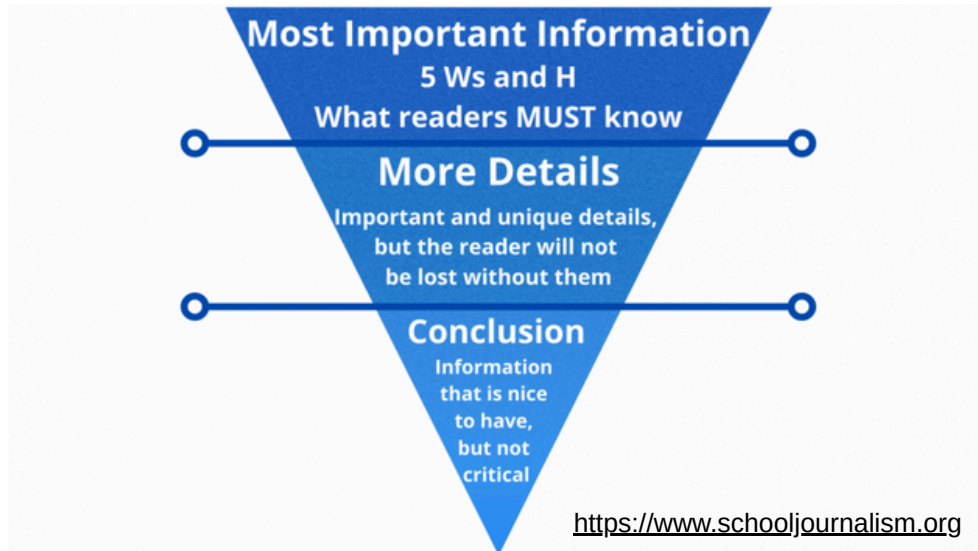
Match the sentences with the suitable expressions to complete them.

- | | |
|---|---------------|
| 1. ...Stay safe and informed; your health matters to us. | A. Engagement |
| 2. ...Wearing masks helps reduce virus spread. | B. Facts |
| 3. ...Get vaccinated to protect yourself and others. | C. Empathy |
| 4. ...COVID-19 cases are rising, and new restrictions are in place. | D. Tone |
| 5. ..."Breaking news: A severe heatwave is expected to hit the region tomorrow. | E. Urgency |



Task 7

Study the following image carefully to understand the generic structure of the Inverted Pyramid used in news writing.



Task 8

Determine the generic structure inverted Pyramid of the text below. Then, answer the questions.

Rising Cases of Flu Prompt Health Authorities to Take Action

Health authorities also remind the public to take preventive measures, such as regular handwashing, wearing masks in crowded places, and avoiding close contact with sick individuals. The flu season is expected to last until March, and experts advise that getting vaccinated now is the best way to protect oneself.

The flu outbreak has affected thousands of individuals, especially the elderly and children. In response, the Ministry of Health has launched an emergency vaccination campaign to prevent further spread. Over 10 million vaccine doses have been distributed to healthcare centers nationwide, with additional vaccines on order.

Dr. Maria Johnson, a leading public health expert, explained, “This year’s flu strain is more contagious than usual, which is why we are seeing such a large number of cases. We encourage everyone, especially those in high-risk categories, to get vaccinated immediately.”

The outbreak has caused concern among healthcare professionals, as hospitals are nearing capacity. Medical staff are being trained to handle the increased number of cases, and temporary clinics have been set up in several high-risk areas to provide immediate treatment and vaccinations.

Health authorities have reported a significant rise in flu cases across several regions, with hospitals experiencing an influx of patients in the past two weeks. Medical experts warn that this year’s flu season could be particularly severe due to a new strain of the virus.

Questions

1. What is the main cause of the flu outbreak this year?
 2. How has the Ministry of Health responded to the rising flu cases?
 3. What preventive measures are recommended by health authorities?
 4. Who is Dr. Maria Johnson, and what did she say about the flu strain?
 5. What additional steps have been taken to handle the increased number of patients?
-



Task 9

In pairs, act out the following monolog. Underline the expressions to advise and circle the expressions to warn. Then, answer the questions.

“Vulnerable people urged to have Covid booster jab”

The NHS in Somerset has said only 30% of vulnerable people eligible for a spring Covid-19 vaccination booster have taken up the offer. Since 1 April, 53,000 jabs have been given across the county, but there are fears around low uptake in groups of people who have weakened immune systems. The NHS said those in that group, including people who are having chemotherapy or have conditions such as HIV, are at a significantly higher risk from Covid-19.

Mike Kelly, who runs the vaccine program for the NHS in Somerset said: "We are concerned that many people who need the vaccine most are missing out."

He added: "Whether you've been immunosuppressed and vaccinated for the past few years or were only recently diagnosed with cancer, you are entitled to a Covid-19 vaccination. It's essential protection, and it's easy to access." Dr Bharat Pankhania, a senior lecturer in disease control, said immunisation is more important in vulnerable groups because of a lack of "immune memory". "We have a large number of people who are vulnerable to the effects of the infection... some of them could become very ill.

"Repeated infections of the virus, research shows, is harmful. It creates an inflammatory response and it shows they have decline - they have effects on their heart, their blood vessels, and other organs.

"Covid-19 does not make good immune memory - you need to be topped up regularly with the vaccine."

<https://www.bbc.com/news/articles/c2e33v09kgko>

Questions

1. What is the NHS concerned about in Somerset?
2. Why are vulnerable people at higher risk from Covid-19?
3. How many jabs were given since 1 April?
4. Why is repeated Covid-19 infection harmful?
5. What does Dr. Pankhania recommend for vulnerable people?



2. Read and Write



Task 10

- Study the following suggestion. Then, give your opinion whether you are in line or against the suggestion. But first, study the words below.

Grant	/grænt/	: Menyediakan
Curb	/kɜːrb/	: Mengendalikan
Outbreaks	/'aʊt,breɪks/	: Penyebaran/wabah
Administered	/əd'mɪnɪstərd/	: Diberikan
Procurement	/prə'kjʊərmənt/	: Pengadaan
Vigilance	/'vɪdʒɪləns/	: Kewaspadaan
Surveillance	/sər'veɪləns/	: Pengawasan

Jakarta, Indonesia. The United States Agency for International Development (USAID) is bolstering its support to combat the recent polio outbreaks in Aceh, West Java, Central Java, East Java, Highland Papua, and Central Papua. USAID provided \$882,750 to the World Health Organization in Indonesia to fund renewed polio vaccination activities throughout the country – underscoring the United States’ long-standing support for efforts to eradicate polio in Indonesia.

“USAID remains committed to supporting Indonesia’s goal of regaining its polio-free status,” said Jeff Cohen, USAID Indonesia Mission Director. “Our interventions aim to reduce the incidence of polio in Indonesia and also mitigate the risk of international transmission.”

The current outbreak began in 2022, when Indonesia reported three polio cases in Pidie, Aceh. Following the outbreak, Indonesia’s Ministry of Health (MOH), along with USAID, the World Health Organization (WHO), UNICEF, the International Federation of Red Cross and Red Crescent Societies, and other partners, implemented measures such as tracking unvaccinated individuals, enhancing community surveillance, and conducting Supplementary Immunization Activities in Aceh and North Sumatra.

Since late 2022, Indonesia has administered approximately 30 million doses of polio vaccines to 15 million children across Aceh, North Sumatra, West Java, Central Java, East Java, and Yogyakarta.

With this new contribution, USAID has now provided more than \$3.2 million since 2023 to bolster Indonesia’s national and provincial level response to the polio outbreak and support two nationwide rounds of immunization. During the current outbreak response, USAID – in collaboration with the WHO – has supported the MOH to mobilize 31 million doses of nOPV2 polio vaccine, with an additional 41 million doses currently undergoing approval for use. Supplementary Immunization Activities to deliver the second dose of vaccine to children in Greater Papua and 27 additional provinces are on track to be completed this month.

The new funds will also support health worker training, printing and distribution of informational materials, vaccination activities, and deploying field officers and international staff in high-risk provinces.

USAID has been a steadfast supporter of polio eradication in Indonesia since 1998, consistently funding polio surveillance activities. With USAID’s support, Indonesia achieved polio-free status in 2014, but the recent outbreak highlights the importance of continued vigilance.

In May 2024, the United States and Indonesia extended a five-year MoU on health cooperation, enhancing cooperation through increased research and technical collaboration, investment in human capital development, and strengthened work on pandemic preparedness, prevention, and response.

Questions

1. What recent action has USAID taken to support the fight against polio in Indonesia?
2. How much funding did USAID provide to the World Health Organization in Indonesia to combat the polio outbreak?
3. What specific regions in Indonesia have been affected by the recent polio outbreak?
4. How many polio vaccine doses have been administered since the outbreak began in 2022?
5. What ongoing efforts are being supported by USAID to combat polio in Indonesia, and what additional funds are being provided?



Task 11

Study the following formula of Simple Future Tense in the chart. Identify the differences between positive (+), negative (-), and interrogative (?) forms.

TENSES	SENTENCE	
	VERBAL	NOMINAL
SIMPLE FUTURE	(+) S + will + V1 + O (-) S + will + not + V1 + O (?) Will + S + V1 + O?	(+) S + will + be + ANA (-) S + will + not + be + ANA (?) Will + S + be + ANA
FUTURE CONTINUOUS	(+) S + will + be + V-ing + O (-) S + will + not + be + V-ing + O (?) Will + S + be + V-ing + O	
FUTURE PERFECT	(+) S + will + have + V3 + O (-) S + will + not + have + V3 + O (?) Will + S + have + V3 + O	(+) S + Have/Has + Been + ANA (-) S + Have/Has + not + Been + ANA (?) Have/Has + S + Been + ANA
FUTURE PERFECT CONTINUOUS	(+) S + will + have + been + V-ing + O (-) S + will + not + have + been + V-ing + O (?) Will + S + have + Been + V-ing + O	



Task 12

Underline the Present Future Tense sentence in the Task 9 text. In pairs, write the findings in your notebook.



Task 13

Fill in the blank with the correct form of Present Future Tense.

Future Health Initiatives and Improvements

The World Health Organization _____ (launch) a new campaign to raise awareness about mental health next month. Experts _____ (publish) the results of the study on the effectiveness of the new vaccine soon. The government _____ (distribute) free health kits to vulnerable populations starting next week. Doctors believe that healthcare access _____ (improve) with the new policy changes in rural areas. By the end of this year, the hospital _____ (offer) more affordable treatments to low-income families. Health professionals _____ (visit) schools regularly to provide vaccinations to students. The global health crisis _____ (continue) to challenge public health systems worldwide. Health experts _____ (recommend) that everyone get a flu shot before the winter season begins.

C. Let's Do More



Task 14

In pairs, express what you would suggest for the following situations.

1. Your friend thinks that vaccines are not important. You tell him that vaccines are essential for health.
 2. You want to warn your friend to be sympathetic to the existence of vaccines to prevent the spread of disease.
 3. You want to tell your friend the truth about vaccines having a tremendous impact on public health, as evidenced by their success in eradicating deadly infectious diseases such as polio and smallpox.
 4. You want to explain to your friend that vaccines not only protect individuals but also help protect the community, especially those who cannot be vaccinated due to health reasons.
-

D. Let's Check Your Competence



Task 15

Suggest a way to increase awareness about the importance of vaccination. Use reliable sources to support your ideas. Then, present your proposal to the class.

D. Let's Check Your Competence



Task 16

Write at least four paragraphs of news text about the health issue of your choice. Your text should conform to the Inverted Pyramid used in news writing. Begin (Opening Paragraph, Body (Middle) End (Last). After writing, work in groups to present your text as a news report, like a newscaster. Make sure your presentation is clear, formal, and informative.

Choose a health topic to discuss as follows:

- The impact of globalization on local health practices
- The importance of preserving traditional medicine
- Why young people should learn about mental health awareness
- The role of public health in building national well-being
- The effect of modern media on public health values

E. Let's Make a Reflection

Reflect on your learning in this chapter and write down your reflection in the space below.

What I like best in this chapter:

What I don't like in this chapter:

The improvement I have made after learning English in this chapter:

F. Let's Make a Summary

In this chapter you learn:

1. Simple future tense formula in Positive (+), Negative (-), and Interrogative (?) form.

TENSES	SENTENCE	
	VERBAL	NOMINAL
SIMPLE FUTURE	(+) S + will + V1 + O (-) S + will + not + V1 + O (?) Will + S + V1 + O?	(+) S + will + be + ANA (-) S + will + not + be + ANA (?) Will + S + be + ANA
FUTURE CONTINUOUS	(+) S + will + be + V-ing + O (-) S + will + not + be + V-ing + O (?) Will + S + be + V-ing + O	
FUTURE PERFECT	(+) S + will + have + V3 + O (-) S + will + not + have + V3 + O (?) Will + S + have + V3 + O	(+) S + Have/Has + Been + ANA (-) S + Have/Has + not + Been + ANA (?) Have/Has + S + Been + ANA
FUTURE PERFECT CONTINUOUS	(+) S + will + have + been + V-ing + O (-) S + will + not + have + been + V-ing + O (?) Will + S + have + Been + V-ing + O	

2. The Inverted Pyramid

The Inverted Pyramid is a journalistic writing structure used in news writing that prioritizes the most critical information at the beginning of the article. This type of writing consists of:

- **Lead**

The opening paragraph that presents the most important information (who, what, when, where, why, and how) to quickly convey the essence of the story.

- **Body**

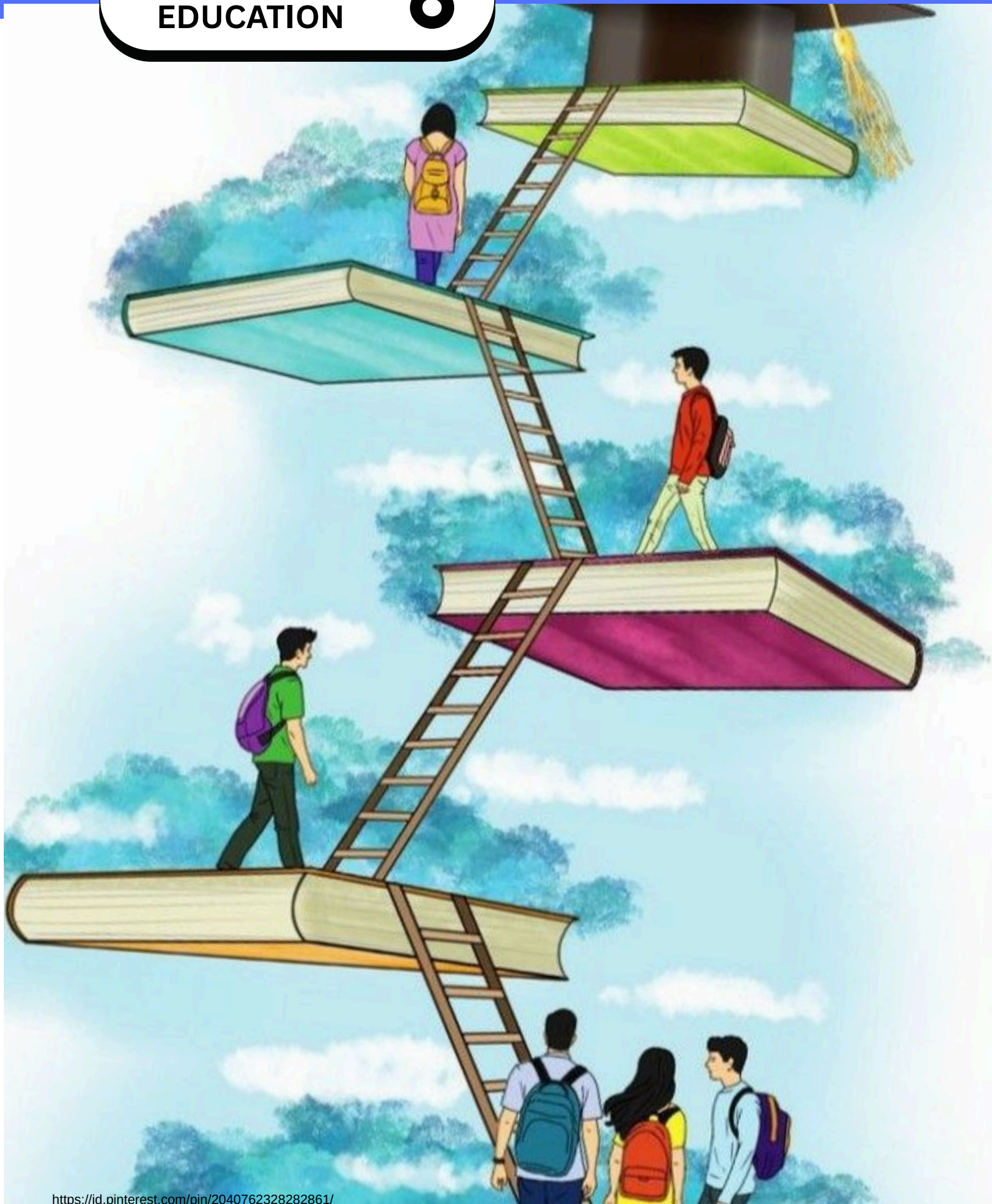
The middle section that provides additional details to support the lead, arranged in order of importance.

- **Tail**

The final section that contains supplementary or background information, offering context but not essential to understanding the core story.

CHAPTER EDUCATION

6





Education issues in Indonesia, such as inequality in quality and access, need to be discussed immediately so that all students can enjoy quality education.

The government, teachers, students and parents must work together to improve the curriculum, facilities and teacher training to improve the quality of education."

A. Let's Get Ready



Task 1

Look at the pictures and answer the questions based on your knowledge.

1



2



Pictures

<https://visual.republika.co.id/berita/rkigd1283/>

Questions

1. If you were a journalist covering this image, what additional information would you need to look for?
2. What kind of opening sentence would you create from this image?
3. What message do you want to convey to the public from the event in the image?
4. What perspective can you take to make this news more touching to the audience?
5. How would you convey this news while still respecting the dignity of the students in the image?



Task 2

Work individually and match each word/phrase with its meaning.

- Urgent, time-sensitive news broadcast immediately as the event happens.
- Standard news stories reporting factual events from various fields like education, politics, health, etc.
- Human-interest stories that go beyond facts to explore emotional, inspiring, or unique aspects.
- News delivered live from the location of the event.
- A fully edited video report that includes narration (voiceover), footage, interviews, and graphics.

a. Live Report

b. Breaking News

c. News Package

d. Feature News

e. News Package

B. Let's Act



1. Listen



Task 3

Listen to the following news report about education. Then, answer the questions based on what you hear. The listening script is in the QR code.



Picture: <https://id.pinterest.com/pin/178384835292477730/>

Questions

1. What action did the Providence School Board take this week?
2. What is Commissioner Deborah Gist concerned about?
3. How many students in Providence are being given a second chance at graduating?
4. What is the concern about students whose graduation is uncertain?
5. How do the changes in Providence affect student graduation?



Task 4

Listen to the following monologue again, and decide whether the statements are true(T) or false(F). The listening script will be provided in the Appendix.

Statements	True	False	Reason
1. The Providence School Board granted more than 200 graduation waivers to students who did not meet the NECAP exam standard. 2. Deborah Gist is concerned that Rhode Island might lose progress made in education. 3. Students can graduate even if they fail all the graduation requirements. 4. The waivers were given automatically to all students without any condition. 5. Commissioner Gist stated that decisions should be made in the best interest of students.			



Task 5

Express what you would say in the following situations.

1. Your friend thinks that making fun of others at school will make him popular. You tell him not to do that because it's hurtful and wrong.
2. You want to warn your friend not to follow others who treat people unfairly because of their background or appearance.
3. You want to encourage your friends to learn the truth about bullying and discrimination so they can understand why it's important to treat everyone with respect.
4. You also want to remind everyone that kindness and understanding are what truly make people respected and admired, not tearing others down.



Task 6

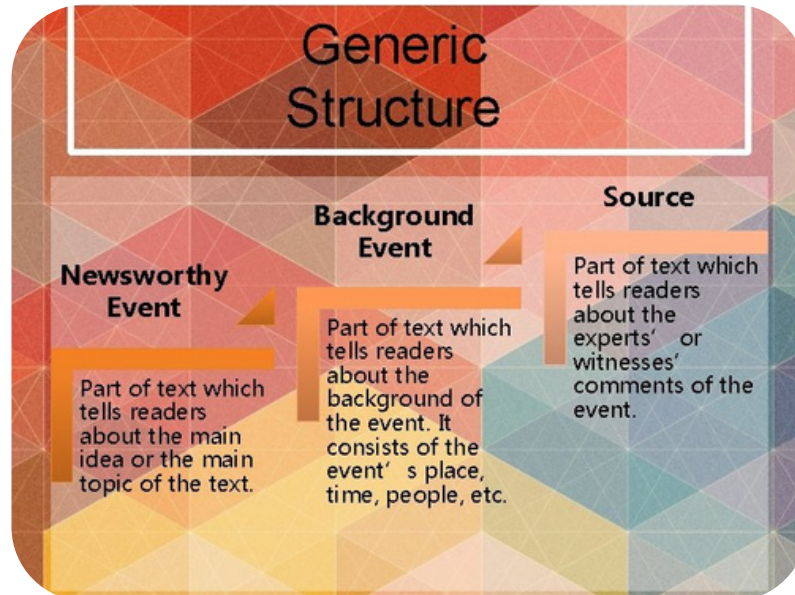
Pronounce and find the meaning of the following words. You may consult your dictionary.

1. Waiver /'weɪ.vər/
2. Graduation /,grædʒ.u'eɪ.ʃən/
3. Commissioner /kə'mɪʃ.ən.ər/
4. Policy /'pɒl.ə.si/
5. Concerned /kən'sɜːnd/
6. Ineligible /ɪn'el.ɪ.dʒə.bəl/
7. Requirement /rɪ'kwaɪə.mənt/
8. Outcome /'aʊt.kʌm/



Task 7

Study the following image carefully to understand Generic Structure News Item Text .



https://slidetodoc.com/news-item-text-definition-of-news-item-text/#google_vignette



Task 8

Determine the generic structure of the text below. Then, answer the questions.

New National Scholarship Program Aims to Boost Access to Higher Education for Low-Income Students

in his speech, Minister stated, "Education is the key to breaking the cycle of poverty, and this scholarship program will open doors for those who have the potential but lack the means. We are committed to ensuring that no student is left behind due to financial constraints." He further emphasized the program's role in advancing equal opportunities in higher education

The Indonesian government has officially launched a new national scholarship program aimed at increasing access to higher education for students from low-income families. This initiative is designed to support talented students who face financial barriers to attending university.

The scholarship program, announced on July 1, 2024, by the Minister of Education, Nadiem Makarim, is part of the government's ongoing efforts to reduce educational inequality in Indonesia. The program will provide full tuition coverage, as well as allowances for books, accommodation, and living expenses. It is expected to benefit thousands of students from various regions across the country. The program is targeted at students enrolling in public universities starting in the 2025 academic year.

Questions

1. What is the goal of the new national scholarship program?
2. Who announced the program and when?
3. What benefits does the scholarship offer?
4. What did Minister say about education?
5. Who is the scholarship program targeting and when will it start?



Task 9

In pairs, act out the following monolog. Underline the expressions to advise and circle the expressions to warn. Then, answer the questions.

Education minister reveals cost of inspections

The education minister, Daphne Caine, has reversed her decision to withhold the cost of sending external inspectors into Isle of Man schools. Initially, Caine had declined to disclose the expenses related to the external validators despite concerns raised by MHKs regarding the value for money. However, she has now confirmed that the cost ranges between £150,000 and £250,000 for the validators to conduct visits lasting up to eight weeks, during which they observe staff and students and suggest areas for improvement.

In an email to Tynwald members, Caine explained that she had been "reflecting" on the concerns raised in the House of Keys session. Many members felt it was acceptable to provide a cost range for the three-year contract. Although she confirmed the range, Caine chose not to disclose the exact cost, citing concerns that doing so could impact commercial sensitivity and hinder the government's ability to secure the best value in the future.

Caine further clarified that the cost includes travel, accommodation, and expenses for the external validation team, as well as the compilation of gathered information and annual overviews. She reassured members that the program provides value for money and stated her plans to improve the information provided to parents and carers after the validation visits.

<https://www.bbc.com/news/articles/cvgvx5d2revo>

Questions

1. What is the cost range for sending external inspectors to Isle of Man schools?
2. Why did Daphne Caine initially refuse to disclose the cost of the external validators?
3. What reason did Caine give for not revealing the exact amount spent on the validation contract?
4. What expenses are included in the £150,000 to £250,000 cost range?
5. What plans did Caine mention regarding the information provided to parents and carers after the validation visits?



2. Read and Write



Task 10

Study the following suggestion. Then, give your opinion whether you are in line or against the suggestion. But first, study the words below.

Investing /ɪnˈvestɪŋ/	Berinvestasi
Allocate /ˈæləkeɪt/	Mengalokasikan
Solar panels /ˈsəʊlər ˈpæneɪlz/	Panel surya
Insightful /ɪnˈsaɪtfl/	Berwawasan
Transitioning /trænˈsɪʃənɪŋ/	Transisi
Renewable /rɪˈnuːəbl/	Terbarukan
Diverse /daɪˈvɜːrs/	Beragam



Solar panels mean more money for education

A school will have more money to spend on education thanks to government-funded solar panels, as announced by an MP. The government revealed in March that it was investing £180 million in installing solar panels in schools and hospitals across the country. The first 11 schools, including Whiteknights Primary School in Reading, have now had solar panels installed, and the school is expected to save around £4,500 a year as a result.

MP Yuan Yang, representing Earley and Woodley, explained that this investment means schools will spend less on energy and heating bills, allowing them to allocate more funds to improving students' education. During her visit to Whiteknights Primary School, alongside climate minister Kerry McCarthy, Yang spoke with schoolchildren about climate change and how it should be tackled. The children were eager to discuss various topics, from saving energy to transport, and often asked insightful questions about the future of climate change.

Minister Kerry McCarthy highlighted that the savings on school bills prove that transitioning to green power could directly benefit local communities. Yang further emphasized the importance of the solar panels, which will continue generating electricity during weekends and school holidays, and any excess power will be sold back to the national grid. She referred to this as "a really key investment" and stressed that it is part of creating a more diverse and secure energy system, with renewable sources playing a central role.

<https://www.bbc.com/news/articles/c0k3m6r6pmno>

Questions

1. What is the main benefit of installing solar panels in schools?
2. How much money is the government investing in installing solar panels?
3. How much is Whiteknights Primary School expected to save annually due to the solar panels?
4. What topics did the schoolchildren discuss with MP Yuan Yang during her visit?
5. What will happen to the excess electricity generated by the solar panels?



Task 11

Study the following formula of Passive Voice the chart. Identify the differences between positive (+), negative (-), and interrogative (?) forms.

PASSIVE VOICE <i>English: learn, read, enjoy!</i>			
	Simple to be V3	Continuous to be being V3	Perfect To have been V3
Present	am is are } V3	am is are } being V3	have has } been V3
Past	was were } V3	was were } being V3	had been V3
Future	Shall will } be V3	-----	will have been V3

<https://amberer.blogspot.com/2014/06/grammar-passive-voice.html?m=1>



Task 12

Underline the Passive Voice sentence in the Task 9 text. In pairs, write the findings in your notebook.



Task 13

Fill in the blank with the correct form of Passive Voice Form.

Education Reform Brings Nationwide Curriculum Improvements

A new national curriculum (1) _____ (develop) to improve the quality of education across all schools. The changes (2) _____ (introduce) by the Ministry of Education last month. As part of the program, new textbooks (3) _____ (distribute) to all public schools. Teacher training workshops (4) _____ (organize) in each province to ensure smooth implementation. Digital learning platforms (5) _____ (create) to support the curriculum with interactive content.

Additionally, classroom facilities (6) _____ (upgrade) to provide a more conducive learning environment. Internet access (7) _____ (install) in remote areas to bridge the digital gap. Students' progress (8) _____ (monitor) through regular assessments, and feedback (9) _____ (collect) from teachers and parents. The success of this initiative (10) _____ (evaluate) at the end of the academic year.

C. Let's Do More



Task 14

In pairs, express what you would suggest for the following situations.

1. Your friend thinks that education is not important. You tell him that education is essential for a better future.
 2. You want to warn your friend to value education as a key tool to prevent ignorance and poverty.
 3. want to tell your friend the truth about how education has a tremendous impact on society, as proven by its role in reducing inequality and improving quality of life worldwide.
 4. You want to explain to your friend that education not only benefits individuals but also strengthens communities, especially those in disadvantaged or remote areas.
-

D. Let's Check Your Competence



Task 15

Suggest a way to increase awareness about the importance of Education. Use reliable sources to support your ideas. Then, present your proposal to the class.

D. Let's Check Your Competence



Task 16

Write at least four paragraphs of news text about education issue of your choice. Your text should conform to generic structured used in news writing. Begin (Opening Paragraph, Body (Middle) End (Last). After writing, work in groups to present your text as a news report, like a newscaster. Make sure your presentation is clear, formal, and informative

Choose an education issue to discuss as follows::

- The impact of globalization on local education systems
- The importance of preserving traditional educational practices
- Why young people should learn traditional subjects
- The role of education in building national identity
- The effect of modern technology on local education values

E. Let's Make a Reflection

Reflect on your learning in this chapter and write down your reflection in the space below.

What I like best in this chapter:

What I don't like in this chapter:

The improvement I have made after learning English in this chapter:

F. Let's Make a Summary

In this chapter you learn:

1. Passive Voice tense formula in Present, Past, and Future form.

PASSIVE VOICE <i>English:</i> learn, read, enjoy!			
	Simple	Continuous	Perfect
	to be V3	to be being V3	To have been V3
Present	am is are V3	am is are being V3	have has been V3
Past	was were V3	was were being V3	had been V3
Future	Shall will be V3	-----	will have been V3

2. Generic Structure News Item Text

A news item text has a specific structure used to report actual events clearly and objectively. It typically consists of three main parts:.

- Newsworthy Event is the first part of a news item. It tells what important event happened and who was involved. This part is short, clear, and usually answers “what” and “who.” Its purpose is to give the main idea of the news quickly.
- Background Event is the second part of the news. It gives more details about the event, such as how, why, where, and when it happened. This part explains the context and often includes the sequence of actions.
- Source is the last part of a news item. It gives quotes or statements from people involved in the event, such as officials, experts, or witnesses. This part adds facts or opinions to support and strengthen the news.

LISTENING SCRIPT

CHAPTER 1 POLITIC

Task 3

BREAKING: Trump celebrates legal win in California National Guard dispute

♪ >> Lawrence: so, overnight a legal win for the president's push to restore law and order in l.a. as the federal court rules he can keep the national guard deployed there as protests rage across los angeles. Moments ago, president trump reacting on truth social saying, quote: if i didn't seeth send the military in los angeles, that city would be burning to the ground right now. We saved l.a. thank you for the decision. Former federal prosecutor jonathan fay me served as the acting ice director. He joins you now. Jonathan, thank you for joining the program this morning. >> thank you. >> lawrence: it's hard to follow got one overnight from the courts. Look at the merits, they are going to stand with the president on this issue,

right? >> i think you are exactly right. Not over in the court system. This will ultimately be heard by the ninth circuit and then possibly the supreme court. But the merits president trump is on are very strong. This statute allows him to bring in the national guard when he decides that there is an interference with federal agencies doing their jobs. And clearly that was the case here. It's not even arguable that these rioters, their whole intent was to prevent the ice from doing their jobs. That was their stated purpose. What makes this state even more unique is california wasn't even trying to help. It's not like they are local law enforcement was trying to help and they were unsuccessful. They were at least in spirit with the rioters in this case. President trump was not only right, he -- it was his responsibility to do so. And things would have gotten a whole lot worse if he didn't.

>> it's one of those cases where you see the democrats continue to using the courts. To delay, because they realize there is really not under real good legal footing but they don't care, it's delay, delay, i want to get your attention to senator padilla because yesterday he was removed from the secretary of homeland security's presser. This is how he behaved. Watch. >> hands up! Hands up. I'm senator alex padilla. I have questions for the secretary because the fact of the matter is, that half a dozen violent criminals that rotating on your -- on your -- hands off. >> on the ground. On the ground. Hands behind your back. Hands behind your back. >> i can't get my hands behind my back. >> lay flat. Lay flat.

>> lawrence: it was clearly a political stunt, right? >> clearly a political stunt and bizarre behavior for a united states senator to act like this was somehow legitimate. What makes this even worse is the reaction of other democrats. >> lawrence: that's right. >> because the other democrats have essentially said that he was in t

LISTENING SCRIPT

CHAPTER 1 POLITIC

Task 3

He right here. He has every right to go in and disrupt a press conference, lunge towards the stage and they act like donald trump somehow behind. This these were law enforcement there to protect the secretary. And they did what they were supposed to do. This idea that they should have known there would be unhinged senator there and by the way, nobody outside of maybe the inside -- inside the beltway world knows who senator padilla even is. But this idea that they have should have known who he was and somehow if he is unhinged democratic senator, he has free range to go to the podium. It's so unbelievably bizarre. I think a question for them would be, if somebody barges into their office and saying they wants to ask a senator a question, are they going to stop this person or they just going to let them through. You know, everything that law enforcement did was appropriate here. There was nothing political about it. And the democrats, again, this kind of goes back to the first topic, all they want to do is create chaos because on the merits of their positions, they can't win. So they want to create, sow chaos and be scrupple. Greatful performance by him but worse from the other democrats supporting him.

>> lawrence: jonathan, also goes to the original sin, which was ice was trying to do operations and they were prevented from doing that the senator is essentially doing the same thing. So, he made the argument if they treat me this way, how are they going to treat other americans? Well, you got -- if the senator is behaving this way, when a government official is trying to do their job, what are the agents supposed to do, right, jonathan?

>> well, exactly. How are they supposed to treat him? It's like, wait, are you supposed to just be able to charge into press conference and go at the secretary? Of course not. You are absolutely right on your point that he's doing what the rioters were doing and these ice agents to begin with were serving judicial warrants. Being issued by a federal judge to do what they were doing. They have been in the right the entire time. The administration has been in the right the entire time. If he truly wanted to talk to the secretary, he should make an appointment or make a phone call. The whole thing is nonsense. It's disgraceful. But, again, they have no leg to stand on on the merits so, they have resort to these theatrics it's just embarrassing for him and the rest of the democrats.

>> lawrence: he is trying to increase his name i.d. i guess is he looking for a run, too. Jonathan fahey he, w

LISTENING SCRIPT

CHAPTER 2 ENVIRONMENT

Task 3

now NASA says Global sea levels Rose by more than expected last year the agency blamed an unusual amount of ocean warming combined with water from melting glaciers 2024 was the hottest year on record henah hundal is a delegate to the UN climate change conferences and she spoke to me earlier telling me the significance of the rising levels the global sea level rise is higher than expected it clocked in around. 59 centim per year it was expected to be around 43 cm per year why does this matter well two reasons number one it's not just that the sea levels are rising we know that it's actually that rate of change the rate of that rise is picking up and number two about 2third of this rise was deemed to be due to thermal expansion which is the warming of the ocean water so as we have a greater concentration of greenhouse gases in the atmosphere that's trapping heat and our oceans are actually absorbing around 90% of that heat and of course that's not without consequences and I think that's the issue we're dealing with right now.

So when we say um we've got the M the ocean levels arising is this a uniform process well the issue right now is that because around 2third of that rise was due to thermal expansion the ocean actually trapping that excess heat I mean we we're seeing the effects of this excess heat throughout the world 2024 was the hottest year on record it featured the hottest summer on record which includes included the hottest day on record when we really take a step back and look at the lay of the land here it's not a pretty picture and unfortunately now is the time to be really honing in on policies that help us facilitate that critical energy transition toward the clean energy economy of the future away from these greenhouse gas missions that are underlying a lot of these processes uh yeah where are we with with Nations agreeing that something has to be done because every time we have the climate change cop that is held um people lose more and more hope I mean we we can't we can't help those glaciers recover can we so what can be done.

It's very important to think about you know two-thirds of that um Global sea level rise was due to thermal expansion one third though due to the melting of glaciers and ice sheets so we have so much to think about in terms of how do we actually get a handle on this situation and you're absolutely right we need multinational collaboration on this issue and unfortunately you know at this very moment here in the United States you know we had president Trump take the us out of the Paris agreement just like he did during his first term in office the US missed the recent meeting of the international uh panel uh intergovernmental panel on climate change which is the global Authority on climate change and whose reports really underpin all Global Climate policy and you know now uh the head of the Environmental Protection Agency here just announced that it would be the most consequential day of deregulation in US history

LISTENING SCRIPT

meaning that he's looking looking to Target those key uh climate regulations that President Biden had put forth so unfortunately very precarious Hanah very quick quickly I think many people are familiar with President Trump's approach to climate change who is doing it right you know I think interestingly actually China is sort of stepping up in terms of clean energy um they're really leading the charge there which is a very fascinating development to see so I'm very hopeful that we'll see some continued progress there and maybe they will step into the fold I mean a lot remains to be determined we know that in 2021 at the UN climate change conference that occurred in Scotland um China and India sort of teamed up together to try to uh suppress a a movement to transition away from coal um so you know there's still there's so many pieces here that are in flux but I'm hopeful that you know with some of that leadership in Asia Around clean energy maybe more countries will will step up from the fry

CHAPTER 3 CULTURAL ISSUES

Task 3

President Park highlights importance of preserving cultural assets

And marking the month of June designated to remember the patriots and fallen heroes who made sacrifices for the nation, President Park visited a cultural exhibit to highlight the importance of preserving cultural heritage in protecting one's country. Also marking a monthly Culture Day on Wednesday, the president looked around a number of Korea's national treasures, including the UNESCO-listed Hunminjeongeum Haerye , which were protected during Japan's colonial period by a man known as Kansong . President Park praised Kansong for his efforts to protect the Koreans people's soul through cultural heritage preservation, adding we too have a duty to pass down our cultural assets to the future generation.

CHAPTER 4 SOSIAL ISSUES

Task 3

Notebook: Fatal Bullying

every cruel hand that touched 15-year-old Phoebe prince in some way contributed to her tragic death she committed suicide after months of Relentless bullying harassment and even alleged rape nens are charged with assault and stalking among other crimes more than 40% of all teens have been victims of cyber bullying and Phoebe was one of them but this story is about more than hateful emails and text messages many of these incidents happened at school and according to the prosecutor school officials were aware the Massachusetts state legislature will now require anti-bullying lessons in schools and ask principles to report bullies to the police but for Phoebe that's too little too late children who are bullied need a hand to hold sadly too many adults are hands off failing to see the difference between kids just being kids and kids being outright criminals that's a page from my notebook I'm Katie kurick CBS News

LISTENING SCRIPT

CHAPTER 5

HEALTH

Task 3

the significance of vaccination in preventing diseases.

American Heart Association, Health Beat. I'm Jasmine Ginyard. Many people hit pause on routine medical care due to the pandemic. Dr. Joshua J. Joseph, volunteer medical expert American Heart Association explains the concerning health trend in what can be done.

People always joke about avoiding the doctor. But we've really seen clinic visits drop over the pandemic. When we do see our patients, it's clear the pandemic is taking a toll on their physical and mental health. For those delaying care, we want you to know, it's important to maintain your routine medical visits, and it's safe to see us.

A recent scientific study found that obesity high blood pressure, diabetes and heart failure were four of the top risks for COVID-19 complications.

The best way for people with underlying conditions and adults to protect themselves and their loved ones from COVID-19 is to get the vaccine. Whichever one is available to you, as soon as it's available to you.

Find resources and learn more at heart.org/pandemic.

CHAPTER 6

EDUCATION

Task 3

Rhode Island Waivers Spark Concern from Education Commissioner

Anchor:

Earlier this week, the Providence School Board granted more than 200 waivers to allow students who have not met the state goal on the NECAP exam to graduate. Well tonight, we're hearing exclusively from Rhode Island's Education Commissioner, Deborah Gist, about this hot-button issue. Eyewitness News reporter Amara Kennedy joins us now with the interview you'll see only on Eyewitness News.

Reporter (Amara Kennedy):

For the first time since the Providence School Board made its changes to the graduation policy, we're speaking to Education Commissioner Deborah Gist. She tells us exclusively that if Rhode Island takes a step back on the progress it's made in schools, she'll be concerned. As we first reported earlier this week, Providence schools are giving more than 250 high school students a second chance at graduating.

The latest changes to the graduation policy will provide a waiver to hundreds of students who were previously ineligible to receive a diploma.

For many of them, they were being held back because of their scores on the NECAP test.

Voice of Commissioner Deborah Gist:

"What people need to understand is that if we have students right now whose graduation is still uncertain—these are students for whom a district is not confident that the student can do math or reading at the ninth or tenth grade level. And that's the concern that we should have as a state."

Reporter (Amara Kennedy):

Gist says that decisions made by individual school districts should be, quote, "in the best interest of students."

Voice of Commissioner Deborah Gist:

You know, I definitely want to keep working closely with Providence—as well as every other district, as we always do—to make sure that what they're doing is changing their system to result in better outcomes for students."

Reporter (Amara Kennedy):

he changes made in Providence mean that if a student scores higher than the lowest-scoring student on the NECAP test, and meets the other graduation requirements, they can still graduate.

Anchor (Closing): Reporting with the Mobile Newsroom, I'm Amara Kennedy, Eyewitness News.

Read more about this story now at wpri.com—it's on our homepage. You can also see where most of Rhode Island's gubernatorial and mayoral candidates stand on the issue.

ANSWER KEY

CHAPTER 1 POLITIC

Task 1

Answers based on students' knowledge

Task 2

- Democratic Politics – The system and practices through which people participate in governing themselves, typically through free and fair elections, representation, and participatory decision-making.
- Authoritarian Politics – A political system where power is concentrated in the hands of a single leader or a small group, and citizen participation and freedoms are limited or suppressed.
- Socialist Politics – A political system and ideology that emphasizes collective ownership, economic equality, and social welfare, often aiming to reduce class differences and redistribute resources more fairly.

Task 3

1. the importance of maintaining routine medical visits and getting vaccinated to protect against COVID-19, especially for people with underlying conditions.
2. Dr. Joshua J. Joseph, a volunteer medical expert with the American Heart Association, and his emphasis on the importance of routine medical visits and getting vaccinated as soon as possible to protect oneself and others from COVID-19.
3. the four main risks: obesity, high blood pressure, diabetes, and heart failure.
4. that Dr. Joseph recommends getting vaccinated as soon as possible, regardless of which vaccine is available.
5. that getting vaccinated helps protect individuals with underlying conditions and their loved ones from COVID-19 complications.

ANSWER KEY

CHAPTER 1

Task 5

1. permitted
2. claimed
3. said
4. perceived
5. used

Task 6

Answers based on students' knowledge

Task 7

1. He stopped in Prague during a brief transit on his way to Russia.
2. The meeting was described as “a warm and cordial discussion.”
3. He said, “I remember my visit to Indonesia two years ago. It was a memorable experience.”
4. He expressed appreciation and emphasized his hope that bilateral ties would grow stronger.
5. To meet with Russian President Vladimir Putin for an official bilateral engagement focusing on security, trade, and the economy.
6. They will discuss security, trade, and the economy.
7. Cooperation in transportation, higher education, and the creative economy.
8. Cabinet Secretary Teddy Indra Wijaya.
9. The passage suggests that the two countries share goodwill and positive relations, with a mutual commitment to strengthening bilateral ties.
10. It drew considerable attention because it came at the cost of skipping the Group of Seven (G7) summit in Canada.

Task 9

The answer would be based on students' knowledge.

Task 10

- Because of rising tensions between Iran and Israel.
- It caused Iran to refuse talks while Israel continued attacks.
- The U.S. supports talks and hopes Iran will return soon.
- He refused talks while Israel attacks and demanded fair treatment.
- They urged peace and asked Iran to return to talks.

ANSWER KEY

CHAPTER 1 Task 11

The answer would be based on students' knowledge.

Task 12

1. assassinate : membunuh
2. devastating : menghancurkan
3. unprecedented: belum pernah terjadi
4. strike: memukul
5. retaliatory: pembalasan
6. punitive: bersifat menghukum
7. blast : ledakan
8. missile: rudal
9. attack : menyerang
10. reveal : mengungkapkan

1. Trump wanted Iran to surrender and warned that the U.S. could kill its supreme leader.
2. Israel attacked drone and missile sites and killed commanders Ali Shadmani and Gholam Ali Rashid.
3. Iran fired back at Israel, hitting areas near Tel Aviv, Jerusalem, and Dimona.
4. At first, Trump said not to kill Khamenei, but later he said they could, just not now.
5. The U.S. said it wasn't involved, but Trump's comments suggest support for Israel.

Task 13

The answer would be based on students' knowledge.

Task 14

The answer would be based on students' knowledge.

ANSWER KEY

CHAPTER 2

Task 11

The answer would be based on students' knowledge.

Task 12

1. pembunuhan
2. pelaku kejahatan
3. menangkap
4. mengungkapkan
5. tuduhan tanpa bukti

1. Because a fisherman from Komba-Komba Village, Muna Regency, is suspected of slaughtering a captured dolphin.
2. A fisherman from Komba-Komba Village, Kabangka District, Muna Regency.
3. On Friday, March 7.
4. It circulated widely on WhatsApp
5. Because dolphins are protected animals under Indonesian Law Number 5 of 1990, as amended by Law Number 32 of 2024.

Task 13

The answer would be based on students' knowledge.

Task 14

The answer would be based on students' knowledge.

ANSWER KEY

CHAPTER 3 CULTURAL ISSUES

Task 1

1. The poster tells us that globalization has various impacts on cultural signature traditions, including cultural exchange, homogenization, adaptation, and preservation.
2. Based on the poster, the effects of globalization include the sharing of cultures (cultural exchange), the blending or loss of cultural uniqueness (homogenization), changes to fit global trends (adaptation), and efforts to maintain cultural identity (preservation).
3. The effect of cultural exchange on my local culture is that it introduces new ideas and practices, which can enrich our traditions but also risk weakening them if people prefer foreign cultures.
4. It is important to preserve our culture in the globalization era because it helps maintain our identity, history, and uniqueness, and prevents our traditions from disappearing.
5. We can preserve our culture in the globalization era by educating the younger generation, practicing local customs, using our native language, supporting traditional arts and crafts, and celebrating cultural events.

Task 2

1. Globalization – "The growing connection and exchange between countries in trade, culture, and technology."
2. Preservation – "Protecting something from loss or damage, especially culture or heritage."
3. Cultural Change – "The transformation of a society's beliefs, values, or practices over time."
4. Cultural Diversity – "The presence of varied cultures and traditions within a group or society."
5. Ethnocentrism – "The belief that one's own culture is superior to others."

Task 3

1. False - Reason: President Park visited the exhibit to highlight the importance of preserving cultural heritage, not to enjoy modern art.
2. True - Reason: The visit took place in June, which is designated to remember patriots and fallen heroes.
3. True - Reason: Kansong protected national treasures during Japan's colonial period.
4. False - Reason: Hunminjeongeum Haerye is a historical document from Korea's past, not a modern invention.
5. True - Reason: President Park said "we too have a duty to pass down our cultural assets to the future generation", which matches the statement.

ANSWER KEY

CHAPTER 3 CULTURAL ISSUES

Task 4

1. berkorban
2. memamerkan / mempertunjukkan
3. melindungi
4. harta karun / benda berharga
5. penemuan
6. melihat-lihat / mengelilingi
7. mewariskan / meneruskan
8. memuji

Task 6

1. The main thesis is that the government is prioritizing culture as the cornerstone of national development.
2. Paragraphs 3 to 6 support the thesis. Two reasons given are: First, Promoting culture aligns with the Law Number 5 of 2017 and the 1945 Constitution, which mandate the advancement and preservation of national culture. Second, Culture strengthens national identity and character, which is vital in facing globalization.
3. The text references Law Number 5 of 2017 on the Advancement of Culture and Article 32, paragraph 1 of the 1945 Constitution. These legal references give authority and legitimacy to the argument that promoting culture is a national responsibility.
4. The text states that culture is recognized as “soft power” and serves as a tool to shape global perceptions and build emotional connections, which shows its role in enhancing a nation’s influence internationally.
5. The conclusion emphasizes the urgent need to instill cultural appreciation among the younger generation and to introduce Indonesian culture globally. This reinforces the initial thesis by restating that culture must be central to national progress and international engagement.

Task 7

1. fosters
2. boasts
3. is
4. aligns
5. is
6. mandates
7. serves
8. is
9. performs
10. strengthens

ANSWER KEY

CHAPTER 3 CULTURAL ISSUES

Task 8

The Importance of Preserving Local Culture in the Era of Globalization

Thesis

Globalization has connected people across the world like never before. Today, we can watch the same movies, eat the same food, and buy the same products no matter where we live. While this global connection offers many benefits, it also poses a serious challenge to the preservation of local culture.

Arguments

One major problem is that people often begin to neglect their own cultural practices and products. For instance, instead of enjoying traditional foods from their region, many people now prefer fast food or imported snacks. As a result, they may gradually forget their culinary heritage and lose touch with their cultural identity.

Another concern is that the widespread popularity of global trends can lead to a decline in local traditions. This cultural shift not only weakens national identity but also affects local economies, as people are less likely to support local producers and artisans.

However, there are simple ways to preserve and strengthen our culture. One of them is by choosing to buy and consume local food. Local fruits, vegetables, and bread are not only healthier, but also deeply connected to our traditions. Supporting local food helps maintain our cultural heritage, supports local farmers, and reduces environmental impact since it doesn't require long-distance transportation.

Reiteration

In conclusion, while globalization offers many opportunities and choices, we must not forget the importance of our local culture. By supporting traditional foods and practices, we can stay connected to our roots and ensure that our culture continues to thrive in a rapidly changing world.

Task 9

1. Ahmad Nuralam proposes that local culture must be preserved as a defense against foreign cultural influences and to maintain a balanced identity in the era of globalization.
2. He addresses his message particularly to the younger generation, who are seen as at risk of neglecting their own traditions while exploring new cultures.
3. The efforts should be followed up through programs that support documentation, research, and education of local culture, and these need to be socialized within the community.

ANSWER KEY

CHAPTER 3 CULTURAL ISSUES

4. It is important because local culture serves as a vital part of identity, helps resist cultural infiltration, and provides a guideline for navigating the future amidst complex challenges.
5. By promoting education, documentation, and community-based programs that help the younger generation understand, appreciate, and continue practicing their cultural heritage.

Task 10

1. Practice
2. Legacy
3. Threatened
4. Disappearance
5. Ceremony
6. Protect
7. Guideline
8. Impact
9. Society
10. Accept

Task 11

1. Westernisasi (Pembaratan)
2. Pudar
3. Meresap / Menyebar
4. Tak terhapuskan
5. Daya tarik
6. Ancaman
7. Bergengsi
8. Asli / Pribumi
9. Tumbuh dewasa
10. Menurun / Merosot

CHAPTER 4 SOCIAL ISSUES

Task 1

The answer would be based on students' knowledge.

Task 2

Poverty

A condition where people don't have enough money or resources to meet their basic needs like food, shelter, and education.

When someone in power acts dishonestly or unfairly, usually by taking bribes or abusing their position for personal gain.

ANSWER KEY

CHAPTER 4 SOCIAL ISSUES

Bullying	When someone repeatedly hurts, threatens, or mistreats another person on purpose to make them feel bad or powerless.
Racism	When people are treated unfairly or judged just because of their skin color, race, or where they come from.
Corruption	When someone in power acts dishonestly or unfairly, usually by taking bribes or abusing their position for personal gain.

Task 3

1. Phoebe Prince committed suicide after months of relentless bullying, harassment, and alleged rape.
2. Phoebe experienced relentless bullying, harassment, cyberbullying (including hateful emails and text messages), and alleged rape.
3. More than 40% of all teens have been victims of cyberbullying.
4. The Massachusetts state legislature will now require anti-bullying lessons in schools and will ask principals to report bullies to the police.
5. Many adults made the mistake of being hands off, failing to recognize the difference between kids just being kids and kids committing serious acts like bullying or criminal behavior.

Task 4

1. Kejam
2. Tanpa henti / terus-menerus
3. Pelecehan / penganiayaan
4. Menyerang / menganiaya
5. Jaksa penuntut
6. Penuh kebencian / sangat membenci
7. Insiden / kejadian
8. Melaporkan
9. Badan legislatif / lembaga pembuat undang-undang
10. Tidak ikut campur / membiarkan

ANSWER KEY

CHAPTER 4 SOCIAL ISSUES

Task 5

1. False – The text does not mention that she hurt another student as the reason for the bullying.
2. True – The text states that Phoebe faced bullying at school and was also one of the 40% of teens who experienced cyberbullying.
3. False – According to the prosecutor, school officials were aware of the bullying.
4. True – The text clearly states that the Massachusetts legislature will now require anti-bullying lessons in schools.
5. True – The reporter notes that “too many adults are hands off”, failing to recognize serious bullying.

Task 8

1. Bullying is a big problem, and students should tell a teacher or speak up.
2. Be careful what you post online because it can hurt others.
3. Stay away from drugs and people who encourage bad behavior.
4. Skipping school is bad for your education.
5. Talk to a teacher or counselor if you have problems.

Task 10

1. The text is about racism in association football, where players, officials, and fans are abused based on their skin color, nationality, or ethnicity.
2. Suggestions include stopping games during racist incidents, giving harsh sanctions, deducting points from clubs, launching social media campaigns, and encouraging collective player action.
3. Racism in Association Football
4. FIFA and UEFA introduced new rules and harsh sanctions, supported social media campaigns, and encouraged referees to stop games during racist incidents.
5. Because it helps raise awareness, keeps the issue in public view, and pressures authorities to take stronger action against racism.

ANSWER KEY

CHAPTER 4 SOCIAL ISSUES

Task 13

Poverty: A Challenge We Have Faced Together

Poverty has affected millions of people around the world. Many families have struggled to find enough food, clean water, and a safe place to live. Children have missed school because their parents have not had enough money to pay for uniforms or supplies.

Governments and organizations have tried to help, but the problem has not disappeared. In some areas, communities have built small businesses and created job opportunities. These efforts have improved people's lives, but much more still needs to be done.

Many people have donated money, clothes, and food. Volunteers have visited poor areas and have worked hard to support those in need. Some students have raised awareness by sharing stories and starting campaigns at school.

We have seen progress, but we have not solved poverty yet. Everyone has had a role to play, and together, we have made a difference. But to truly end poverty, we have to stay committed and continue to take action.

ANSWER KEY

CHAPTER 5 HEALTH

Task 1

1. Yes, I have. Vaccines are important because they help protect individuals and communities from infectious diseases by building immunity.
2. Yes, vaccines usually cause mild effects like a sore arm or low fever, but their main effect is to train the body to fight specific viruses or bacteria.
3. Because understanding the benefits helps people make informed health decisions and encourages vaccine acceptance, which is essential for public health.
4. They should learn about vaccines at school, through public health campaigns, and on trusted media platforms that provide clear, science-based information.

The government should ensure accurate information is spread through education programs, healthcare workers, and public service announcements to fight misinformation and build trust.

Task 2

1. Coronavirus (COVID-19) – disease caused by the SARS-CoV-2 virus, with symptoms like fever, cough, and shortness of breath. It spreads through respiratory droplets.
2. Diarrhea – A condition characterized by frequent bowel movements with watery stool, caused by infections or contaminated food/drink.
3. Dengue Fever – disease caused by the dengue virus transmitted by Aedes mosquitoes, with symptoms like high fever, muscle pain, and bleeding.
4. mokeyfox – A viral disease with symptoms like skin rashes, fever, and swollen lymph nodes, transmitted through direct contact.

Task 3

1. the importance of maintaining routine medical visits and getting vaccinated to protect against COVID-19, especially for people with underlying conditions.
2. Dr. Joshua J. Joseph, a volunteer medical expert with the American Heart Association, and his emphasis on the importance of routine medical visits and getting vaccinated as soon as possible to protect oneself and others from COVID-19.
3. the four main risks: obesity, high blood pressure, diabetes, and heart failure.
4. that Dr. Joseph recommends getting vaccinated as soon as possible, regardless of which vaccine is available.
5. that getting vaccinated helps protect individuals with underlying conditions and their loved ones from COVID-19 complications.

ANSWER KEY

CHAPTER 5 HEALTH

Task 4

1. True. The monologue mentions that clinic visits dropped over the pandemic.
2. False. The monologue mentions that the pandemic has taken a toll on both physical and mental health.
3. True. The monologue highlights these four conditions as top risks for COVID-19 complications.
4. False. The monologue emphasizes the importance of maintaining routine medical visits, even during the pandemic.
5. True. Dr. Joseph advises that people with underlying conditions and adults should get vaccinated as soon as the vaccine is available to them.

Task 6

1. E. Urgency → "Breaking news: A severe heatwave is expected to hit the region tomorrow."
2. B. Facts → "Wearing masks helps reduce virus spread."
3. A. Engagement → "Get vaccinated to protect yourself and others."
4. D. Tone → "COVID-19 cases are rising, and new restrictions are in place."
5. C. Empathy → "Stay safe and informed; your health matters to us."

Task 8

Top of the Pyramid – News Lead / Newsworthy Event

Health authorities have reported a significant rise in flu cases across several regions, with hospitals experiencing an influx of patients in the past two weeks.

Medical experts warn that this year's flu season could be particularly severe due to a new strain of the virus.

Middle of the Pyramid – Supporting Details / Background Events

The flu outbreak has affected thousands of individuals, especially the elderly and children. In response, the Ministry of Health has launched an emergency vaccination campaign to prevent further spread. Over 10 million vaccine doses have been distributed to healthcare centers nationwide, with additional vaccines on order. The outbreak has caused concern among healthcare professionals, as hospitals are nearing capacity.

Bottom of the Pyramid – Additional Info / Source

Dr. Maria Johnson, a leading public health expert, explained, "This year's flu strain is more contagious than usual, which is why we are seeing such a large number of cases. We encourage everyone, especially those in high-risk categories, to get vaccinated immediately." Health authorities also remind the public to take preventive measures, such as regular handwashing, wearing masks in crowded places, and avoiding close contact with sick individuals. The flu season is expected to last until March, and experts advise that getting vaccinated now is the best way to protect oneself.

ANSWER KEY

CHAPTER 5 HEALTH

Task 8 Questions

1. The main cause of the flu outbreak this year is a new strain of the virus, which is more contagious than usual.
2. The Ministry of Health has launched an emergency vaccination campaign to prevent the further spread of the flu, and over 10 million vaccine doses have been distributed to healthcare centers nationwide. Health authorities recommend regular handwashing, wearing masks in crowded places, and avoiding close contact with sick individuals as preventive measures.
3. Dr. Maria Johnson is a leading public health expert, and she explained that this year's flu strain is more contagious than usual, which is why there are so many cases. She also encouraged everyone, especially those in high-risk categories, to get vaccinated immediately.
4. Additional steps include training medical staff to manage the increased cases, and setting up temporary clinics in high-risk areas to provide immediate treatment and vaccinations.

Task 9 Expressions

Expressions to Advise (Underline):

"It's essential protection, and it's easy to access."

"You are entitled to a Covid-19 vaccination."

"You need to be topped up regularly with the vaccine."

Expressions to Warn (Circle):

"We are concerned that many people who need the vaccine most are missing out."

"You are at a significantly higher risk from Covid-19."

"Repeated infections of the virus, research shows, are harmful."

"Some of them could become very ill."

Task 9 Questions

1. The NHS is concerned that many vulnerable people who need the Covid-19 booster vaccine are missing out on it.
2. Vulnerable people, such as those with weakened immune systems due to conditions like chemotherapy or HIV, are at higher risk because they lack immune memory and are more susceptible to severe effects of the virus.
3. 53,000 jabs have been given since 1 April.
4. Repeated Covid-19 infection is harmful because it creates an inflammatory response, which can lead to damage to the heart, blood vessels, and other organs.
5. Dr. Pankhania recommends that vulnerable people should get regular booster vaccines to maintain good immune protection.

ANSWER KEY

CHAPTER 5 HEALTH

Task 10 Questions

1. USAID has provided \$882,750 to the World Health Organization in Indonesia to fund renewed polio vaccination activities and support efforts to eradicate polio.
2. USAID provided \$882,750 to the World Health Organization to help with the response to the polio outbreak in Indonesia.
3. The recent polio outbreak has affected Aceh, West Java, Central Java, East Java, Highland Papua, and Central Papua.
4. Since the outbreak began in 2022, approximately 30 million doses of the polio vaccine have been administered to 15 million children across various provinces in Indonesia.
5. USAID continues to support health worker training, printing and distributing informational materials, conducting vaccination activities, and deploying field officers. An additional \$3.2 million has been provided by USAID since 2023 to strengthen the national and provincial response, including two nationwide rounds of immunization.

Task 12

answered based on student knowledge

Task 13

Future Health Initiatives and Improvements

The World Health Organization **will launch** a new campaign to raise awareness about mental health next month. Experts **are going to** publish the results of the study on the effectiveness of the new vaccine soon. The government **will distribute** free health kits to vulnerable populations starting next week. Doctors believe that healthcare access **is going to** improve with the new policy changes in rural areas. By the end of this year, the hospital **is going to** offer more affordable treatments to low-income families. Health professionals **will visit** schools regularly to provide vaccinations to students. The global health crisis **is going to** continue to challenge public health systems worldwide. Health experts recommend that everyone get a flu shot before the winter season begins.

ANSWER KEY

CHAPTER 6 EDUCATION

Task 1

answered based on student knowledge

Task 2

1. **Breaking News** – Urgent, time-sensitive news broadcast immediately as the event happens.
2. **News Package** – A fully edited video report that includes narration (voiceover), footage, interviews, and graphics.
3. **Feature News** – Human-interest stories that go beyond facts to explore emotional, inspiring, or unique aspects.
4. **Live Report** – News delivered live from the location of the event.
5. **News Package** – Standard news stories reporting factual events from various fields like education, politics, health, etc.

Task 3

1. The Providence School Board granted more than 200 waivers to allow students who did not meet the state goal on the NECAP exam to graduate.
2. She is concerned if Rhode Island takes a step back on the progress it has made in schools.
3. More than 250 high school students are being given a second chance.
4. The concern is that these students may not be able to perform math or reading at the ninth or tenth-grade level.
5. Students can still graduate if they score higher than the lowest-scoring student on the NECAP test and meet other graduation requirements.

Task 4

- True – The Providence School Board granted more than 200 graduation waivers to students who did not meet the NECAP exam standard (it actually says "more than 250" in the text, but the statement is still true).
- True – Deborah Gist is concerned that Rhode Island might lose progress made in education ("if Rhode Island takes a step back on the progress it's made in schools, she'll be concerned").
- False – Students can graduate if they meet the other graduation requirements and score higher than the lowest-scoring student on the NECAP test (not if they fail all requirements).
- False – The waivers were not given automatically; they were given under certain conditions, like meeting other graduation requirements and scoring higher than the lowest-scoring student on the NECAP test.
- True – Commissioner Gist stated that decisions should be made in the best interest of students ("decisions made by individual school districts should be in the best interest of students").

ANSWER KEY

CHAPTER 6 EDUCATION

Task 5

Answered based on student knowledge

- Task 6**
- Pengabaian
 - Kelulusan
 - Komisioner
 - Kebijakan
 - Khawatir
 - Tidak memenuhi syarat
 - Persyaratan
 - Hasil

Task 8

Newsworthiness (Lead)

The Indonesian government has officially launched a new national scholarship program aimed at increasing access to higher education for students from low-income families. This initiative is designed to support talented students who face financial barriers to attending university. The program is expected to benefit thousands of students across the country and is part of ongoing government efforts to reduce educational inequality.

Background Event

The scholarship program was announced on July 1, 2024, by the Minister of Education, Nadiem Makarim. It will provide full tuition coverage, as well as allowances for books, accommodation, and living expenses. The program is specifically targeting students enrolling in public universities starting in the 2025 academic year.

Source (Statement/Quotes)

Source (Minister's Statement): In his speech, Minister of Education stated, "Education is the key to breaking the cycle of poverty, and this scholarship program will open doors for those who have the potential but lack the means. We are committed to ensuring that no student is left behind due to financial constraints." He further emphasized the program's role in advancing equal opportunities in higher education.

Task 8 answer question

1. The goal is to increase access to higher education for students from low-income families by providing financial support to those who have the potential but lack the means.
2. The program was announced by the Minister of Education
3. What benefits does the scholarship offer?: The scholarship provides full tuition coverage, along with allowances for books, accommodation, and living expenses.
4. The Minister stated that "Education is the key to breaking the cycle of poverty, and this scholarship program will open doors for those who have the potential but lack the means." He also emphasized that the program is aimed at advancing equal opportunities in higher education.
5. The scholarship program targets students enrolling in public universities, and it will start in the 2025 academic year

ANSWER KEY

CHAPTER 6 EDUCATION

Task 9

1. The cost range for sending external inspectors is between £150,000 and £250,000.
2. Daphne Caine initially refused to disclose the cost due to concerns raised by MHKs about the value for money, and she had declined to provide the expenses related to the external validators.
3. Caine stated that revealing the exact amount could impact commercial sensitivity and potentially hinder the government's ability to secure the best value for future contracts.
4. The cost includes travel, accommodation, and expenses for the external validation team, as well as the compilation of gathered information and annual overviews.
5. Caine mentioned plans to improve the information provided to parents and carers after the validation visits.

Task 10

1. The main benefit is that schools will spend less on energy and heating bills, allowing them to allocate more funds to improving students' education.
2. The government is investing £180 million in installing solar panels in schools and hospitals across the country.
3. Whiteknights Primary School is expected to save around £4,500 a year due to the solar panels.
4. The schoolchildren discussed topics related to climate change, including saving energy and transport, and asked insightful questions about the future of climate change.
5. Any excess electricity generated by the solar panels will be sold back to the national grid.

ANSWER KEY

CHAPTER 6 EDUCATION

Task 12

- Concerns raised by MHKs regarding the value for money.
- Had been reflecting on the concerns raised in the House of Keys session.
- The cost includes travel, accommodation, and expenses for the external validation team, as well as the compilation of gathered information and annual overviews.
- The information provided to parents and carers after the validation visits.

Task 13

- is being developed
- were introduced
- are being distributed
- are being organized
- are being created
- are being upgraded
- is being installed
- is being monitored
- is being collected
- will be evaluated

Task 14

answered based on student knowledge

Task 15

answered based on student knowledge

VOCABULARY LIST

- Addiction [ə'dɪkʃən] – Kecanduan
- Affordable education [ə'fɔ:dəbl ˌɛdʒu'keɪʃən] – Pendidikan yang terjangkau
- Affordable healthcare [ə'fɔ:dəbl 'helθkeə] – Kesehatan yang terjangkau
- Affordable housing [ə'fɔ:dəbl 'haʊzɪŋ] – Perumahan yang terjangkau
- Alternative energy [ɔ:l'tɜ:nə'tɪv 'enədʒi] – Energi alternatif
- Alternative energy sources [ɔ:l'tɜ:nə'tɪv 'enədʒi sɔ:sɪz] – Sumber energi alternatif
- Ballot ['bælət] – Suara
- Ballot box ['bælət bɒks] – Kotak suara
- Bipartisan [baɪ'pɑ:tɪzən] – Bipartisanship
- Bipartisanship [baɪ'pɑ:tɪzənʃɪp] – Kepemimpinan dua partai
- Biodiversity [ˌbaɪəʊdaɪ'vɜ:sɪti] – Keanekaragaman hayati
- Blasphemy ['blæsfəmi] – Penistaan agama
- Bullying ['bʊlɪŋ] – Perundungan
- Carbon dioxide ['kɑ:bən daɪ'ɒksaɪd] – Karbon dioksida
- Carbon emissions ['kɑ:bən ɪ'mɪʃənz] – Emisi karbon
- Carbon footprint ['kɑ:bən 'fʊtprɪnt] – Jejak karbon
- Census ['sensəs] – Sensus
- Child abuse [tʃaɪld ə'bju:z] – Penyalahgunaan anak
- Child labor [tʃaɪld 'leɪbə] – Pekerja anak
- Climate ['klaɪmət] – Iklim
- Climate change ['klaɪmət tʃeɪndʒ] – Perubahan iklim
- Climate policy ['klaɪmət 'pɒləsi] – Kebijakan iklim
- Coalition [ˌkəʊə'lɪʃən] – Koalisi
- Concession [kən'seɪʃən] – Konsesi
- Conservation [ˌkɒnsə'veɪʃən] – Konservasi
- Constitution [ˌkɒnstɪ'tju:ʃən] – Konstitusi
- Constitutional [ˌkɒnstɪ'tju:ʃənl] – Konstitusional
- Consumer rights [kən'sju:mər raɪts] – Hak konsumen
- Crisis ['kraɪsɪs] – Krisis
- Cultural appropriation ['kʌltʃərəl əˌprəʊpri'eɪʃən] – Pengambilan budaya
- Cultural awareness ['kʌltʃərəl ə'weənəs] – Kesadaran budaya
- Cultural assimilation [ˌkʌltʃərəl əˌsɪmɪ'leɪʃən] – Asimilasi budaya
- Cultural diversity ['kʌltʃərəl daɪ'vɜ:sɪti] – Keanekaragaman budaya
- Cultural exchange ['kʌltʃərəl ɪks'tʃeɪndʒ] – Pertukaran budaya
- Cultural impact ['kʌltʃərəl ɪmpækt] – Dampak budaya
- Cultural integration ['kʌltʃərəl ɪntɪ'greɪʃən] – Integrasi budaya
- Cultural sensitivity ['kʌltʃərəl ˌsensɪ'tɪvɪti] – Sensitivitas budaya
- Custom ['kʌstəm] – Adat
- Customs ['kʌstəmz] – Adat
- Cyberbullying ['saɪbərˌbʊlɪŋ] – Perundungan daring

VOCABULARY LIST

- Social welfare ['səʊʃəl 'wɛlfɛə] – Kesejahteraan sosial
 Student body ['stju:dənt 'bɒdi] – Badan mahasiswa
 Student loan ['stju:dənt ləʊn] – Pinjaman pelajar
 Student-teacher ratio ['stju:dənt 'ti:tʃər 'reɪʃiəʊ] – Rasio guru-murid
 Sustainability [səs'teɪnə'bɪləti] – Keberlanjutan
 Sustainability report [səs'teɪnə'bɪləti rɪ'pɔ:t] – Laporan keberlanjutan
 Sustainable development [səs'teɪnəbl dɪ'veləpmənt] – Pembangunan berkelanjutan
 Sustainable energy [səs'teɪnəbl 'enədʒi] – Energi berkelanjutan
 Sustainable resources [səs'teɪnəbl rɪ'sɔ:sɪz] – Sumber daya berkelanjutan
 Terrorism ['tɛrərɪzəm] – Terorisme
 Tolerance ['tɒlərəns] – Toleransi
 Treaty ['tri:ti] – Perjanjian
 Unemployment [ˌʌnɪm'plɔɪmənt] – Pengangguran
 Unjust [ʌn'dʒʌst] – Tidak adil
 Universal health coverage ['ju:nɪvɜ:səl hɛlθ 'kʌvərɪdʒ] – Cakupan kesehatan universal
 Universal access ['ju:nɪvɜ:səl 'æksɛs] – Akses universal
 Unfairness [ʌn'fɛətnəs] – Ketidakadilan
 Unheard voices [ʌn'hɜ:d vɔɪsɪz] – Suara yang tak terdengar
 Unlawful [ʌn'lɔ:fl] – Ilegal
 Unconstitutional [ˌʌnkɒnstɪ'tju:ʃənl] – Tidak konstitusional
 Unjustified [ʌn'dʒʌstɪfaɪd] – Tidak dibenarkan
 Urbanization [ˌɜ:bənʌɪ'zeɪʃən] – Urbanisasi
 Voting rights ['vəʊtɪŋ raɪts] – Hak memilih
 Voter ['vɒtə] – Pemilih
 Vulnerability [ˌvʌlnə'rɪbɪləti] – Kerentanannya
 Waste [weɪst] – Sampah
 Waste management [weɪst 'mænɪdʒmənt] – Manajemen sampah
 Waste reduction [weɪst rɪ'dʌkʃən] – Pengurangan limbah
 Wastewater ['weɪstwɔ:tə] – Air limbah
 Wildfires ['waɪldfaɪəz] – Kebakaran hutan
 Wildlife conservation ['waɪldlaɪf kən'sɜ:veɪʃən] – Konservasi satwa liar
 World health [wɜ:ld hɛlθ] – Kesehatan dunia
 World trade [wɜ:ld treɪd] – Perdagangan dunia
 Youth unemployment [ju:θ ˌʌnɪm'plɔɪmənt] – Pengangguran pemuda
 Youth empowerment [ju:θ ɪm'pəʊə] – Pemberdayaan pemuda
 Youth engagement [ju:θ ɪn'geɪdʒmənt] – Keterlibatan pemuda
 Youth rights [ju:θ raɪts] – Hak-hak pemuda
 Youth development [ju:θ dɪ'veləpmənt] – Pembangunan pemuda
 Zero waste ['ziərəʊ weɪst] – Tanpa sampah

GLOSSARY

Breaking News	Urgent, time-sensitive news broadcast immediately as the event happens.
Bullying	When someone repeatedly hurts, threatens, or mistreats another person on purpose to make them feel bad or powerless.
Cultural Change	The transformation of a society's beliefs, values, or practices over time.
Cultural Diversity	The presence of varied cultures and traditions within a group or society.
Coronavirus (COVID-19)	Disease caused by the SARS-CoV-2 virus, with symptoms like fever, cough, and shortness of breath. It spreads through respiratory droplets.
Diarrhea	A condition characterized by frequent bowel movements with watery stool, caused by infections or contaminated food/drink.
Dengue Fever	Disease caused by the dengue virus transmitted by Aedes mosquitoes, with symptoms like high fever, muscle pain, and bleeding.
Corruption	When someone in power acts dishonestly or unfairly, usually by taking bribes or abusing their position for personal gain.
Ethnocentrism	The belief that one's own culture is superior to others.
Feature News	Human-interest stories that go beyond facts to explore emotional, inspiring, or unique aspects.
Globalization	The growing connection and exchange between countries in trade, culture, and technology.
Live Report	News delivered live from the location of the event.
Monkeypox	A viral disease with symptoms like skin rashes, fever, and swollen lymph nodes, transmitted through direct contact.
News Package	A fully edited video report that includes narration (voiceover), footage, interviews, and graphics.
Preservation	Protecting something from loss or damage, especially culture or heritage."
Racism	When people are treated unfairly or judged just because of their skin color, race, or where they come from.

NEWSROOM IN THE CLASSROOM



Thank you for exploring "Newsroom in the Classroom: Transforming Students into Future Broadcasters." This book is designed to empower students with the essential skills to succeed in the fast-paced world of news casting. By integrating real newsroom experiences with classroom learning, we hope to inspire a new generation of communicators who can confidently deliver news with clarity, creativity, and professionalism.

We encourage you to apply the concepts and techniques discussed in this book and experiment with your unique voice as a broadcaster. Remember, the world of news casting is constantly evolving, and with the right skills, you can make a significant impact on how stories are told.

May this book serve as a foundation for your journey into the exciting world of media and broadcasting. Keep learning, practicing, and pushing the boundaries of your potential. The newsroom awaits you—step forward and share your story!

"where high school students improve their language skills while exploring the art of journalism."

