

# CHAPTER 4

## Natural Disasters-An Exposition

### KOMPETENSI DASAR

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *eksposisi analitis* lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks eksposisi analitis
  - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *eksposisi analitis* lisan dan tulis, terkait isu aktual
  - 4.4.2 Menyusun teks *eksposisi analitis* tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks



## Pre-Activity

Read the text below.

# Global Warming

**Is it an end to our world?**

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the

lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.



Picture 4.1 Effect of global warming (Source: nationalgeographic.com)

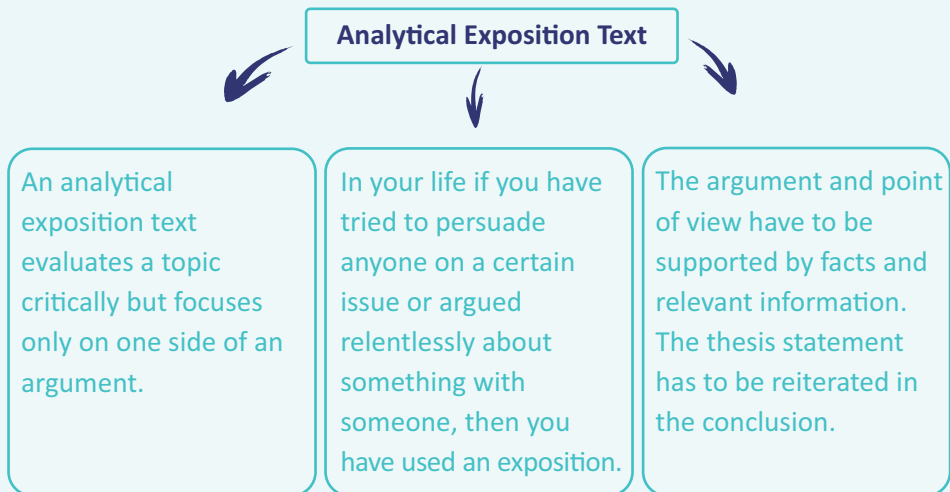
Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

### Discussion

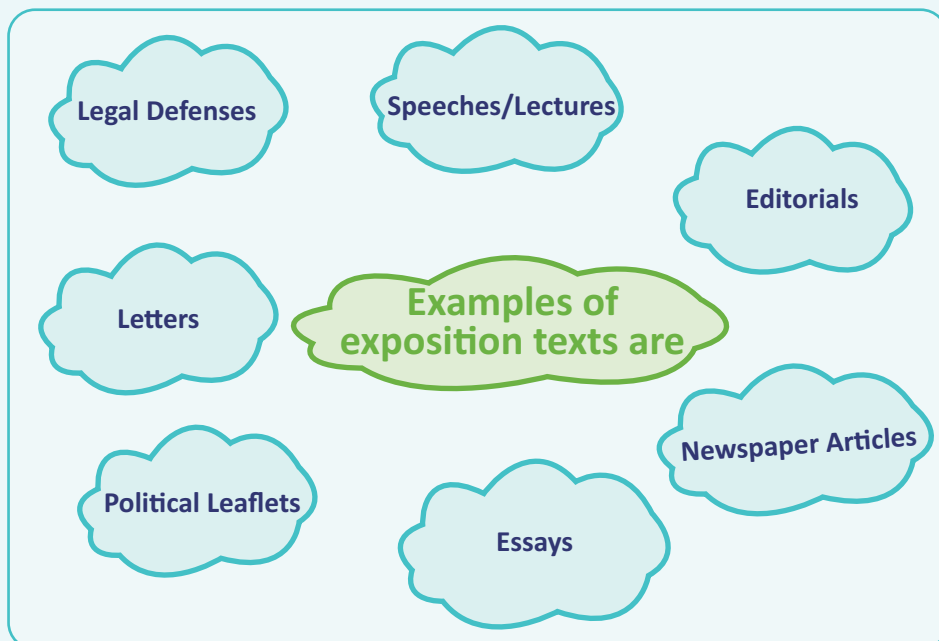
1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?

## B Building Blocks



### Social Function

The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.



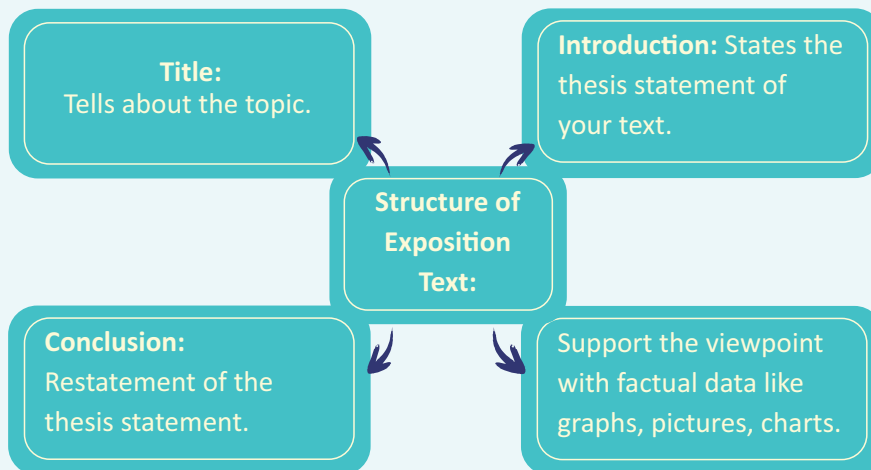
**An exposition text needs to:**

clearly state the point of view,

use valid research findings to support your viewpoint,

defend your viewpoint,

support the viewpoint with factual data like graphs, pictures, charts.



**Title:**

- Tells about the topic of the essay.

**Introduction:**

- This is the starting point of an exposition essay.
- Here you state the topic and establish the point of view (thesis statement).
- Introductory statement should be an emotional statement or a question that is an attention grabber.
- A preview of the points you plan to make to support your thesis (argument).

**Body:**

- A series of arguments to convince the audience.
- Each paragraph starts with a new argument.
- Each paragraph has a main point, reason for the main point and evidence to support the main point.

- Use of emotive words, mental verbs, causal conjunctions to persuade the audience.
- Each paragraph has to be logically linked to the previous paragraph and to the thesis statement.

#### **Conclusion:**

- Reiterates or restates the thesis statement.
- Summarizes what has been stated.

(Emilia, 2012)

#### **Language Features of an Exposition Text:**

Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. **Use thesaurus to find an appropriate word.** For example:

- Instead of using “bad”, **USE** *appalling, unfavorable, ghastly, terrible*;
- Instead of using “good”, **USE** *fantastic, incredible, momentous, remarkable*;
- Instead of using “persuading”, **USE** *convincing, urging, enticing, realistic*;
- Instead of using “persuasive”, **USE** *credible, realistic, rational, sane, coherent*.

**Use the present tense** such as *lions live; I eat; cheetahs run*.

**Use mental verbs** such as *I believe; I prefer; I agree; I doubt; I disagree*.

**Use saying verbs** to support the argument such as *people say; it is said; research indicates*, etc.

**Use connecting words** to link to arguments so that the flow of the arguments is logical and fluent.

Some examples are:

additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.

**Use causal conjunctions** to indicate a cause or reason of what is being stated.

For example:

because, consequently, despite, due to, for that reason, in that case, eventhough, yet, otherwise, etc.

**Use words that express the author's attitude** - to qualify or confirm.

For example:

will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability, etc.

### Use persuasive techniques:

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.
- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.
- Use exaggerations to make things or issues appear better or worse than they actually are.

(Simon & Schuster, 2002)

### Example of an exposition text

Text Organization	<u>Banning of motorbikes is necessary in housing areas.</u>	Language Features
<b>Introduction (Thesis statement)</b>	Motorbikes are a nuisance and a cause for great distress. <b>Even though</b> motorbikes are considered as the most convenient form of transportation, <b>I think</b> they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of <b>unreasonable</b> amount of noise, air pollution, diseases, and accidents.	<b>Mental verbs</b> <b>I think</b> <b>I believe</b>
<b>Argument 1 + elaboration</b>	<b>First of all</b> , I would like to point out that motorbikes are a major contributor to the pollution in the world. <b>Research</b> has shown that motorbikes <b>emit</b> a deadly gas that is dangerous for the environment. <b>Consequently</b> , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	<b>Conjunctive relations</b> <b>First of all</b> <b>Secondly</b> <b>Causal conjunctions</b> <b>Consequently</b>
<b>Argument 2 + elaboration</b>	<b>Secondly</b> , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	<b>Generic reference</b> <b>Accidents</b>

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	
<b>Argument 3 + elaboration</b>	<b>Furthermore</b> , motorbikes create so much noise. There is “vroom vroom” noise everywhere. It is <b>extremely difficult</b> to sleep. <b>Parents</b> with infants find it extremely <b>challenging</b> . The moment their <b>babies</b> fall asleep, one or another motorbike passes by and the baby wakes up. It is also <b>arduous</b> for children to concentrate on their homework. <b>Experts</b> are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in <b>children</b> and adults (Fields, 1993).	<b>Children Parents</b>       <b>Expert opinion Expert Research show</b>
<b>Argument 4 + elaboration</b>	<b>Finally</b> , motorbikes are responsible for horrible <b>accidents</b> . In some cases, there are deaths. Motorbike riders <b>go so fast</b> that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).	<b>Present tense Are responsible Go so fast Are known</b>
<b>Conclusion (Reiteration of thesis statement)</b>	<b>In conclusion</b> , from the arguments above, <b>I strongly believe</b> that motorbikes should be banned from housing areas.	

Table 4.1 The example and structure of an exposition text



## Let's Practice

**A. The article given below is incomplete.**

**Complete it using the format of an exposition text and give it a suitable title.**

**Introduction (thesis statement)**

Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

**Argument 1 + Elaboration**

**Argument 2 + Elaboration**

**Conclusion (restatement of thesis statement)**





## Active Conversation

**Choose one of the topics given below.**

A. Passive smoking is a silent killer.

B. Why is learning English important?

State your arguments or position on one of the above given issues and then discuss with your partner. For the arguments, you can use some expressions like these:

- I would like to remind you ....
- It is important for us to ....
- I believe that ....
- I am convinced that ....
- Let me tell you ....
- Try to remember ....

### A. Passive smoking is a silent killer

You can use this example to start your conversation:

Student A: Do you know that passive smoking is more dangerous than active smoking?

Student B: I know, but I think it is not as dangerous as people say it is.

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

## B. Why is learning English important?

State your arguments or position on this issue and then discuss with your partner.  
You can use this example to start your conversation:

Student A: Learning English is important because it is a means of communication with different people around the world.

Student B: I don't think it is important.

Student A: I do not agree with you ....

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:



## Writing Connection

Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks.

When you are done writing your first draft, consult your teacher to get a feedback on your writing.

**Draft 1:**

**Draft 2:**

**Final Draft:**

## **F** Let's Create/Contribute

**Choose one of the activities given below.**

1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.
2. Create a pamphlet or a movie to educate people in your school on "Dangers of drug abuse and cigarette smoking."

**Make sure to put lots of pictures in your pamphlet.**



Picture 4.2 Pamphlets (Source: designstore.ir)



## Formative Assessment

**I can do this.**

**Complete these statements.**

1. The most interesting thing I learned 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.**

	Definitely	Yes	Maybe	No	Not at all
The text was easy to understand.					
I know how to write an exposition text.					
I can write an exposition text.					
I know the format of an exposition text.					
I can create a pamphlet.					

**My plan to overcome the difficulties of this chapter**