

# LISTENING **11**

## Saving the planet

### Kompetensi Dasar

- r Merespon makna yang terdapat dalam percakapan transaksional sederhana yang melibatkan tindak tutur memberi berita yang menarik perhatian tentang lingkungan hidup dengan topik selamatkan bumi.
- r Mengungkapkan makna dalam teks lisan monolog pendek tentang hal-hal nyata yang bisa dilakukan untuk menyelamatkan lingkungan sekitar: hemat air, penghijauan (sayang pohon), dan mengurangi sampah.

### Tujuan

Murid diharapkan bisa:

- r menjodohkan gambar sumber polusi dengan kosakata yang berhubungan dengan topik 'Selamatkan Bumi' seperti *cans, chemical waste, household rubbish, plastic bags, pesticides, oil spills, smoke*, dll.
- r melatih keterampilan menyimak untuk memperoleh ide pokok (*gist*) dan informasi spesifik dengan menjawab pertanyaan berdasarkan percakapan yang didengarkan.
- r mengungkapkan gagasan yang bisa dilakukan secara nyata untuk menyelamatkan lingkungan sekitar mereka kemudian menyampaikannya kepada teman di kelompok yang berbeda.

### Materi

- r *Worksheet 11: Saving the planet*
- r *Tape recorder*; kaset dan *tapescript*
- r Buku catatan
- r Papan tulis

KEGIATAN	INTER-AKSI	LANGKAH-LANGKAH/PROSEDUR	INSTRUKSI										
A. Getting ready	Ss - Ss  S - S	<ul style="list-style-type: none"> <li>• <i>Warmer (optional)</i>. Bermainlah 'Hangman' untuk masuk ke topik (kata rahasianya 'POLLUTION'). Bagi murid menjadi 4 atau 5 kelompok. Panggil satu orang dari tiap kelompok dan beri mereka kata rahasianya. Suruh mereka bergabung dengan kelompok lain dan berperan sebagai 'Master'-nya.</li> <li>• Kelompok yang bisa menebak terlebih dahulu menjadi pemenangnya.</li> <li>• Arahkan murid pada gambar di lembar kerja dan minta mereka bekerja berpasangan lalu memasangkannya dengan kata-kata yang ada di sebelah kanan.</li> <li>• Bila perlu, bahas kata-kata baru seperti <i>cans, waste, spills, wrappers</i>.</li> <li>• Murid membandingkan jawaban dengan pasangan yang lain.</li> <li>• Periksa jawaban bersama-sama.</li> </ul> <p>Jawaban:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>a. smoke from cars and factories</i></td> <td style="width: 50%;"><i>f. glass and plastic bottles</i></td> </tr> <tr> <td><i>b. industrial waste</i></td> <td><i>g. sweet wrappers</i></td> </tr> <tr> <td><i>c. plastic bags</i></td> <td><i>h. cigarettes</i></td> </tr> <tr> <td><i>d. oil spills</i></td> <td><i>i. cans (canned-drinks)</i></td> </tr> <tr> <td><i>e. pesticides</i></td> <td><i>j. household rubbish</i></td> </tr> </table>	<i>a. smoke from cars and factories</i>	<i>f. glass and plastic bottles</i>	<i>b. industrial waste</i>	<i>g. sweet wrappers</i>	<i>c. plastic bags</i>	<i>h. cigarettes</i>	<i>d. oil spills</i>	<i>i. cans (canned-drinks)</i>	<i>e. pesticides</i>	<i>j. household rubbish</i>	<p><i>Let's play Hangman. I want you to work in groups: A, B, C, D, E. Choose one person to be the Master. I'll give the masters the mystery word and then they should go to different groups. A to B, B to C, and so on. I'll give you a clue. This word can give bad effects in our environment. Now look at the pictures in the worksheet. With your partner, match them with the words on the right. Check your answers with another pair. Okay, now let's check the answers together.</i></p>
<i>a. smoke from cars and factories</i>	<i>f. glass and plastic bottles</i>												
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B. Saving the planet	T - Ss	<ul style="list-style-type: none"> <li>• Tulis 'WWF' (<i>World Wildlife Fund</i>) di papan tulis dan pancing apakah murid tahu kepanjangannya.</li> <li>• Beri sedikit penjelasan tentang organisasi WWF beserta aktivitas yang dilakukan.</li> <li>• Jelaskan bahwa murid akan mendengarkan percakapan antara Yusuf dari WWF dengan beberapa murid tentang polusi. Arahkan murid pada pertanyaan dan pastikan mereka paham pertanyaannya.</li> </ul>	<p><i>Look at the board. What does WWF stand for?</i></p> <p><i>You'll hear a conversation between Yusuf from WWF and some students.</i></p>										

KEGIATAN	INTER-AKSI	LANGKAH-LANGKAH/PROSEDUR	INSTRUKSI
	S - text	<ul style="list-style-type: none"> <li>Putar kaset dan murid menjawab pertanyaan. Putar dua kali.</li> <li>Murid membandingkan jawaban dengan pasangan yang lain.</li> <li>Periksa jawaban bersama-sama.</li> </ul> Jawaban: 1. Air, land and water pollution. 2. Biodegradable means bisa diuraikan oleh bakteri. 3. Household rubbish, apart from plastic, bottles, sweet wrappers.	<i>Listen and answer the questions.            Check your answers with another pair.            Let's check the answers together. Who wants to answer question 1?</i>
C. What can you do...?	T - Ss  Ss - Ss	<ul style="list-style-type: none"> <li>Arahkan murid pada gambar. Murid memilih satu topik (gambar) lalu menuliskan hal-hal konkrit yang bisa mereka lakukan untuk menyelamatkan lingkungan sekitar mereka.</li> <li>Beri satu contoh mis.: <i>how to save water</i> → <i>do not leave the tap running</i>.</li> <li>Murid bekerja dalam kelompok kecil (3 – 4 orang). Setelah selesai, tiap kelompok pergi ke kelompok lain yang memilih topik berbeda dan membacakan jawaban mereka. Beri tanda centang bila teman mereka setuju dengan pendapat mereka, dan tanda silang bila tidak setuju.</li> <li>Sebagai <i>feedback</i>, bahas beberapa hasil diskusi ketiga topik dengan murid sekelas.</li> </ul> Follow-up activity: Murid bekerja dalam kelompok dan membuat poster tentang pelestarian lingkungan hidup dengan topik 'Selamatkan Bumi'.	<i>Look at the pictures.            What can you do to save this environment? Work in groups of four.            Choose one picture and write down things you can do to save our environment locally.            Now, go to other groups that chose different topics then present your ideas. Tick your answer if your friend agrees with you, and cross if he/she disagrees.</i>

### Tapescript

- Yusuf: People are bad news for the Earth. They have been polluting the earth for many years. It's easy to see what we have been doing to this planet. Don't you agree?*
- Student A: Ummm...I'm not sure.*
- Yusuf: Well, firstly, breathe in. Can you smell anything in this room?*
- Student A: Only some smoke from cigarettes.*
- Yusuf: You know that other people's smoke damages your health, don't you?*
- Student A: Not really. I've never thought about it.*
- Yusuf: Let's see, what else? Do your families drive cars or ride motorbikes?*
- Student B: Yes, they do. Doesn't everyone?*
- Yusuf: Smoke from vehicles is dangerous to our health. Then there are factories. Smoke and chemicals released from factories can be extremely dangerous for all plants, animals and humans that come into contact with them.*
- Student A: Yes, I can see the air in our city is very polluted.*
- Yusuf: That's not all. What have we been doing to our forests in Kalimantan and Sumatra?*
- Student C: Cutting down the trees?*
- Yusuf: Yes. Trees provide us with oxygen and they take in carbon dioxide, without the trees the air cannot clean itself. Ok, so what are we doing to our freshwater?*
- Student B: People throw rubbish into the rivers.*
- Yusuf: Can you tell me what's in the rubbish?*
- Student B: Plastic bags and bottles, glass bottles, cans ....*
- Yusuf: Yes, things that are not biodegradable. Do you re-use the cans and plastic bottles?*
- Student C: No, I throw them away...*
- Yusuf: Cans take more than fifty years to disintegrate?*
- Student C: Fifty years!*
- Yusuf: Can you think of a way we are using chemical pesticides in our daily life?*
- Student C: Umm, well, I know that farmers use them to kill insects.*
- Yusuf: Correct but we've also been using chemical pesticides to kill mosquitoes and cockroaches. This has caused pollution on the land. Because we've been polluting the land, the air and the water, all living things on Earth are in danger.*
- Student A: So what should we do?*