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ENGLISH MODULE

DISCUSSION TEXT

For 11th Graders



By: Ainaaul Mardliyah, S. Pd.

MODUL BAHASA INGGRIS

A. PENDAHULUAN

1. Deskripsi Singkat

Dalam Bahasa Inggris terdapat teks diskusi yang memberikan dua sudut pandang pendapat mengenai sebuah masalah. Sudut pandang yang diberikan adalah pro dan kontra. Selain itu, penulis memberikan rekomendasi mengenai masalah yang dibahas untuk para pembaca.

2. Relevansi

Keterampilan peserta didik dalam mengetahui informasi rinci tersirat dalam teks diskusi dan menulis teks diskusi.

3. Petunjuk Belajar

Dalam Modul Bahasa Inggris ini akan disajikan materi terkait *Discussion Text*

1. Pada *activity 1*, peserta didik diminta membaca teks diskusi dan menentukan informasi detail dan fakta yang ditemukan dalam teks secara mandiri
2. Pada *activity 2*, peserta didik merangkum ide pokok dan argument yang disajikan dalam teks diskusi secara mandiri
3. Pada *activity 3*, peserta didik menerapkan konsep dan prinsip yang dibahas pada situasi atau contoh kehidupan nyata
4. Pada *activity 4*, peserta didik menganalisa struktur teks dan organisasi teks diskusi dengan kelompok.
5. Pada *activity 5*, peserta didik menilai kekuatan dan kelemahan argument dalam teks diskusi secara berkelompok
6. Pada *activity 6*, peserta didik mengembangkan alternatif solusi atau usulan berdasarkan konsep dan ide yang dibahas dalam teks.

4. Inti

- Capaian Pembelajaran

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai

teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

- **Tujuan Pembelajaran**

- 1) Diberi teks diskusi, peserta didik dapat menentukan informasi fakta dan detail secara berkelompok dengan baik
- 2) Diberi teks diskusi, peserta didik dapat merangkum ide pokok dan argumen dari teks diskusi secara berkelompok dengan baik
- 3) Diberi sebuah topik masalah, peserta didik dapat menerapkan konsep dan prinsip yang dibahas pada situasi atau contoh kehidupan nyata
- 4) Diberi teks diskusi, peserta didik dapat menganalisa struktur teks dan organisasi teks secara berkelompok dengan baik
- 5) Diberi teks diskusi, peserta didik dapat menilai kekuatan dan kelemahan argument dalam teks diskusi secara berkelompok dengan baik
- 6) Diberi teks diskusi, peserta didik mengembangkan solusi alternatif untuk teks deskriptif secara berkelompok dengan baik

5. Materi Ajar

Definition of Discussion Text

Discussion is a process of finding common ground between two different thoughts, views or opinions. And discussion text can be defined:

Discussion text is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. In other word, Discussion is a kind of genre used to present (at least) two points of view about an issue.

General Structure of Discussion Text

– Issue: stating the issue which is to discussed

- Argument pro: presenting the point in supporting the presented issue
- Argument cons: presenting other points which disagree to the supporting point
- Conclusion / recommendation: stating the writer' recommendation of the discourse

Purpose of Discussion text

- To present two points of view about issue or problem.
- To present arguments from differing points of view about issue or problem.

Language Features of Discussion Text

- Introducing category or generic participant
- Using thinking verb; feel, hope, believe, etc.
- Using contrastive conjunction; however, on the other hand, but, in other side, although, etc.
- Using modalities; must, should, could, may, etc.
- Using adverbial of manner; deliberately, hopefully, etc.
- Simple present

B. KEGIATAN

Activity 1

Read the following text. Then answer the questions. Discuss the answer with your group!

Climate Change and its Impact on Biodiversity

Climate change has emerged as one of the most pressing global challenges of our time. Its effects on the environment, including biodiversity, have been a subject of extensive debate. In this discussion, we will explore the pros and cons of climate change and its impact on biodiversity.

Some argue that as temperatures rise, certain species may benefit from expanded habitats. For example, in colder regions, milder winters could allow for the proliferation of certain species that were previously limited by harsh conditions.

In addition, warmer temperatures and elevated levels of carbon dioxide (CO₂) can lead to increased crop yields in certain regions. This can potentially enhance food production and reduce food scarcity in some areas.

On the other side, climate change is causing shifts in ecosystems and habitat loss, endangering countless species. Rising sea levels and extreme weather events are particularly threatening to coastal and low-lying habitats.

The increased rate of temperature change and habitat disruption can lead to species extinction. Many animals and plants may not be able to adapt quickly enough to survive.

Biodiversity is vital for healthy ecosystems. Climate change can disrupt these ecosystems by altering species distributions and the timing of natural events, such as migrations and flowering.

Questions!

1. What are the potential benefits of climate change, as mentioned in the text?
2. What are the drawbacks or negative consequences of climate change discussed in the text?
3. Can the potential benefits of climate change outweigh its negative impacts on biodiversity?
4. How can we mitigate the negative effects of climate change on biodiversity while still considering potential benefits?
5. Are there any other pros or cons of climate change and its impact on biodiversity that you can think of, based on your own research or knowledge?

Activity 2

Read the following texts. Then with your group, summarize the main ideas of the text!

The pros and cons of mobile phones for students

The pros and cons of mobile phones for students Today the ubiquity of smartphones is an all-pervasive presence, with everyone from middle schoolers to high-tier executives and CEOs having a phone in their pocket. However, with any new technology, no matter how beneficial, comes the potential for abuse. Given these pros and cons, a long-time question arises: Should schools ban mobile phones?

Phones are tremendously useful tools, with incredible potential for communication and organization, as well as the obvious advantages of having a wealth of knowledge accessible right at one's fingertips. There's no denying the potential for phones as an educational tool. One of the most important ways is actually reflective of the current educational milieu. Many major curricula such as the International Baccalaureate are moving away from rote memorization and textbook learning, to education that more involves analysis and critical thinking, because of the widespread availability of information at one's fingertips. Smartphones enable access to encyclopedias, videos, and entire libraries of knowledge, right in one's pocket. Another advantage is the potential for collaborative learning, especially for group projects. Students are able to organize, share notes and information, and connect at a deeper level than ever before. The same collaborative and teleconferencing tools that businesses once could only dream of, are now available to every student thanks to their smartphone.

Video games, YouTube, and other multimedia commonly consumed on smartphones can become significant distractions especially for young students, while social media is known for its addictive characteristics, as well as being a breeding ground for cyberbullying and other socialization problems. A recently released, and wildly popular video game has made it to the news as a significant distraction for smartphone-equipped students. Teachers would even catch students playing the game during class. Another issue is social media addiction and cyberbullying. There have been many cases of this throughout the years as social media proliferated, though the problem is a very complex one and may point to a combination of technology and

perhaps mental health awareness and upbringing. Finally, when taking notes, students sometimes just capture photos of notes with their phones rather than writing them down or typing them up. Studies have shown that taking notes, especially handwritten ones, are vastly better for retention and understanding.

Should they be banned or embraced? For all their advantages and disadvantages, there is no denying that smartphones are here to stay, and here to flourish. For many schools, therefore, the solution is to educate students on how to use this technology responsibly, rather than prohibit its use.

Write down the main idea of each paragraph!	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

Activity 3

Discuss the following topic with your group. Propose solutions and challenges you will encounter. Then present your work in front of the class.

Topic	Examine how ecological principles can be applied to address environmental challenges in a local community.
	Explore how Newton's laws of motion are relevant to everyday activities, such as driving a car or playing sports.

Solutions	
Challenges	

Activity 4

Read the following text. Then, analyze the generic structure and the organization of the text!

A few years ago, distance learning was seen as an inferior way but nowadays even famous and established traditional colleges and universities are providing distance learning courses and it is generally considered a way to improve one's life.

However, people still argue whether distance learning give more advantage or disadvantage. Some of them who see the benefit of distance learning will say that distance learning needs no commuting. Of course it saves money and time that students would take. Furthermore, distance learning can be done at any student's convenience. Mostly of the classes of distance learning are asynchronous. It means that students do not have to attend a lecture at a fixed particular time and place. Students can review the assignments and do their homework during off-hours or from home. Additionally, distance learning gives more accessibility. No one can deny it. People with limited mobility may encounter the problem when they take traditional class. With the online class system, the problem is absent.

Despite the many advantages, the other people will see that distance learning is costly and needs complex technology. To attend online learning, student must have a

computer with possibly access to the internet. Admitted or not, such technology devices are not always available for common students. Another disadvantage of distance learning is that it does not provide immediate feedback. Unlike traditional classroom, students have to wait for the feedback and comment until the instructor has review the works and sent response to them. Most of the time students will study alone. Distance learners may feel isolated or miss that social physical interaction that comes with attending a traditional classroom.

Regarding the individual's learning style, some students are able to learn when there is a live interaction between them and the available of accompanying teacher while others don't really need it. So before deciding a choice of attending distance learning or not, each student needs to do a fair analysis regarding the kind of person he/she is.

<http://britishcourse.com/contoh-discussion-text-the-advantages-and-disadvantages-ofdistance-learning.php>

Generic Structure	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

Organization of the text	
How does the writer begin the text?	The author starts the text by
How does the writer present the idea for paragraph 2?	

How does the writer present the idea for paragraph 3?	
How does the writer end the text?	

Activity 5

Read the following text. Then, assess the strength and weaknesses of the arguments presented in the text!

Smoking ban policies are implemented in some American states and cities but the contentions on whether they are necessary and relevant are still heard from supporters and critics. Restrictions on cigarette smoking can be traced back as early the 16th century and up to now, this issue remains to be controversial. To get an idea on how people are taking smoking bans, here are some of the views expressed by proponents and opponents.

Advocates for smoking bans claim that passing a policy to prohibit smoking in public places can lessen the possibility of second-hand smoke being inhaled by non-smokers. The supporters also say that states and cities which have non-smoking policies and prohibited smoking in restaurants and public indoor spaces have better indoor air quality than the cities which still allow smoking public. With restricting smoking, supporters posit that it will decrease the waste since there will be lesser cigarette butts and lesser toxic garbage that can be stuck in water systems. It is also believed by the supporters that it can lessen the chance of influencing others to take on the habit.

For many smokers, smoking bans is one of the government's ways of interfering in their lifestyle. They find this offensive because they believe that, since smoking is not a crime, the government nor anyone else should not have a say about what they do and limit their freedom. In principle, smoking bans aren't effective since they will make people just avoid places with smoking bans and smoke elsewhere rather than to quit or at least to reduce their tobacco consumption. Implementing smoking bans also can be very difficult. There are many people and even establishments that don't respect the ban mainly because the penalties aren't so stiff and won't get offenders into too much trouble.

These are just some of the pros and cons of smoking bans. Government officials, business owners, and ordinary citizens should weigh them carefully to decide if smoking bans are worth implementing or not.

Use the following criteria to assess the arguments.

Criteria for Evaluating Strengths of the Argument:

1. Facts and Proof:

- The argument uses real facts and evidence from reliable sources.
- It gives clear examples and data to support its ideas.

2. Clear and Logical:

- The argument makes sense and has a clear order.
- It's easy to follow and understand.

3. Experts and Trustworthy Sources:

- It mentions scientists and experts who know about the topic.
- The sources it uses are trusted and are about the right topic.

4. Explains Well:

- The argument explains complex ideas in a way we can understand.
- It tells us what special words mean.

5. Respects Other Opinions:

- The argument shows it knows what others think and talks about their ideas.
- It answers questions or concerns from people who might disagree.

6. Looks at the Whole Picture:

- It thinks about all the different parts of the problem.
- It talks about how things are connected.

Criteria for Evaluating Weaknesses of the Argument:

1. No Proof:

- The argument doesn't give enough real facts or evidence.
 - It doesn't say where it got its information.
2. **Using Feelings Instead of Facts:**
- It tries to make you feel a certain way without giving good reasons.
 - It tells stories or uses emotions instead of showing facts.
3. **Silly or Wrong Ideas:**
- It uses ideas that don't make sense or are just silly.
 - It doesn't follow clear and good thinking.
4. **Leaving Things Out:**
- It doesn't tell us everything we need to know.
 - It doesn't talk about other ideas that are important.
5. **Talking About Everything the Same Way:**
- It says everything is the same when it's not.
 - It doesn't show that it knows there are different situations.
6. **Not Being Fair:**
- The argument is one-sided and doesn't talk about what others think.
 - It doesn't listen to or answer questions from people who might disagree.
7. **Hard to Understand:**
- The argument is confusing and hard to follow.
 - It uses words or ideas that are not clear.

Write Your Answer Here! Write down the reason too!



Activity 6

Based on the assessment you have done, please develop alternative solution and challenge you will encounter on the same topic as in Activity 5!

Do it with you group using Google Document!

Then, present your writing in front of the class!

Self – Reflection

- Bagian mana yang menurutmu paling sulit dari pelajaran ini?

- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?

- Jika kamu diminta untuk memberikan bintang 1 – 5, berapa bintang akan kamu berikan pada usaha yang kamu lakukan?