**Art Works Out**

**Chapter 13**: **It's Garbage In**

**Tujuh Pembelajaran:**



Setelah mempelajari Bab 13, siswa diharapkan mampu:

1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

* 1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
  2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
  3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

4.13Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

# WARMER: Pairwork

Rearrange the following letters into meaningful words. The words can be found in the news script in Part B **Task 5** following this section.

|  |  |
| --- | --- |
| elcycer | sctlpreuu |
| coeinrnta | sthar |
| inrinpatgcoor | yitn |
| unganerliv | iheibxt |
| rezogniec  seurec | retaicple tertuex |
| birda |  |

# OBSERVING AND QUESTIONING

## Listening Comprehension

**Task 1:** Spend a minute or two writing down waste that you produce from your daily activities.

……………………

……………………

…………………...

•

•

•

plastic bottles

………………….

………………….

•

•

•

**Task 2:** Compare the list to your classmate’s. What is the common waste that you produce?

food leftovers? paper? vegetable? fruit skin? cardboard?

woodened stuff?

Plastic bottles, bags, glasses?

**Task 3**: What question(s) can you ask after you all know the kind of waste most frequently produced? (Your questions can be related to how to live a more efficient life with less waste, how

environmentally dangerous your waste to the environment, or how to recycle the waste, etc)

**Task 4:** If you listen to a news report about **an artist that turns plastic bags into art**, what QUESTION do you need to generate? Discuss that with your partner.

The question(s) is/are:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Some possible answers:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 5:** Now listen to the radio news. Your teacher will play the recording or read aloud a script of a news report. Close your book.

While listening, check if the answers to your questions are right.

**Artist Turns Plastic Bags into Art**

Source: <http://learningenglish.voanews.com/content/> plastic-bag-as-art/1966951.html

Picture 13.1 Colorful Braids

**Task 6**: Vocabulary Builder

Put a tick **(V)** when the meaning of the words and their meanings match. There are two words whose meanings do not match. See number one as an example.

|  |  |
| --- | --- |
| 1. sculpture (noun): an object made out of stone, wood, clay, etc | v |
| 2. container (noun): something such as a box or bowl used to keep something in |  |
| 3. tiny (adjective): extremely small |  |
| 4. to braid: mengepang |  |
| 5. braid: kepangan |  |
| 6. to unravel: to fasten or tie something firmly |  |
| 7. to incorporate: to include something as part of a group system, etc. |  |
| 8. to replicate: doing something again to get the same result again |  |
| 9. to loop: to move in a circular direction that shapes the form of a loop |  |
| 10. to secure : stop being twisted together (mengurai) |  |
| 11. masterpiece: the best work of art |  |
| 12. treasure: a very important and valuable object |  |

# COLLECTING INFORMATION

**Task 7:** Comprehension Question

Listen to the news again. Your teacher will play the recording or read aloud the script of the news report again. After that, read the following questions and answer them briefly. Do it individually first, then check your work by comparing your answers to a classmate's.

* 1. What is the news about?
  2. When and where was the event told by the reporter take place? Who were involved?
  3. What does Irby do with her newspaper plastic bag?
  4. How did she come out with the idea of turning the plastic bags into artwork?
  5. Who are Caty Weaver, June Simms, Allita Irby, Charlotte Hogan, Alita Meyer, and Shirley Watts?
  6. Is the news important? Why do you think so?
  7. Is it very common to change plastic waste into valuable things? Why do you think so?
  8. Do you think that Irby’s work is significant? Why do you

think so?

* 1. How can Irby’s idea and works contribute to the betterment of their environment?
  2. If your environment around you is ideal, how can you express gratefulness?

**Task 8:** Identifying Text Structure

Listen again. The text you just listened to or read is an example of a radio news report. In the following boxes are the parts of the news script. Read them carefully. After that, number the following boxes to show which part comes first and which parts come later.

The broadcaster in the studio welcomes listeners to the program and introduces

her name.

The broadcaster in the studio tells the newsworthy event in

the form of a summary.

The field reporter mentions her name to end the report.

**Task 9:** Pronunciation Practice

The field reporter introduces her name and reports the event with more detailed information by interviewing some actors and witnesses of the event.

The broadcaster in the studio ends the program by mentioning her name and inviting listeners

to join the program again next time.

Listen to your teachers pronouncing the following words carefully. Repeat after her/him.

1. **sculpture:** / ˈskʌlptʃər/
2. **container:** / kənˈteɪnər/
3. **break down:** / ˈbreɪkdaʊn/
4. **tiny:** / ˈtaɪni/
5. **braid:** / breɪd/
6. **unravel:** / ʌnˈrævə l /
7. **incorporate:** / ɪnˈkɔːpəreɪt/
8. **replicate:** /ˈreplɪkeɪt/
9. **loop:** / luːp /
10. **secure:** / sɪˈkjʊr/
11. **trash :** / træʃ/
12. **masterpiece:** /ˈmæstərpiːs/
13. **treasure** : /ˈtreʒər/

**Task 4:** Read the following news item of similar topic taken from a newspaper. What do you learn from the text?

#### Indonesia Opens Regional Recycling Conference



*Attendees at the 3R Forum look at toy motorcycles made from recycled parts, Surabaya, Indonesia. (Petrus Riski/VOA)*

#### Petrus Riski

February 25, 2014 1:44 PM

SURABAYA, INDONESIA—Indonesia has opened a regional recycling conference aimed at increasing awareness of waste management for economic and environmental benefits.

The Fifth Regional 3R Forum in Asia and the Pacific, which opened in Surabaya Tuesday, is being attended by 300 participants from nearly 40 Asia and Pacific countries.

The city was chosen to host the event because of its success in managing municipal waste through the 3Rs, Reduce, Reuse, and Recycle.

Mayor Tri Rismaharini said waste transportation is expensive and that the best way to address the problem is at its sources, with every household involved in recycling activities. "We can see that every year there

is a reduction in the volume of trash that ends up in the landfill. When I was the head of Sanitation and Parks, it was 2,300 cubic meters per day. Currently it’s 1,200 cubic meters," she explained. "So you can see the

reduction, which goes to composting centers, also in the community, and waste management centers."

The mayor said the city also runs a program for children called eco school.

"The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where

they bring their own plates and cups to reduce plastic waste. They even don’t use drinking straws," added Tri Rismaharini.

The conference will continue until Thursday. *(Sources:* [*http://www.voanews.com/content/indonesia-opens-*](http://www.voanews.com/content/indonesia-opens-) *regional-recycling-conference/1858981.html)*

**Task 4:** Vocabulary Builder

Find the boldfaced words in the text, then match them with their meaning below. Use the context of the sentences in the text to decide which word matches which meaning.

* 1. a decrease in the size, price, or amount of something or the act of decreasing something
  2. related to or belonging to the government of a town or city
  3. All the people who live in one house
  4. places to make plants, leaves etc. into compost
  5. the knowledge or understanding of a particular subject or situation
  6. a place where waste is buried under the ground
  7. things that you throw away, such as empty bottles, used papers, food that has gone bad

**Task 6:** Comprehension Questions

**Answer the following question briefly.**

1. What was the main agenda of the conference?
2. What was probably the main reason for holding the conference?
3. Why was Surabaya selected to be the conference venue?
4. How important was the conference for Indonesia?
5. Has Indonesia implemented the three Rs so far?
6. What did Rismaharini believe to be the best municipal waste management?
7. What made the mayor very convinced about her waste management?
8. How did the mayor educate students to live a zero waste life?
9. What do you think about the mayor’s concept on municipal waste management?

### **Task 7:** Making a script for a news broadcast

Read Task 2 again (in **C- COLLECTING INFORMATION**).

After you get inputs from your teacher about the structure of a radio news report, use the information to modify the reading text above into a script for a news broadcast. Do that in pairs, then compare your work with your classmates’.

# ASSOCIATING

**Task 1:** Text Structure

Your teacher will read again the radio news. The following table shows how the ideas in a news item are arranged. Fill in the following table with the information in the boxes in Task 8 (OBSERVATION), or the radio news script you have just made.

|  |  |
| --- | --- |
| Opening |  |
| Main event/ newsworthy event |  |
| Elaboration |  |
| Closing |  |

## Vocabulary Exercise

**Task 2:** Fill in the blanks with the right word from the following list. Some words can be used more than once.

secure

landfill

municipal trash

braid

compost reduce

incorporate

braids unravel loop replicate

container treasure masterpiece tiny

sculptures awareness break down

* 1. In the art class, the art teacher told us to make

\_\_\_\_\_\_\_\_\_\_\_ of animals or tress from clay that later can be donated to a kindergarten next to our school.

* 1. Every household in our city should think of how to

\_\_\_\_\_\_\_ the amount of taken to the

\_\_\_\_\_\_\_\_\_. The three Rs should be in the mind of all people.

* 1. My mother told me that in the old time it was difficult

to buy soupy kinds of food. We had to bring our own from home because plastic

\_\_\_\_\_\_\_\_\_\_\_ were not as popular as it is now.

* 1. It takes years for plastic waste to \_. Therefore,

live a zero waste life by bringing your own (plastic) bags or containers wherever you go.

* 1. This box is full of little seeds that can

turn into organic green leafy vegetables that have significantly large contribution to your health. Let’s grow our own vegetables.

* 1. As a little girl, I enjoyed wearing my hair in

\_\_\_\_\_\_\_\_\_\_\_\_; and now I enjoy weaving and twisting to my friend’s long hair.

* 1. Could you help me this rope over these

sacks? We need three strings more to the

knots of these three sacks of rice.

* 1. What is this nation’s most precious that

can guarantee this country’s welfare? It is the high-spirited and environmentally concerned young generation like you.

* 1. Environmentally concerned city architects will

\_\_\_\_\_\_\_\_\_\_\_\_ environment-friendly features in their design of the city planning.

* 1. Do you agree if I say that Andrea Hirata’s “Laskar Pelangi” is a ? It has been translated

into many languages and we should be proud of that.

* 1. As the last assignment, you need to do a research project. If you want to your senior’s

research you need to explain why it is important to do that again and in what way your own research will be different from your senior’s.

* 1. The hair stylist the ribbon over the braids

then tightened the so that braids will not

\_\_\_\_\_\_\_\_\_\_\_.

* 1. The \_\_\_\_\_\_\_\_\_ government provides free \_\_\_\_\_\_\_\_\_

as free fertilizers for our plants.

* 1. Schools should have eco programs that aim at developing students’ about their

environment.

## Grammar Review

**Task 3:** To form a noun we can add suffix –ion to verbs. Study the examples in the first few numbers and then complete the rest. You can make the list longer. Work in pairs.

|  |  |
| --- | --- |
| **Verb** | **Noun** |
| 1. incorporate | incorporation |
| 2. pollute | pollution |
| 3. exhibit | exhibition |
| 4. represent | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5. replicate | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 6. create | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 7. promote | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 8. donate | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 9. contribute | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 10. produce | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## Grammar Exercises

**Task 4:** Now try to use them in sentences. See the example.

1. Think of what you can **contribute** to make your school atmosphere and environment better. Your meaningful **contribution** will make you feel better about yourself.
2. The artist {replicate] the hairstyle of an Indian ethnic group in America, the Navajo. The [replicate] looks beautiful.
3. I [ promote ] Sita and Budi to be the representatives of our class in the student organization. I will use poster for the [promote].
4. The architect [incorporate] environmentally friendly materials in the design of the public library. The [incorporate] will make the new building harmonious with the surrounding.
5. The painting [exhibit] will take place in the main hall of the library. Not only national artists but also some high school students will [exhibit] their works there.
6. Do not [pollute] this lake. If you do, the [pollute] will finally

harm our health.

1. Be proud of being able to [create] this pop-up book yourself. Though it is not the best, you should appreciate the originality of your [create]. This is really much better than copying other people’s work.
2. Children in the landslide area need our [donate] for buying books and other learning materials. I suggest that everyone in this class [donate] some of their pocket money.

### **Task 5:** Try to write sentences that use the noun and verb forms of the following words.



1. donate – donation
2. contribute – contribution
3. promote – promotion
4. create – creation
5. exhibit – exhibition

**Listening – transcribing a news item**

**Task 6:** Listen to the recording of a news item that your teacher is playing carefully. Try to transcribe the news item that you hear. After that, compare your work with your classmate’s sitting next to you.

# COMMUNICATING

## Speaking

Let’s do a role-play. Follow these steps to make an interesting role-play. Choose one of the role plays provided below.

**Task 1:** Role Play one – news broadcast

* 1. First, make groups of four to five students.
  2. Find some information about plastic recycling. You can

find it in the Internet, newspapers or magazines.

* 1. Read again the script of news report in section B task 5 and section C task 10.
  2. Find the differences between the format of the news items for newspapers and radios.
  3. After you find them, choose the most interesting news from a newspaper and rewrite it into a news script for a radio broadcast.
  4. Then make a preparation for a radio broadcast.
  5. Decide who will be the broadcaster in the studio, on site reporter, and actors and witnesses of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Enjoy the role-play.

### **Task 2:** Role Play two – news writing and broadcast

1. Work in groups of four to five.
2. Look for interesting things in the class and school or around that are worth reporting. Your group may need to interview some people (witnesses) of the thing you want to report. Decide who will interview whom.
3. Work together to write and edit the news report. Study again the previous discussion and exercises in this chapter and previous ones on the grammar, expressions, and organization of ideas of news report.
4. Decide who will be the broadcaster in the studio,

reporter(s) in the field, and actors and witnesses

of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Try your best and enjoy

the role-play.

**R E F L E C T I O N**

Source: [www.123trf.com](http://www.123trf.com/)

Read again the instructional objectives. Is there any objective that you have not been able to accomplish? Read the activity which is still difficult. Don’t hesitate to ask for help to your teacher.

**Extension - Listening**

Go to [*http://learningenglish.voanews.com/an*d](http://learningenglish.voanews.com/and) find more learning sources to develop your listening skills. Share any interesting text worth listening to with your classmates from the link or any other link. Exchange any important information that you get.