

Chapter 7

It's Garbage In, Art Works Out



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Tujuan Pembelajaran:

Setelah mempelajari Bab 7, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.
- 4.4 Menangkap makna dalam teks berita sederhana dari koran/radio/TV.

A. WARMER: PAIRWORK

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none">- Guru meminta siswa untuk bekerja dalam kelompok menyusun kata-kata dari huruf yang ditulis tidak beraturan. Semua kata-kata tersebut ada di dalam teks bacaan. <div><div>recycle</div><div>container</div><div>incorporating</div><div>unraveling</div><div>recognize</div><div>secure</div><div>braid</div></div> <div><div>sculpture</div><div>trash</div><div>tiny</div><div>exhibit</div><div>replicate</div><div>texture</div></div>	<ul style="list-style-type: none">- <i>Look at the WARMER part. Work in groups to rearrange the combination of letters into words. Work quickly.</i>- <i>Okay, now let's check the answers together.</i>- <i>Do you know the meaning of the words? Who knows? Let's share.</i>

B. VOCABULARY BUILDER

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none">- Setelah mendengarkan siswa membahas kata-kata sulit, perhatikan apakah makna kata-kata tersebut sudah dipasangkan dengan artinya yang tepat. Semua kata terpasang dengan artinya kecuali kata nomor 6 dan 10 yang saling bertukar tempat.	<ul style="list-style-type: none">- <i>Now, try to find the meaning of the words. Most of the words already match with the meanings. Put a tick when they match, and find the two words whose meaning are incorrectly matched.</i>- <i>You may use your dictionary if necessary.</i>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Siswa memasang makna kata-kata sulit dengan kata-kata sulit dalam teks. Guru membantu siswa mempertimbangkan konteks kalimat dalam menentukan pilihan makna yang sesuai. <ul style="list-style-type: none"> a. <i>reduction</i> b. <i>municipal</i> c. <i>household</i> d. <i>composting centre</i> e. <i>awareness</i> f. <i>landfills</i> g. <i>trash</i> 	

C. PRONUNCIATION PRACTICE

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Siswa mendapatkan informasi tentang bagaimana melafalkan kata-kata baru. Guru membaca dengan nyaring dan siswa menirukan. Guru meminta siswa mendemonstrasikan kemampuan melafalkan kata-kata tersebut. - Jika perlu guru bisa meminta siswa membaca nyaring kalimat-kalimat yang berisi kata-kata tersebut. 	<p><i>Now, let's learn how to pronounce the words correctly. Listen to me. I'll read the words aloud and repeat after me.</i></p>

D. LISTENING COMPREHENSION

PROSEDUR	INSTRUKSI/CATATAN
<p>Task 1:</p> <ul style="list-style-type: none"> - Guru meminta siswa secara individual untuk memikirkan dan menuliskan sampah yang sering mereka hasilkan. Ini adalah upaya untuk membuat pembelajaran lebih kontekstual. Beberapa contoh jawaban: <ul style="list-style-type: none"> • <i>plastic bottles</i> • <i>cardboard</i> • <i>paper wrappers</i> • <i>wooden stuff</i> • <i>plastic wrappers</i> • <i>fruit skin</i> • <i>unused vegetables</i> • <i>food leftovers.</i> • <i>broken glass</i> • <i>unused gadgets</i> • <i>rags</i> - Kemudian siswa secara berpasangan diminta untuk membandingkan daftar sampah yang mereka hasilkan. - Guru mengajak kelas untuk mengapresiasi pertanyaan-pertanyaan yang dihasilkan kelas yang berhubungan dengan sampah. 	<ul style="list-style-type: none"> - <i>You are going to listen to a text about how to recycle household waste. Before we do that, let's find out kinds of waste usually produced from your daily life activities. Work individually first, then compare your list to your classmates'.</i> - <i>Compare your list to your classmates sitting close to you. What is the most frequently produced waste?</i> - <i>Look at the most commonly produced waste. In pairs, think about the questions you need to ask related to kinds of waste.</i>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Jika tidak ada siswa yang menghasilkan pertanyaan yang berkaitan dengan sampah yang sulit terurai seperti plastik guru mengajukan pertanyaan terkait hal tersebut. - Siswa dimotivasi untuk bertanya setelah melihat jenis-jenis sampah yang mereka hasilkan. Pertanyaan yang penting terutama adalah: <i>What do you usually do with the waste that cannot break down easily, that take long time to break down and become soil again.</i> - Guru dan para siswa berdiskusi singkat tentang hal ini. <p>Task 2:</p> <ul style="list-style-type: none"> - Guru menuliskan di papan judul berita yang akan didengarkan para siswa: <i>Artist Turns Plastic Bags into Art</i> mengajak siswa untuk berpikir tentang pertanyaan apa yang sebaiknya ditanyakan jika mereka menemui judul tersebut. Pertanyaan itu di antaranya adalah: what information will I get. Dan prediksi jawaban dari pertanyaan tersebut adalah: I will get some information about who the artist is and how she/he recycles the plastic waste. - Dengan memiliki prediksi awal, siswa melakukan <i>listening with a purpose</i> dan memiliki standpoint untuk mengkritisi apakah berita yang didengarkan sesuai dengan harapan. 	<ul style="list-style-type: none"> - <i>Let's share the questions. Read the questions. What do you think about those questions?</i> - <i>What do you think about these questions:</i> * <i>What happens to the waste that cannot breakdown easily?</i> * <i>What happens to the waste that takes long time to breakdown and become soil again?</i> - <i>We are going to listen to a piece of news entitled Artist Turn Plastic Bags into Art.</i> - <i>When you come across a title like that, what questions will you probably have and what answer do you expect to get from the news? Discuss with your partner.</i> - <i>Now listen to the news and see whether the text answers your question(s).</i>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Kosakata yang dianggap baru dan tidak bisa diterka dari konteks teks juga bisa dibahas makna pada tahap ini. <p>Task 3:</p> <ul style="list-style-type: none"> - Guru memperdengarkan teks listening yang bisa di download dari learningenglish.voanews.com/content/plastic-bag-as-art/1966951.html. Jika hal tersebut tidak memungkinkan, guru membacakan teks berita tersebut. Dalam konteks ini, lebih baik jika siswa belum membaca <i>news script</i> pada Task 5 tersebut. <p>Task 4:</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk bersiap mendengarkan lagi dan guru mengatakan bahwa rekaman hanya akan dimainkan sekali ini karena radio juga tidak bisa diminta mengulang. Rekaman bisa diputarkan lagi hanya untuk mencocokkan jawaban. - Pertanyaan 1 s.d. 5 berisi jawaban faktual dari teks sedangkan pertanyaan 6 s.d. 9 berisi jawaban yang bersifat subjektif. Benar tidaknya jawaban bergantung pada argumen yang diberikan siswa. 	<ul style="list-style-type: none"> - <i>Now listen to the text. While listening, check if your question is relevant with the text and whether you get the answer for that question too.</i> - <i>This means while listening you pay attention to the information you are looking for.</i> - <i>Are there any new words?</i> - <i>Read the comprehension questions number 1 to 5. Can you answer the questions? If you can, write them down.</i> - <i>Now, let's listen again to the news and take some notes about the information needed to answer the questions.</i> - <i>I will play the recording once again.</i> - <i>(Or, I will read aloud the text once)</i> - <i>Now, answer questions 1 to 5, individually first.</i> - <i>Then, compare your answers to your classmates' sitting next to you.</i>

<p>Task 5:</p> <ul style="list-style-type: none"> - Siswa memberi nomor urut pada kotak-kotak yang berisi informasi tentang bagian-bagian dari sebuah berita radio. Untuk melakukan ini, siswa membaca news script dan memahami urutan idenya. Berdasarkan urutan ide dalam teks, siswa menomori kotak-kotak tersebut. 	<ul style="list-style-type: none"> - <i>Now let's check the answers together.</i> - <i>Okay, now let's continue to answer questions 7 to 10. Discuss the answers in pairs.</i> - <i>Now, let's share our answers with the class.</i> - <i>The text you just listened to is an example of a news report. Now, let's identify how the ideas and the steps or the reportage is arranged. Knowing that can help us understand the news better. Now, read the news scripts. After that, number the following boxes to show which parts come first and which come later.</i>
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E. READING COMPREHENSION

PROSEDUR	INSTRUKSI/CATATAN
<p>Task 1:</p> <ul style="list-style-type: none"> - Sebelum membaca teks siswa diminta memerhatikan gambar dan membaca <i>caption</i> di bawah gambar. - Siswa juga diminta membaca judul. 	<ul style="list-style-type: none"> - <i>Look at the photo and read the caption below that. Read also the title.</i>

<ul style="list-style-type: none"> - Berdasarkan foto, <i>caption</i>, dan judul, siswa diminta menerka isi bacaan. Jika siswa memahami gambar, <i>caption</i>, dan judul dengan benar, prediksi siswa tentang isi berita juga akan benar. - Siswa membaca teks dengan saksama dan mendapatkan informasi tentang upaya penanggulangan sampah. <p>Task 2: Vocabulary activities Siswa mencari kata-kata dalam teks yang dicetak tebal dan memasangkannya dengan artinya.</p> <p>Task 3: Comprehension Question Siswa menjawab pertanyaan bacaan. Mintalah siswa untuk bekerja dalam kelompok.</p> <p>Task 4: Writing activities Membuat news script untuk siaran radio.</p> <ul style="list-style-type: none"> - Guru meminta siswa mempelajari lagi Task 2 (in C – Collecting Information). Setelah itu guru meminta siswa bekerja dalam kelompok untuk mengubah sebuah bacaan yang mereka pilih untuk menjadi script yang siap dibaca sebagai berita radio. 	<ul style="list-style-type: none"> - <i>Now, guess what do you think the news is about? Tell your idea to you classmate sitting next to you.</i> - <i>Now, read the news. Find out whether your guess is right.</i> - <i>Students, now find some boldfaced words in the text and match them with the meaning provided in task 2.</i> - <i>Answer the questions in pairs or in groups.</i> - <i>After that exchange your answer sheets. Check whether your answers the same as the students'. If they are different, whose answers are correct? Discuss with your group.</i> - <i>Read again the activity in Task 2 listening comprehension section on page 100. Now, use the information from that section to modify the reading text into a script for a TV news broadcast. Do that in pairs, then compare the result with your classmates'.</i>
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F. TEXT STRUCTURE

PROSEDUR	INSTRUKSI/CATATAN
<p>Task 1: Identifying the Arrangement of Ideas of a news item.</p> <ul style="list-style-type: none"> - Dengan menggunakan jawaban pada Task 5 pada bagian listening comprehension, siswa menjawab tugas pada task ini, yaitu mengidentifikasi struktur/ susunan gagasan pada berita radio. Siswa mengisi tabel menggunakan kotak-kotak informasi tersebut. 	<ul style="list-style-type: none"> - Fill in the blanks with the right words from the list of words provided on page _____. To help you do the exercises more easily, read again the vocabulary builder on page _____ and the vocabulary activity on page _____. - Do this yourself first. Then compare your answers to your classmates'.

G. VOCABULARY EXERCISES

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Siswa mengisi rumpang dengan menggunakan kata-kata yang telah disediakan. Di sini siswa mengaplikasikan pengetahuan mereka tentang kata-kata yang mereka pelajari sebelumnya dalam konteks baru. 	<ul style="list-style-type: none"> - Listen again to the radio news report. Then, look at the tables on page _____. The table shows how the ideas in a news report are arranged. - Fill in the table with the information from the boxes in task 7 Part B Listening Comprehension on page _____. Or, fill in the table with the information from the radio news script you have just made (Task 4 Part E Reading Comprehension on page _____).

H. GRAMMAR REVIEW

PROSEDUR	INSTRUKSI/CATATAN
<p>Task 1:</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk memerhatikan salah satu unsur kebahasaan dalam teks, yaitu berupa perubahan kata kerja menjadi kata benda dengan penambahan imbuhan <i>-ion</i> pada kertas kerja. Siswa kemudian berlatih menggunakan kata-kata tersebut dalam konteks kalimat yang disediakan dan yang mereka buat sendiri. <p>Task 2: Is it Verbs or Noun?</p> <ul style="list-style-type: none"> - Pada <i>grammar exercises</i> siswa menerapkan konsep yang baru mereka pelajari. Siswa mengubah kata kerja menjadi kata benda dengan menambahkan imbuhan <i>-ion</i> <p>Task 3: Do the exercises</p> <ul style="list-style-type: none"> - Siswa menggunakan kata kerja dan kata benda dalam kalimat yang mereka buat sendiri. Siswa harus mengetahui letak kata kerja dan kata benda dalam kalimat-kalimat tersebut. 	<ul style="list-style-type: none"> - <i>Let's learn grammar. Let's learn how to make nouns from verbs.</i> - <i>Noun is a word that refers to a person, place, thing, event, substance, or quality. Jakarta, water, oxygen, cleanliness are examples of nouns.</i> - <i>We can make nouns from verbs. We can add the suffix -ion to verbs to form nouns.</i> - <i>Study the examples in the table and complete the list. Work individually first, then in pairs.</i> - <i>Now, apply your knowledge. Read the sentences in Task 2 Grammar Exercises. Pay attention to the words in brackets. By considering the message in the sentence, decide whether the words should be used as verbs or nouns.</i> - <i>If you think the words should be used as nouns, change them by adding the suffix -ion to change their part of speech (jenis kata).</i> - <i>Work individually first, then discuss your answers with your discussion partner.</i>

PROSEDUR	INSTRUKSI/CATATAN
<p>Task 4:</p> <ul style="list-style-type: none"> - Pada kegiatan <i>listening</i> ini, siswa diminta mendengarkan teks berita dengan saksama dan mencoba menuliskan (<i>transcribing</i>) berita yang mereka dengarkan. Hasil yang terbaik adalah yang semirip mungkin dengan aslinya. - Sedapat mungkin guru menggunakan teks lisan dari penutur asli supaya siswa belajar mengidentifikasi ujaran/kata-kata asing yang memiliki ucapan, penekanan dan intonasi yang berbeda dari bahasa Indonesia. Kegiatan ini melatih siswa untuk peka atas perbedaan tersebut dan ketika menyimak lebih berhati-hati. - Untuk itu guru bisa menggunakan teks berita di atas (lihat teks '<i>Artist Turns Plastic Bags into Art</i>' yang teks audionya bisa diunduh dari learningenglish.voanews.com/content/plastic-bag-as-art/1966951.html). - Bahan untuk kegiatan ini juga bisa diunduh di antaranya dari iteslj.org/links/ESL/Listening/Downloadable_MP3_Files/, 	<ul style="list-style-type: none"> - <i>Now, try to make simple sentences using nouns and verbs in the following pairs of words.</i> - <i>Work in pairs first and then exchange it with a classmate.</i> - <i>Listen to this news report. I will play the recording twice. (Or, I will read aloud the news twice).</i> - <i>Write down any information you can get from the news report.</i> - <i>Transcribe or rewrite the news you've just listened to.</i> - <i>After that, exchange the result with your classmates'.</i> - <i>Now let's check together. I will play the recording again. (Or, I will read aloud the news again).</i>

PROSEDUR	INSTRUKSI/CATATAN
<p>atau www.manythings.org/listening, learningenglish.voanews.com/, www.bbc.com/news/, dan sebagainya.</p> <ul style="list-style-type: none"> - Namun, guru perlu mempertimbangkan tingkat kesulitan jika teks lisan diambil dari sumber autentik seperti www.bbc.com/news/. - Teks lisan yang bukan berita masih bisa digunakan. Siswa diminta mentranskripsi teks lisan yang didengarkan dan kemudian memodifikasinya menjadi teks berita radio. - Jika fasilitas Internet tidak ada, guru bisa mencari teks berita tertulis untuk dibacakan secara bersuara. 	

I. WRITING/SPEAKING

PROSEDUR	INSTRUKSI/CATATAN
<p>Task 1:</p> <ul style="list-style-type: none"> - Siswa bermain dalam kegiatan <i>role play</i>. Dalam <i>role play</i> yang pertama siswa membandingkan susunan berita surat kabar dan radio. 	<ul style="list-style-type: none"> - <i>It's speaking time. Let's do a role play.</i> - <i>There are two role play activities. Read both of them. Then Choose one which you think is more interesting to do.</i>

PROSEDUR	INSTRUKSI/CATATAN
<ul style="list-style-type: none"> - Siswa kemudian diminta memilih satu berita yang menarik dari Koran dan menuliskan ulang menjadi <i>news script</i> untuk berita radio. Setelah itu mereka bermain peran untuk menyiarkan berita radio dengan menggunakan teks berita yang telah mereka tulis ulang. Untuk hal ini, harus ada siswa yang berperan sebagai penyiar di studio, reporter di lapangan, dan beberapa pelaku peristiwa yang akan diwawancarai. <p>Task 2:</p> <ul style="list-style-type: none"> - Dalam <i>role play</i> kedua, siswa melakukan investigasi terhadap lingkungan sekolah untuk menemukan hal yang menarik untuk diberitakan. Setelah itu siswa menyusun berita radio untuk disiarkan. Prosedur selanjutnya sama dengan prosedur <i>role play</i> yang pertama. <p>Task 3: News Script.</p> <ul style="list-style-type: none"> - Siswa berlatih menulis naskah berita secara berkelompok. Siswa bisa melihat <i>Task 8</i> pada observasi supaya struktur teks mereka bagus. 	<ul style="list-style-type: none"> - <i>We will do these activities in groups.</i> - <i>When you do the activities don't forget to use the vocabulary, grammar you have learned in this chapter. When you make a news script pay attention of the structure of a news report.</i> - <i>So, now let's make groups of four or five students and start to do the activity step by step.</i> - <i>(selanjutnya untuk Task 1 dan Task 2, gunakan instruksi khusus yang tertulis pada BS).</i>

J. REFLECTION

PROSEDUR	INSTRUKSI/CATATAN
- Guru meminta siswa untuk memerhatikan salah satu unsur kebahasaan dalam teks, yaitu berupa perubahan imbuhan -ion pada kertas kerja. Siswa kemudian berlatih menggunakan kata-kata tersebut dalam konteks kalimat yang disediakan dan yang mereka buat sendiri.	

KUNCI JAWABAN

B. VOCABULARY BUILDER

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	v
3. tiny (adjective): extremely small	v
4. to braid: mengepang	v
5. braid: kepangan	v
6. to unravel: to fasten or tie something firmly	x
7. to incorporate: to include something as part of a group system, etc.	v
8. to replicate: doing something again and again to get the same result	v
9. to loop: to move in a circular direction that shapes the form of a loop	v
10. to secure: to undo twisted, knitted, or woven threads (mengurai)	x

11. masterpiece: the best work of art	v
12. treasure: a very important and valuable object	v

The meaning of the word number 6 should be exchanged with the meaning of the word number 10.

D. LISTENING COMPREHENSION

Task 1

- plastic bottles
- paper wrappers
- plastic wrappers
- unused vegetables
- cardboard
- wooden stuff
- fruit skin
- food leftovers

Task 2

Some examples of the answers:

- a. How does she do that?
- b. Why does she choose plastic bags to be recycled?
- c. How do people around her respond to her idea?

The answers depend on the students' constructed questions. For the questions above, the following are some possible answers.

- a. She braids the plastic bags or incorporates them into her art works.
- b. She is interested in recycling plastic bags because she gets the plastic bags that come with her newspaper every morning and they have soft texture.
- c. Her neighbors like the idea of using used plastic bags. They want her to teach them how to make art works from used plastic bags.

Task 4

1. It's about an artist who changes plastic bags into art works.
2. When the event took place is not mentioned and the event took place on an exhibit at the Prince George's African American Museum and Cultural Center in Maryland.

3. The artist, Allita Irby; and the artist's neighbor who respond positively to her Allita Irby's idea.
4. She changes plastic bags into art works.
5. How did she come out with the idea of turning the plastic bags into artwork? Every morning she gets newspapers in plastic bags. One day as she took her newspaper, she felt the texture of the plastic bags. She found out that it was soft. Then she realized that she could use them in her art works.
6. Who are Caty Weaver, June Simms, Allita Irby, Charlotte Hogan, Alita Meyer, and Shirley Watts?
Caty Weaver: the broadcaster in the studio.
June Simms: a reporter in the field
Allita Irby: the artist who turns plastic bags into art works
Charlotte Hogan, Alita Meyer, and Shirley Watts: Irby's neighbors, who give positive response to what Irby does.
7. Yes, it's important because it gives ideas about how to treat plastic waste. (Students may give different answers.)
8. (the answer depends on the students' contexts. If they frequently find similar information then Irby's idea is common. If students think the idea is common ask them to give other examples of how to recycle plastic bags or plastic waste.
9. Yes it is because it helps preserve the environment by keeping the environment clean from plastic wastes.
10. Plastic bags or plastic waste will not pollute the soil because they are reused for other purposes.

Task 5: Teks untuk dibaca

Artist Turns Plastic Bags into Art

Welcome to American Mosaic from VOA Learning English. I'm Caty Weaver.

Making art with found materials is not a new idea. Recycled paper, cloth and metal goods can become important pictures and **sculptures**. An artist near Washington, D.C. just had her recycled art on exhibit at the Prince George's African American Museum and Cultural Center in Maryland. She uses a material found in every American home.

June Simms reports.

Plastic bags are not costly to produce. They are also strong and easy to carry. This is why they are a popular **container** in much of the world.

But they are also a major source of pollution. It can take hundreds of years for plastic bags to break down. As they do, tiny pieces can poison soil, lakes, rivers, and oceans. So, environmental experts urge people to reuse and recycle plastic bags.

Maryland artist Allita Irby does just that. It starts with the morning newspaper.

Ms. Irby will read it later in the day. What is more important is getting that plastic bag the paper comes in.

The mixed media artist **recognized** its rich possibilities about three years ago.

"As I was taking the newspaper out. I felt the texture of these bags, they were soft. I just looked down and realized it takes three to make a braid. I'll just put a few staples in here just to keep it from **unraveling.**"

Since then, Irby has been using plastic bags to create abstract lines in her art works.

Before **incorporating** plastic bags in her pieces, Irby used natural materials like feathers, leather and dried plants.

All those elements represent her Native American ancestry and identity, like her piece called "Navaho Bundles."

"I was replicating a hair style, a Navaho hair style when the hair is heavy and it's **looped** back on itself. I took the piece and looped it back onto itself and secured it with a tie."

Ms. Irby's neighbors praise her ability to turn **trash** into **treasure**. Some, like Charlotte Hogan, asked the artist to teach them how to create art from used plastic bags.

"I think it's fascinating, it's wonderful. I do plan to share with my seniors at my church."

Neighbor Aleta Meyer expressed surprise.

"I've never given any more thought to what to do with a plastic bag. This is definitely different."

Shirley Watts also lives in the neighborhood. She plans to show others her art.

"I want to make a **masterpiece** that I can put in a frame and put it up on my wall and then I know that I did it."

Allita Irby says anyone can do it.

"I think we're all artists really, and there is beauty all around us."

The artist says all you have to do is open your eyes and bring the outside in.

I'm June Simms.

And I'm Caty Weaver. Join us again next week for another American Mosaic from VOA Learning English.

Task 6:

The reporter in the field mentions her name to end the reportage - **4**

The broadcaster in the studio tells the newsworthy event in the form of a summary - **2**

The broadcaster in the studio welcomes listeners to the program and introduces her name - **1**

The broadcaster in the studio ends the program by mentioning her name and inviting listeners to join the program again next time - **5**

The reporter in the field introduces her name and reports the event with more detailed information by interviewing some actors and witnesses of the event - **3**

E. READING COMPREHENSION

Task 1:

Surabaya has good waste management and other countries want to learn about that. (Jawaban bisa beragam tergantung pada apa ditemukan siswa setelah membaca teks)

Task 2:

1. reduction	5.wareness
2. municipal	6. landfill
3. household	7. trash
4. composting center	

Task 3:

- The main agenda was to increase the awareness of the waste management for economic and environmental benefits.
- The main reason was probably because there were waste management problems in the participants' countries and the participants wanted to learn how to solve that from Surabaya.
- Surabaya was selected to be the conference venue because it has successful waste management. (or, Surabaya became the conference host because of its success in managing municipal waste through the 3Rs program.)
- Jawaban bisa beragam. Berikut adalah beberapa contoh:
 - It was important because the conference can inspire other cities in Indonesia to learn how to manage their municipal waste from Surabaya.
 - It was important to make Indonesia famous because of good things.
 - etc
- Jawaban bisa beragam tergantung informasi yang diketahui guru dan siswa.
 - At least Surabaya has implemented the three Rs so far.
- Rismaharini believed that the best way to solve the waste management problem was to involve household in recycling activities.
- There was a reduction in the volume of trash that ended up in the landfills.
- The mayor told the schools to tell their students to bring their own plates and cups, and not to use drinking straws to reduce plastic waste
- Jawaban bisa beragam tergantung pendapat siswa. Misalnya:
 - Excellent

- Good
- Environmentally friendly
- Very important for the environment
- Other cities should have that program too.
- I like it. Awesome.
- etc.

Task 4:

Good Morning. Welcome to Our Morning News Program. I Am Dina Sudina

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.

Ucok Harahap Reports

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.

I am Marcell

And I'm Dini Sudini. Join us again tomorrow for another Morning News from your favorite radio station.

F. TEXT STRUCTURE

Opening The broadcaster in the studio welcomes listeners to the program and introduces her name.	Welcome to American Mosaic from VOA Learning English. I'm Caty Weaver.
main event/ newsworthy event The broadcaster in the studio tells the newsworthy event in the form of a summary.	Making art with found materials is not a new idea. Recycled paper, cloth and metal goods can become important pictures and sculptures . An artist near Washington, D.C. just had her recycled art on exhibit at the Prince George's African American Museum and Cultural Center in Maryland. She uses a material found in every American home.

<p>Elaboration</p> <p>The reporter on the field introduces her name and reports the event with more detailed information by interviewing some actors and witnesses of the event.</p>	<p>June Simms reports.</p> <p>Plastic bags are not costly to produce. They are also strong and easy to carry. This is why they are a popular container in much of the world.</p> <p>But they are also a major source of pollution. It can take hundreds of years for plastic bags to break down. As they do, tiny pieces can poison soil, lakes, rivers, and oceans. So, environmental experts urge people to reuse and recycle plastic bags.</p> <p>Maryland artist Allita Irby does just that. It starts with the morning newspaper.</p> <p>Ms. Irby will read it later in the day. What is more important is getting that plastic bag the paper comes in.</p> <p>The mixed media artist recognized its rich possibilities about three years ago.</p> <p>"As I was talking the newspaper out. I felt the texture of the bags, they were soft. I just looked down and realized it takes three to make a braid. I'll just put a few staples in here just to keep it from unraveling."</p> <p>Since then, Irby has been using plastic bags to create abstract lines in her art works.</p> <p>Before incorporating plastic bags in her pieces, Irby used natural materials like feathers, leather and dried plants.</p> <p>All those elements represent her Native American ancestry and identity, like her piece called "Navaho Bundles."</p>
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	<p>"I was replicating a hair style, a Navaho hair style when the hair is heavy and it's looped back on itself. I took the piece and looped it back onto itself and secured it with a tie."</p> <p>Ms. Irby's neighbors praise her ability to turn trash into treasure. Some, like Charlotte Hogan, asked the artist to teach them how to create art from used plastic bags.</p> <p>"I think it's fascinating, it's wonderful. I do plan to share with my seniors at my church."</p> <p>Neighbor Aleta Meyer expressed surprise.</p> <p>"I've never given any more thought to what to do with a plastic bag. This is definitely different."</p> <p>Shirley Watts also lives in the neighborhood. She plans to show others her art.</p> <p>"I want to make a masterpiece that I can put in a frame and put it up on my wall and then I know that I did it."</p> <p>Allita Irby says anyone can do it.</p> <p>"I think we're all artists really, and there is beauty all around us."</p> <p>The artist says all you have to do is open your eyes and bring the outside in. people to reuse and recycle plastic bags.</p>
<p>Closing</p> <p>The reporter on the field mentions her name to end the reportage</p> <p>The broadcaster in the studio ends the program by mentioning her name and invite listeners to join the program again.</p>	<p>I'm June Simms.</p> <p>And I'm Caty Weaver.</p> <p>Join us again next week for another American Mosaic from VOA Learning English.</p>

G. VOCABULARY EXERCISES

1. sculptures	8. treasure
2. reduce, trash, landfill	9. incorporate
3. containers, containers	10. master piece
4. break down	11. replicate
5. tiny	12. loop, unravel
6. braids, braid	13. municipal, compost
7. loop, secure	14. awareness

H. GRAMMAR REVIEW

Task 1

Verb	Noun
1. incorporate	incorporation
2. pollute	pollution
3. exhibit	exhibition
4. represent	representation
5. replicate	replication
6. create	creation
7. promote	promotion
8. donate	donation
9. contribute	contribution
10. produce	production

Task 2:

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 **replicates** the hairstyle of an Indian ethnic group in America, the Navajo. The **replication** 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 **promotion**.
4. The architect **incorporates** environmentally friendly materials in the design of the public library. The **incorporation** will make the new building harmonious with the surrounding.
5. The painting **exhibition** (or *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 **pollution** will finally harm our health.
7. 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 **creation**. This is really much better than copying other people's work.
8. Children in the landslide area need our **donation** for buying books and other learning materials. I suggest that everyone in this class **donate** some of their pocket money.