

## CHAPTER 8

# Explain This !!

### KOMPETENSI DASAR

- 3.5 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*.)
- 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI



## Pre-Activity

**Read the text given below.**

### Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings



Figure 8.1 Earthquake disaster

and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

### Discussion

1. Have you ever witnessed an earthquake? What effect did it have on you?
2. Why are earthquakes considered as the most deadly natural hazards?
3. Did you notice anything specific about the way this text is written?
4. What kind of text is this?

## **B** Building Blocks

### Explanation Text

An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).

For example:

- Rain
- The water cycle
- Earthquakes

### Types of Explanation Texts

Explanation texts are categorized according to the type of process they describe.

#### Sequential Explanation

Explanations that describe natural and non-natural phenomena, for example life cycles.

#### Cause and Effect Explanation

Explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes.

## Structure of an Explanation Text

### Social Function

An explanation text is used to describe how or why a certain phenomenon happens.

### General Structure

- A title that identifies the topic to be explained
- An opening statement that identifies the process to be explained
- A clear order of paragraphs that describe how and why
- A concluding paragraph that puts all the information together
- Finally, a visual text (a labeled image)

### Linguistic Features

- Focuses on general group rather than specific.
- Use of Linking words like **in general, rather, for instance.**
- Use of action verbs like **breaks, erupts.**
- Use of present tense like **is, wake, are.**
- Reference to people should not be given.
- Passive voice may be used.
- Use of technical terms and language relevant to the subject.
- Conjunctions should be used to make connections like **and, but.**
- Gives a detailed description to create a rich meaning.

## Passive Voice

When emphasis is on the action (verb) and the object of a sentence rather than the subject of a sentence.

### It means that

Action is more important than the subject.

Subject is unknown.

Even when the subject is known, it is put at the end.

### Examples

- A letter is written by me.
- America was discovered by Columbus.
- Macbeth was written by Shakespeare.
- The door was opened by his son.
- The new ideas were suggested by Edo.

## Changes of Pronouns from Active Voice to Passive Voice

Pronoun in Active Voice	Pronoun in Passive Voice
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

Table 8.1 Pronouns in active & passive voice

### Rules for Changing Active Voice to Passive Voice

- Identify the subject, the verb and the object: SVO.
- Change the object into subject.
- Put the suitable helping verb or auxiliary verb. In case the helping verb is given, use the same verb but note that the helping verb given agrees with the object.
- Change the verb into the past participle form.
- Add the preposition "by".
- Change the subject into object.

## Example

Active Voice	Passive Voice
The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.
She closed the door.	The door was closed by her.

## Forming Passive Voice

Tense	Be +Past Participle	Example
Present Simple	am, is, are + made	The painting is made by her.
Present Progressive	am, is, are+ being+ sent	The book is being sent right now.
Present Perfect	has, have +been +sold	The copyrights of the books have been sold.
Past Simple	was, were+ invited	He was invited by Carl.
Past Progressive	was, were + being+ washed	Their bikes were being washed while they were running in the park.
Past Perfect	Had+ been+ hired	All the employees had been hired before the school started.
Future (will)	Will be +signed	A contract will be signed by her.
Future (going to)	am, is , are+ going to be + built	A bridge is going to be built by them within the next few years.
Future Perfect	Will+ have been+ started	The job will have been started by the first of June.

Table 8.2 Formating of passive voice

## An annotated explanation text

Structure	How volcanoes are formed	Linguistic features
Introduction	Have you ever wondered how volcanoes are formed?	
Opening statement	A volcano <del>is a vent or an opening on the earth's surface</del> which allows molten rock called <b>magma, volcanic ash</b> and gas to escape out onto its surface.	Present tense
Explanation Sequence 1	Volcanoes are formed whenever there is a <b>crack</b> in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the centre of the earth to the earth's crust.	Technical terms
Explanation Sequence 2	When the pressure <b>builds</b> up in the chamber, the magma, gases <b>and</b> ash are pushed up through to the top of the tube on the earth's surface known as vent.	Action verbs
Explanation Sequence 3	<b>The red-hot magma that escapes to flow</b> over the Earth's surface is called lava which, when cools, forms <del>into</del> rocks.	Conjunction
Conclusion	In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	Technical language

Table 8.3 Description of explanation text





## Let's Practice

The opening statement of a phenomenon is given below. Use the format of an explanation text to complete it.

### Opening Statement

Have you ever wondered how rain is formed? Rain is nothing but droplets of water from the air.

## **D** Active Conversation

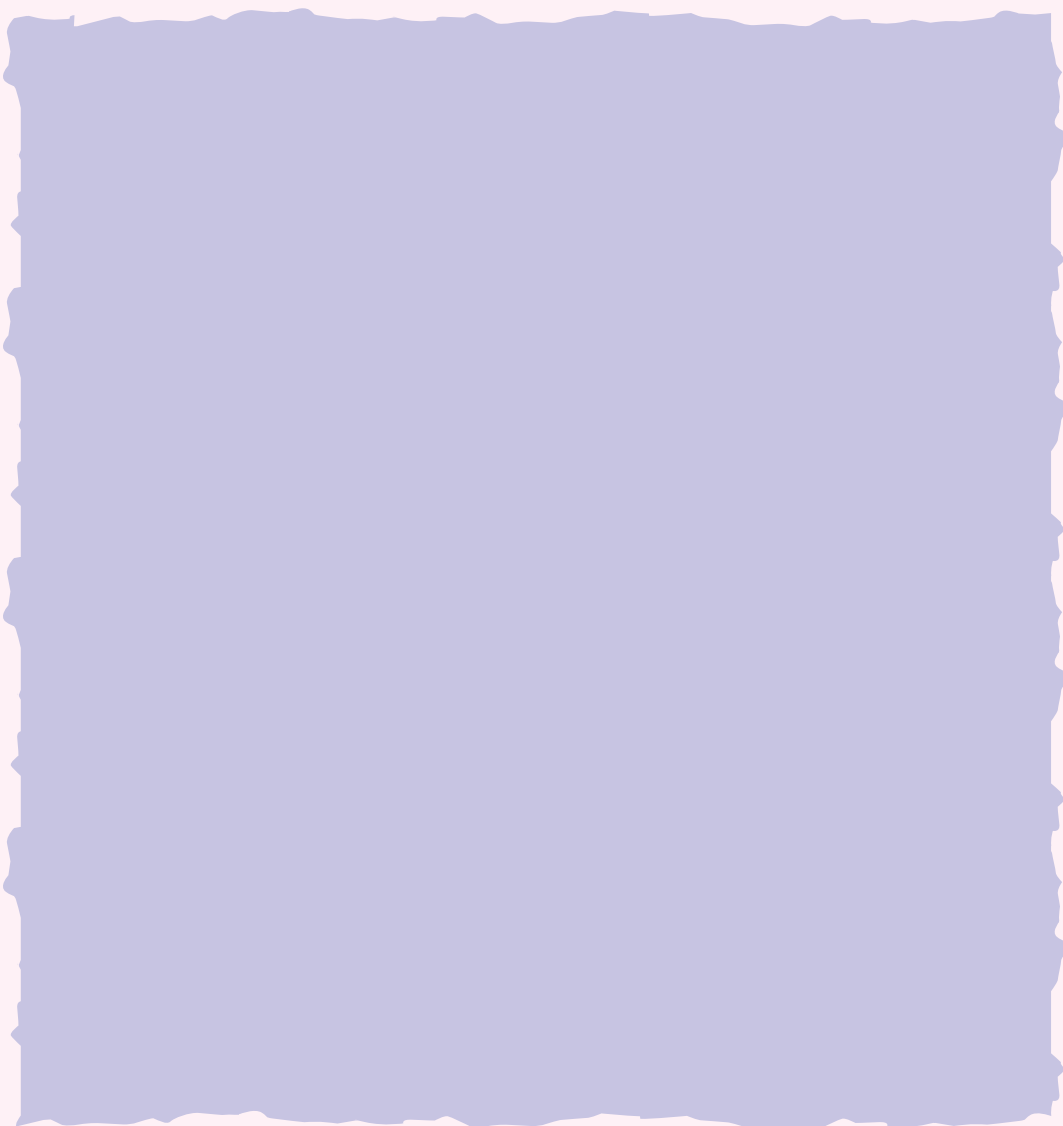
Choose one of the topics given below.

Formation of rainbows

Life cycle of any animal

How tsunamis are formed

Do research on any one of the above given topics and explain to a friend or present it in class.  
Use the explanation text format.





## Writing Connection

Write an explanation text from any topic given in the active conversation or any topic of your choice. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow the writing process (drafts, edit, revise and publish).

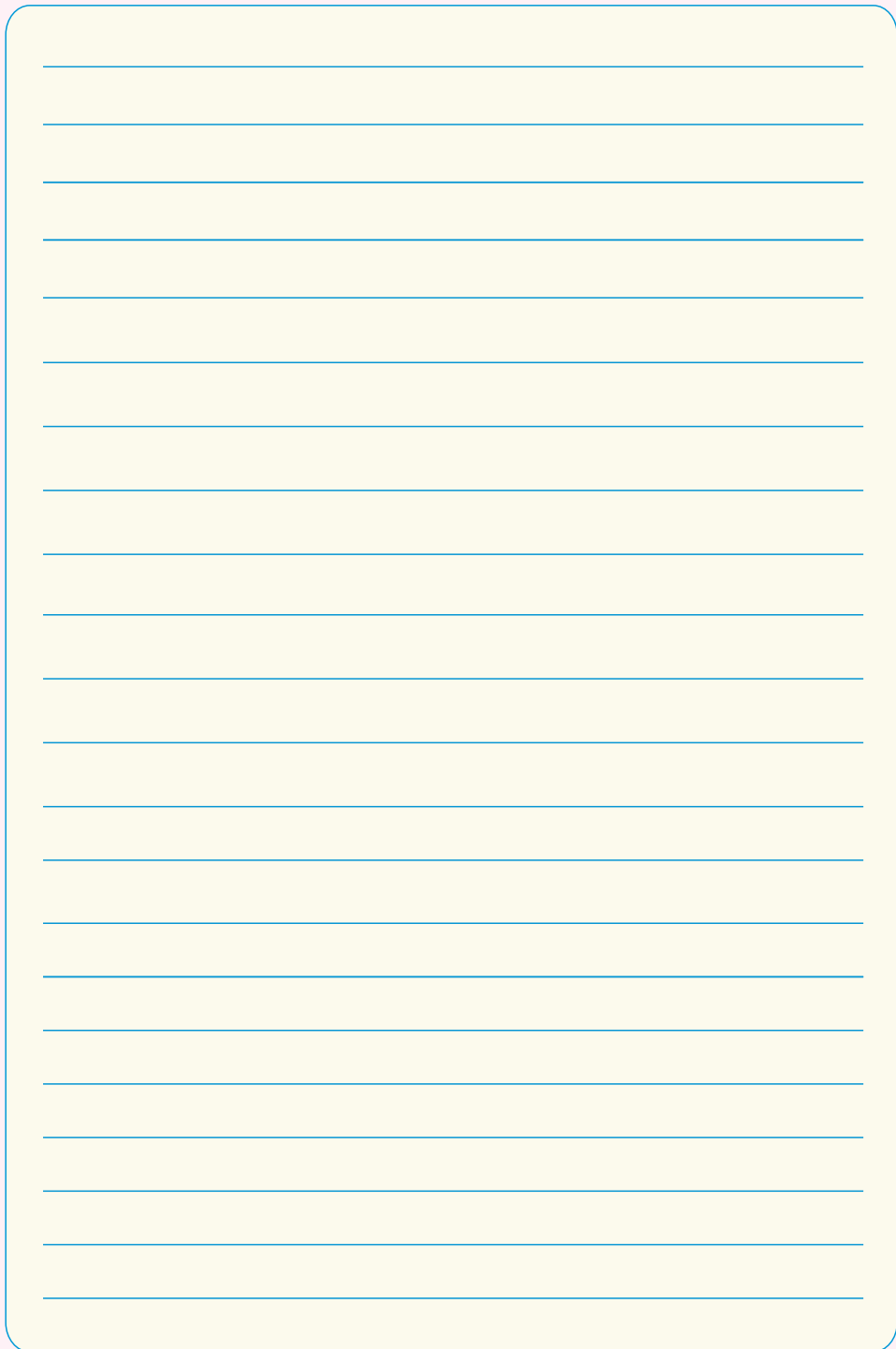
**Draft 1 (Show this draft to your teacher for the feedback.)**

A large yellow rectangular box with rounded corners and a blue border, containing 20 horizontal blue lines for writing the draft.

**Draft 2 (Make changes according to the feedback given by your teacher.)**

A large yellow rectangular box with rounded corners and a blue border, containing 25 horizontal blue lines for writing.

**Final Draft (Revise and publish – share with your teacher, friends,  
and on your blog.)**



A large yellow rectangular box with rounded corners and a blue border, containing 25 horizontal blue lines for writing.

## Let's Create/Contribute

Create a video, PowerPoint presentation, poster or a pamphlet to educate people in your neighbourhood about the formation of tsunamis or earthquakes.



## Formative Assessment

**I can do this.**

**Complete these statements.**

1. The most interesting thing I learnt in this chapter was \_\_\_\_
2. The part I enjoyed most was \_\_\_\_
3. I would like to find more about \_\_\_\_
4. The hardest part in this chapter was \_\_\_\_
5. I need to work harder at \_\_\_\_

**Read the statements below and tick (✓) the option that is most applicable to you.**

	Yes	Maybe	No	Not at all
The chapter was easy to understand.				
I know what an explanation text is.				
I know why explanation texts are written				

**My plan to overcome the difficulties I faced in this chapter**