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TEACHING
MATERIALS
OF EFL ACADEMIC
READING
For University Students

TEACHING MATERIALS OF EFL ACADEMIC READING For University Students

Academic reading is an important skill because students are generally required to deal with various kinds of reading tasks, which are unavoidable for students for successful study in higher education. Teaching academic reading process requires teaching material.

Teaching materials constitute anything that can be utilized to facilitate language learning, whether linguistic, visual, auditory or kinesthetic in print or online, which includes reading texts, exercises, assignments, and other activities given to students. This teaching material encompasses ten topics: Language skills, education, technologies, economics, socials, cultures, sports, environments, health, and politics.

Teaching Materials Of Efl Academic Reading For University Students

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&

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HDF Publishing

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ACKNOWLEDGMENT

Assalaamu'alaikumWr. Wb.

All praise is due to Allah. We praise him, we seek His help, we seek His forgiveness, and we seek refuge in Allah from the evil within ourselves and our evil deeds. Whoever Allah guides, there is none to misguide him. Whoever Allah leads astray, there is none to guide him. I testify there is no God but Allah alone, without any partners, and that Muhammad, peace and blessings be upon him, is His servant and His messenger.

Allah Almighty said, "O you who have faith, fear Allah as it is His right to be feared and do not die unless you are Muslims," (3:102)

And Allah Almighty said, "Fear Allah, from whom you ask each other, and in your family ties, for Allah is ever watchful over you," (4:1)

And Allah Almighty said, "Fear Allah and speak words as befitting. He will amend your deeds for you and forgive your sins. Whoever obeys Allah and His messenger has achieved a great triumph." (33:70-71)

The truest word is the Book of Allah and the best guidance is the guidance of Muhammad. The most evil matters are those that are newly invented, for every newly invented matter is an innovation. Every innovation is misguidance, and every misguidance is in the Hellfire.

University of Mataram, and HeriHidayatullah, M.Pd. as a head of English Education Program, Faculty of Culture, Management, and Business,Mandalika University of Education, who allowed undertaking the research project.

We hope that this teaching material onImproving Academic Reading Skills for university students can make a positive contribution to developing students' academic reading skills.

Wassalaamu'alaikumWr. Wb.

Mataram, December 2022

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Lesson 1
Language skills

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students vocabularies mastery of Language skills

2. Develop students' understanding research article of language skill

3. Identify and overcome the problems in language skills

4. Summarize of research article of language skills

1. Academic reading 1

A. Read The Following Passage Carefully

Language skills in children with benign childhood epilepsy with Centrotemporal spikes: A systematic review

(Teixeira & Santos, 2018)

Epidemiological studies have showed that epilepsy affects about 1 to 2% of preschool and school-age children. This neuropathology encompasses several syndromes, differing in clinical manifestations, etiology, age at onset, and neurophysiological characteristics. It does not present a static feature, existing several factors – genetic, physiological, and developmental – that influence its appearance and manifestations [4], [5]. Benign childhood epilepsy with centrotemporal spikes (BECTS) is an idiopathic focal epilepsy, usually starting at ages 3 to 13 years. It is considered the most common epilepsy syndrome among children with this neuropathology, corresponding approximately to 24% of the total.

Although BECTS has been reported as a benign condition in terms of seizure control, several evidences had

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shown cognitive comorbidities and behavioral disorders. The various neurocognitive comorbidities associated with this epilepsy arise from the fact that epilepsy seizures may inhibit, alter, or distort brain development, as well as several underlying functions. The brain functions necessary for the use of language may be diminished, either indirectly, as a result of associated cognitive limitations, or directly, as a consequence of epileptic seizures. Since epileptic discharges in this type of epilepsy occur in central or medial regions of the temporal lobe, we consider this a good model to understand the relationship between epileptic activity and language functions.

In recent years, because of the development of knowledge in the field of epileptology, there has been an increased interest in the study of language in people with this epileptic syndrome. Several investigations prove the presence of language and speech disorders in preschool and school-age children with epilepsy. However, the study of the relationship between epilepsy and language is sometimes complex, because of the existence of several factors that are difficult to study separately, such as neurobiological, pharmacological, and psychosocial factors, which may be the cause of language disorders. This complexity leads some authors to highlight the lack of consensus regarding the language changes observed in these children.

Therefore, besides assembling and synthesizing studies that report results in this area, this review aimed to extract accurate information about language alterations in children with BECTS and to highlight the consequences of this epileptic syndrome regarding oral language skills.

B. Study The Words And Definitions

1. Accurate - adj - Exact.
2. Alter - v - To change something or change into something else.
3. Benign - adj - Kind hearted.
4. Complex - adj - Hard to understand or do.
5. Consensus - n - General agreement.
6. Distort - v - To change something out of its natural shape.

7. Existence - n - The state of living or being.
8. Diminished - v - To become less.
9. Extract - v - To remove or take out.
10. Approximately - adv - Not exactly, roughly, about.
11. Assembling - v - Put together.
12. Consequence - n - The logical, unavoidable result of an action or condition.
13. Encompasses - v - To include.
14. Developmental - adj - Related to changes that happen during life.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

accurate
alter
benign
complex
consensus
distort
existence
diminished
extract
approximately
assembling
consequence
encompasses
developmental

1. The dentist had to _____ a tooth.
2. The school's _____ was to make an extra holiday.
3. Cooking _____es many ways of heating food: boiling, frying, roasting, etc.
4. He is a _____ old man and is always nice to children.
5. Many people believe in the _____ of UFO's, but I don't.
6. Tom tried to fix the computer but the problem was too _____.
7. His opinion was _____ed by her logical argument.
8. He's dirty as a _____ of not bathing.
9. His interest in sports _____ed as his interest in girls grew.
10. The mirror at the circus _____ed his body.
11. School work changes with the _____ stages of children.

12. It took hours to _____ his son's new bicycle.
13. The scale is very _____ so I am sure the weight is correct.
14. There were _____ 500,000 people at the protest.

D. Write The Letter Of Word That Matches The Definition On The Line

A. accurate
B. alter
C. benign
D. complex
E. consensus
F. distort
G. existence
H. diminished
I. extract
J. approximately
K. assembling
L. consequence
M. encompasses
N. developmental

1. _____ To remove or take out.

2. _____ General agreement.

3. _____ To include.

4. _____ Kind hearted.

5. _____ The state of living or being.

6. _____ Hard to understand or do.

7. _____ To change something or change into something else.

8. _____ The logical, unavoidable result of an action or condition.

9. _____ To become less.

10. _____ To change something out of its natural shape.

11. _____ Related to changes that happen during life.

12. _____ Put together.

13. _____ Exact.

14. _____ Not exactly, roughly, about.

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E. Write An Original Sentence Using Each Of The Words Below

accurate alter benign complex consensus distort existence diminished extract approximately assembling consequence encompasses developmental

1. ……………………………………………………………………………… …….

2. ……………………………………………………………………………… …….

3. ……………………………………………………………………………… …….

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12. ……………………………………………………………………………… …….

13. ……………………………………………………………………
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14. ……………………………………………………………………
…….

F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

2. Academic Reading 2

Understanding Specific Reading Comprehension Deficit: A Review
Nicole Landi & Kayleigh Ryherd

A. Read The Following Passage Carefully

While many individuals who struggle with reading comprehension also have decoding difficulty, a sizable population (about 10% of children and adults) exhibit reading comprehension difficulties despite intact decoding skill (Catts, Hogan, & Fey, 2003; Landi, 2010; Nation &Snowling, 1998; Stothard&Hulme, 1995; Yuill& Oakhill, 1991). These children and adults are considered to have specific reading comprehension deficit (S-RCD) and are commonly referred to as specifically poor comprehenders or simply poor comprehenders. We use the term S-RCD here because the more commonly used "poor comprehenders" does not clearly indicate a deficit that is independent of other reading disabilities. Individuals with S-RCD have intelligence within the normal range, although some children with this profile score in the low-average range on both verbal and nonverbal IQ tasks (Nation, Clarke, &Snowling, 2002).

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The idea that children and adults can and do struggle with comprehension of written text despite intact decoding ability is no longer new, with the earliest studies of S-RCD published over two decades ago (e.g., Oakhill, 1983; Oakhill, 1982; Garnham, Oakhill, & Johnson-Laird, 1982; Oakhill, 1984; Oakhill &Yuill, 1986). Indeed, *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (American Psychiatric Association, 2013), the most recent version, has included an entry under specific learning disorder that specifies comprehension disorder as "Difficulty understanding the meaning of what is read (e.g., may read text accurately but not understand the sequence, relationships, inferences or deeper meanings of what is read)." However, the study of a comprehension disorder independent of lower-level word reading problems is still relatively new compared to the study of other reading and language disorders, such as dyslexia and specific language impairment (SLI or LI).

Reading comprehension requires the coordination of multiple levels of language and cognitive function, from lexical retrieval to syntactic parsing to the creation of a global representation of the text. Thus, it is not surprising that identification of causal mechanisms for S-RCD has been difficult. Although the identification of S-RCD is relatively recent, the idea that children and adults can have a deficit in comprehension that is not a byproduct of poor decoding is consistent with a widely accepted view of reading. Indeed, "The Simple View of Reading" (Gough &Tunmer, 1986) posits that reading comprehension is the product of decoding and listening comprehension. Consistent with this, individuals with S-RCD have problems with both spoken and printed comprehension, suggesting that S-RCD is a language, rather than a reading-specific impairment (e.g., Catts, Adlof, &Weismer, 2006; Hulme&Snowling, 2011).

One goal of the research on S-RCD is to identify causal mechanisms underlying this disorder and to dissociate these processes from other areas of cognitive and linguistic weakness that may simply be associated with poor comprehension. Areas of identified linguistic weakness for individuals with S-RCD include semantic processing, grammatical processing (syntax and morphology), and higher-level language skills such as inference and comprehension monitoring. Further, difficulties with nonlinguistic domain-general processes (e.g., executive

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function) can put pressure on the systems responsible for comprehension; indeed, some individuals with S-RCD show weaknesses in such domain-general processes. In the current review, we describe the relevant subskills and processes that contribute to successful reading comprehension and review studies of S-RCD in each of these domains. We also discuss the contributions that neurobiological investigations have made to the study of S-RCD and the importance of early intervention for remediation of S-RCD and provide some discussion of the next steps for research on S-RCD.

For the purposes of this review, we focus on studies that have considered decoding skill as a factor in the design, either through examination of children or adults with S-RCD and matched typically developing (TD) individuals or other comparison group or through examination of comprehension skill in a continuous fashion while also considering decoding skill. Please see Table A1 for a complete list of the studies reviewed and cited in this review. Table A1 includes information on how study groups were defined or whether a continuous analysis approach was used, as well as the study sample sizes, ages examined, and the study foci.

B. Study The Words And Definitions

1. Causal (adj): Related to making something happen or exist.
2. Comparison (n): Measure one object against another.
3. Comprehension (n): Ability to know.
4. Continuous (adj): Non-stop.
5. Accepted (v): To take or allow something.
6. Cited (v): To point to an example or authoritative source.
7. Defined (v): To make something clear.
8. Accurately (adv): Do something exactly.
9. Analysis (n): Research and investigation.
10. Ability (n): Skill or talent.
11. Disabilities (n): Physical or mental conditions that keep a person from living normally.
12. Approach (n): Way of dealing with a person or problem.
13. Contributions (n): Something given or offered; money given to something.
14. Can (v): Have the ability to do something.

15. Describe (v): To tell about something.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. The wealthy man made a _____ to the charity.
2. It is bad to _____ gifts from strangers.
3. The doctor's _____ of his blood took a week.
4. Jim's _____ is to study the problem before starting to work.
5. There is _____ traffic on the highway, 24 hours a day.
6. He has the _____ to be a great baseball player.
7. She works in a school for people with _____.
8. He _____d the painting to her.
9. I _____ read and write in English.
10. When talking about his failures, his parents often _____ his sister's success.
11. Let me _____ the rules of the game.
12. She made a _____ of the different computers before buying one.
13. Her designs are very _____ drawn.
14. He reads German well but his listening _____ is poor.
15. There is a _____ relationship between smoking cigarettes and dying young.

| causal |
| comparison |
| comprehension |
| continuous |
| accepted |
| cited |
| defined |
| accurately |
| analysis |
| ability |
| disabilities |
| approach |
| contributions |
| can |
| describe |

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D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ Something given or offered; money given to something.

2. _____ To take or allow something.

3. _____ Research and investigation.

4. _____ Way of dealing with a person or problem.

5. _____ Non-stop.

6. _____ Skill or talent.

7. _____ Physical or mental conditions that keep a person from living normally.

8. _____ To tell about something.

9. _____ Have the ability to do something.

10. _____ To point to an example or authoritative source.

11. _____ To make something clear.

12. _____ Measure one object against another.

13. _____ Do something exactly.

14. _____ Ability to know.

15. _____ Related to making something happen or exist.

A. causal
B. comparison
C. comprehension
D. continuous
E. accepted
F. cited
G. defined
H. accurately
I. analysis
J. ability
K. disabilities
L. approach
M. contributions
N. can
O. describe

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E. Write An Original Sentence Using Each Of The Words Below

> Causal, comparison, comprehension, continuous, accepted, cited, defined, accurately, analysis, ability, disabilities, approach, contributions, can, and describe

1. ………………………………………………………………………… …….

2. ………………………………………………………………………… …….

3. ………………………………………………………………………… …….

4. ………………………………………………………………………… …….

5. ………………………………………………………………………… …….

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13. …………………………………………………………………………
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14. …………………………………………………………………………
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15. …………………………………………………………………………
…….

F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

Lesson 2
Educations

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students' reading skills

2. Develop students' understanding research article of Education

3. Identify and overcome the problems in Education

4. Summarize of research article about Education

I. Academic Reading 1

Emergency Remote Teaching In Higher Education: Mapping The First Global Online Semester
Melissa Bond, SvenjaBedenlier, Victoria I. Marín, and Marion Händel

A. Read The Following Passage Carefully

Introduction Globally, the first semester of 2020 marked a turning point within education; the Covid19 pandemic lead to the unprecedented situation of having to switch to online instruction. Early on considered as emergency remote teaching—ERT (Hodges et al., 2020), it has turned – and continues to turn—teaching and learning upside down, with considerable impact on students in all levels of education (Bond, 2020; Marinoni et al., 2020).

During the pandemic, most higher education institutions deployed a strategy of ERT, which can be considered as a branch of distance education (Bozkurt et al., 2020; Hodges et al., 2020). The special feature of emergency remote education is

that it is an unplanned practice, with no option than to use any kind of offline and/or online resources that may be at hand. Stemming from this situation, researchers from across the globe have started to investigate a broad variety of topics related to teaching and learning during the pandemic, including studies on, for example, how educators' and students' acceptance of digital formats changed in the context of Covid-19, and how this potentially affects higher education in the long-term (Vallaster&Sageder, 2020), experienced instructors' views on online teaching and advice (Rapanta et al., 2020) or the relation between digital readiness and the social-emotional state of students (Händel, Stephan et al., 2020).

With the emergence of primary research and the accompanying focus on specific courses, institutions and populations, research is needed that provides orientation within this vast field, in an attempt to structure the presently growing body of knowledge. Initial research overviews have begun to emerge, ranging from the commented list of selected studies on Covid-19 and ERT (Bates, 2020), a Padlet to collate information and links to studies, to the open access COVID-19 in Higher Education Literature Database (CHELD V1) (Butler-Henderson et al., 2020). The research presented in this article aligns with these first endeavors of providing an insight into the emerging field of research around ERT. It aims to provide a glimpse into the breadth and depth of higher education studies that have been conducted so far, focusing on teaching and learning in the first semester of 2020 (April–September), by systematically collating information on primary studies.

Prior reviews of emergency remote research in higher education during the COVID-19 pandemic

A number of descriptive articles have been published that address the institutional processes that higher education institutions around the world implemented, in order to adapt to the pandemic, which provide useful lessons on failures and successes. For example, Bozkurt et al. (2020) analyzed both the

K-12 and higher educational landscape, covering 31 countries, and identified the main issues of concern in relation to the interruption of education, such as psychological pressure and anxiety, alternative assessment and evaluation methods, as well as surveillance and data privacy concerns. Crawford et.al. (2020) also analyzed 20 countries' higher education intra-period digital pedagogy responses to COVID-19 and noted three typologies of response, ranging from no response through to social isolation strategies on campus, and rapid curriculum redevelopment for fully online offerings, including the extension of the semester break, campus closures and the move to online teaching. These higher education responses also involved diverse decisions regarding teaching and learning. By conducting a qualitative content analysis of 52 student surveys and 17 instructor surveys at higher education institutions in Germany, Arndt et al. (2020) derived 13 central topics across the institutions, for example, workload, communication and interaction, prior experience and the impact on courses, and the evaluation of the switch from in-person to online learning.

Apart from descriptive studies, a number of secondary reviews have been conducted. For instance, the previously mentioned open access COVID-19 in Higher Education Literature Database (CHELD V1; Butler-Henderson et. al. 2020) represents a valuable resource to support research into literature on higher education during the pandemic. The thematic literature review by Bhuwandeep and Das (2020) identified three trends that emerged with emergency remote education during COVID-19: blended learning, access and availability to e-resources, and stakeholder theory in distance education. The bibliometric analysis by González-Zamar et al. (2021) identified the impact of returning to the classroom with the effects on the cognitive processes, motivations and academic performance of students as the main research trends on the effects of COVID-19 in university classrooms during the summer semester 2020. The discipline of medicine has emerged as the most prolific, with major clusters of collaboration in terms of co-authorship, observed by the type of studies in those cases and most

common keywords identified in the included articles (González-Zamar et al., 2021). Whilst we recognize that previous reviews have begun the process of collating higher education teaching and learning research undertaken during the pandemic (e.g. ButlerHenderson et al, 2020), this review uses a larger number of databases and includes articles written in three languages. Furthermore, this article represents only the first stage of this project, mapping the literature in the early stages of the pandemic. The next stage of this research will see the ongoing evolution of this work as an open access living review, in the hopes of providing the higher education community with a resource that provides multiple insights into the implications for research, policy and practice.

B. Study The Words And Definitions

1. Academic - adj - Related to learning, teaching, and knowledge.

2. Alternative - n - A different choice.

3. Conducted - v - To guide, lead, or direct.

4. Accompanying - v - To go with, or escort.

5. Analyzed - v - To examine carefully.

6. Considerable - adj - Substantial; not a small amount.

7. Adapt - v - Change something to make it fit.

8. Assessment - n - A judgment of the quality or value of something.

9. Analysis - n - Research and investigation.

10. Curriculum - n - A group of lessons or courses related in a field of study.

11. Community - n - A group that lives, works or does things together.

12. Courses - n - Line of motion or direction.

13. Context - n - The situation or settings that explain the meaning of a word or event

14. Collaboration - n - The act of working together.

15. Can - v - Have the ability to do something.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. The doctor's _____ of his blood took a week.

2. He had to _____ his diet to his new country.

3. He _____s two dance classes in a week.

4. The bag was not too heavy to carry but is was still a _____ weight.

5. _____ read and write in English.

6. She loved school and wanted an _____ job.

7. There is a large _____ of musicians in our town.

8. The _____ between the two artists was wonderful.

9. We can eat Chinese food, or, as an _____, French.

| academic |
| alternative |
| conducted |
| accompanying |
| analyzed |
| considerable |
| adapt |
| assessment |
| analysis |
| curriculum |
| community |
| courses |
| context |
| collaboration |
| can |

10. The scientist _____d the frog.

11. The science _____ is very difficult.

12. Good people do bad things in the _____ of war.

13. The math test was an _____ of everything the class had studied.

14. The ship is on a _____ to Spain.

15. Children need a parent to _____ them when they go to the hospital.

D. Write The Letter Of Word That Matches The Definition On The Line

a. _____ Research and investigation.

b. _____ Change something to make it fit.

c. _____ To guide, lead, or direct.

d. _____ Substantial; not a small amount.

e. _____ Have the ability to do something.

f. _____ Related to learning, teaching, and knowledge.

A. academic
B. alternative
C. conducted
D. accompanying
E. analyzed
F. considerable
G. adapt
H. assessment
I. analysis
J. curriculum
K. community
L. courses
M. context
N. collaboration
O. can

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g. _____ A group that lives, works or does things together.

h. _____ The act of working together.

i. _____ A different choice.

j. _____ To examine carefully.

k. _____ A group of lessons or courses related in a field of study.

l. _____ The situation or settings that explain the meaning of a word or event

m. _____ A judgment of the quality or value of something.

n. _____ Line of motion or direction.

o. _____ To go with, or escort.

E. Write An Original Sentence Using Each Of The Words Below

> academic alternative conducted accompanying analyzed
> considerable adapt assessment analysis curriculum community
> courses context collaboration can

1.
_____
_____

2.
_____
_____

3.
_____
_____

4.
_____

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5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

F. Discuss With Each Member Of Your Group

1. Identify an education problem in line with the text!

2. How to solve the problem by reading several relevant articles?

3. Present the findings in front of the class.

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Lesson 3
Technologies

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students' vocabularies masteries of technologies

2. Develop students' understanding research article of technologies

3. Identify and overcome the problems in technologies

4. Summarize of research article about technologies

1. Academic Reading 1

A. Read the following passage carefully

Teaching with digital technology

Alison Clark-Wilson, Ornella Robutti & Mike Thomas

When computers first appeared in school mathematics classes in the 1970s the emphasis was, rightly, on how they might be used to improve student learning. Early surveys, such as Schoenfeld (1988), show a variety of ways that this was attempted, ranging from drill and practice and programming to the design and use of software programs employing dynamic representations and simulations that addressed conceptual learning (Kaput, 1987). In more recent years there has been a subtle shift of emphasis on how to improve learning. This has been informed by research, such as the statistical meta-analysis of Hattie (2003), which has found clear evidence that of all the factors influencing student activity it is the teacher who most influences learning. This has been recognized by others, such as Kieran, Krainer and Shaughnessy (2013, p. 365) who stated "it is

the teacher who can affect to the greatest extent the achievement of one of the main purposes of the research enterprise, that is, the improvement of students' learning of mathematics". In addition, in the last two decades the range of digital technology available has expanded considerably and their facilities and power have also greatly increased. In the light of these changes, the research focus of many has moved from how computers can help with learning to how teachers can make practical use of different types of digital technology to provide students with activities that will enhance their mathematical learning (Clark-Wilson, Robutti and Sinclair, 2014a; Clark-Wilson, Aldon, Cusi, Goos, Haspekian, Robutti, & Thomas, 2014b**).**

In addressing this new focus, it has been recognized (Thomas &Chinnappan, 2008**)** that there are many factors, along with some obstacles, that influence whether, and how, a teacher might use digital technology in their classroom. These include their beliefs about, and attitudes towards the technology, as well as their perception of the nature of mathematical knowledge and how it should be learned. For some teachers a positive use of digital technology requires a significant shift of mindset (Thomas, Tyrrell, & Bullock, 1996**).** Other researchers (e.g., Forgasz, 2006**;** Goos, 2005**;** Thomas, 2006) have identified some major obstacles to teacher use, such as a lack of time and supportive professional development, access to appropriate digital technology and poor technical support.

Simultaneously, researchers have been focusing more on the role of the teacher when using digital technology by beginning to develop theoretical frameworks that would better inform practice and research design. It is essential, as Artigue **(**2002**)** noted that "any technique, if it has to become more than a mechanically learned gesture, requires some accompanying theoretical discourse" (p. 261); where the term technique is in accordance with its definition in Chevallard's Anthropological Theory of Didactics (ADT, Chevallard 1999). Hence, digital technological tools need to from part of the discourse as the tool can often be accompanied by its own mathematical system. For example, a calculator that embeds a computer algebra system (CAS) to find the limits of an algebraic function would offer commands that would be used in a different sequence to a "by hand" method.

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Hence, the challenge for teachers is to account for the mathematics of the tool as well as the mathematics that students are intended to learn to enable them to harness the epistemic value (Artigue, **2002**) of the tool as an instrument. A prominent theoretical framework that has assisted in understanding this process is that of the instrumental genesis of a tool (Guin&Trouche, **1999**). The framework has more recently been extended to encompass instrumental orchestration (Drijvers, Doorman, Boon, Reed &Gravemeijer, **2010**; Trouche, **2004**) and documentation genesis (Gueudet&Trouche, **2009**), which are described more fully later in this survey paper.

In the light of the above, the purpose of this issue of ZDM is to highlight recent research that has focused on teacher use of digital technology in the learning of mathematics and how this has been accomplished. In addition, this survey paper seeks to place these articles in the context of a broad overview of some of the major new developments in this field. Our focus is on secondary school mathematics, which is explained and justified later in the paper.

The survey is structured as follows. First, we consider carefully our interpretations of the terms technology and mathematics. This foregrounds a discussion of the different and emerging ways that teaching practice employs technology to teach mathematical thinking, along with some of the challenges that this brings. Next theoretical frameworks and methodological approaches related to teacher professional learning, knowledge and practices with regard to technology use are presented, along with how these may be developed. The subsequent section looks at frameworks and studies that focus on teacher tools, resources and technologies, to include the potential role of collaboration in technology use. We conclude with some data on the impact of the coronavirus pandemic on the teaching and learning of mathematics with technology and some observations on areas that could prove fruitful for future research.

Framing the study

In this section we problematize the term "technology" for the mathematics education field and position within this both the mathematics under study, and interpretations of learning and

teaching in this digital context. Consequently, we reference the key research activities that frame the "state of the art" as a dialectic by offering both a historical background to the existing theoretical frames and methodological approaches and by linking these to more recent studies, to include those that feature within and beyond this Special Issue.

What is meant by technology?

Given that the term "technology" itself has evolved to encompass multiple meanings within mathematics education, education and society at large, we begin by problematizing its definition. At a simplistic level, technology can be interpreted as the tangible 'hardware' devices (the computers, calculators, handhelds, mobile devices, smartphones, devices etc.) in combination with the 'software' or applications that offer interfaces between such hardware and users (Freiman, **2014**). Indeed, in the early days of educational technology, this was often the case. However, the huge diversity of software and applications, now available in multiple formats with increasing levels of interoperability and connectivity mean that the accurate description of particular classroom contexts becomes increasingly important if we are to make sense of the field. We address this need throughout this survey paper by carefully stipulating the nature of the technology that underpinned the development of the theories and methods over the years.

On the one side, technology can be intended as a tool in the meditative sense of Vygotsky (**1978**), as interpreted by Bruner: "By Vygotsky's argument, tools, whether practical or symbolic, are initially "external," used outwardly on nature or in communicating with others. But tools affect their users: language, used first as a communicative tool, finally shapes the minds of those who adapt to its use." (Bruner, **1987**, p. 11). According to this interpretation, research has focused on the meditative role of technology to support students' cognitive processes in the learning of mathematics at every stage of development. The power of semiotic mediation has been studied by Bartolini&Mariotti (**2008**), in which they show how: exploiting

the signs involved in a mathematical task; and the system of relationships between the artefact, task and mathematical knowledge; impact on students' learning.

B. Study the words and definitions

1. Accurate - adj - Exact.
2. Appropriate - adj - Correct for the time or place.
3. Accompanying - v - To go with, or escort.
4. Accomplished - v - To reach a goal.
5. Adapt - v - Change something to make it fit.
6. Assisted - v - Help do something.
7. Available - adj - Ready, accessible.
8. Challenges - v - To give someone something difficult to do.
9. Attempted - v - Try to do something.
10. Accompanied - v - To happen together.
11. Approaches - n - Way of dealing with a person or problem.
12. Collaboration - n - The act of working together.
13. can - v - Have the ability to do something.
14. Argument - n - Having different views
15. Challenge - n - Difficulty or problem.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

| accurate |
| appropriate |
| accompanying |
| accomplished |
| adapt |
| assisted |
| available |
| challenges |
| attempted |
| accompanied |
| approaches |
| collaboration |
| can |
| argument |
| ıllenge |

1. As soon as she _____ed one project she started another.

2. He had to _____ his diet to his new country.

3. Jim's _____ is to study the problem before starting to work.

4. The hotel has rooms _____ that week.

5. I had an _____ with my father.

6. It is not _____ to smoke in class.

7. My headache was _____ by a sore throat.

8. Finding an apartment can be a
   _____.

9. The teacher _____d the students with
   homework.

10. _____ read and write in
    English.

11. The _____ between the two artists was
    wonderful.

12. They _____ed to climb the mountain.

13. The children always _____
    their parents with the housework.

14. Children need a parent to
    _____ them when they go to
    the hospital.

15. The scale is very _____ so I
    am sure the weight is correct.

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ To reach a goal.

2. _____ Change something to make it fit.

3. _____ Way of dealing with a person or problem.

4. _____ Ready, accessible.

5. _____ Having different views

6. _____ Correct for the time or
   place.

7. _____ To happen together.

8. _____ Difficulty or problem.

9. _____ To give someone something difficult to do.

10. _____ Have the ability to do something.

11. _____ The act of working together.

12. _____ Try to do something.

13. _____ Help do something.

14. _____ To go with, or escort.

15. _____ Exact.

A. accurate
B. appropriate
C. accompanying
D. accomplished
E. adapt
F. assisted
G. available
H. challenges
I. attempted
J. accompanied
K. approaches
L. collaboration
M. can
N. argument
O. challenge

E. Write an original sentence using each of the words below

accurate appropriate accompanying accomplished adapt assisted available challenges attempted accompanied approaches collaboration can argument challenge

1.
_____
_____

2.
_____
_____

3.
_____
_____

4.
_____
_____

5.

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_____

_____

6. _____

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9. _____

_____

10. _____

_____

11. _____

_____

12. _____

_____

13. _____

_____

14. _____

_____

15. _____

_____

F. Discuss with each member of your group

1. Identify an education problem in line with the text!

2. How to solve the problem by reading several relevant articles?

3. Present the findings in front of the class.

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Lesson 4
Economics

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students vocabularies mastery of economics

2. Develop students' understanding research article of economics

3. Identify and overcome the problems in economics

4. Summarize of research article of economics

Academic Reading 1

An Overview of the Proximate Determinants of Economic Growth in Indonesia Since 1960
AldinoMusyawwiri& Murat Üngör

A. Read the following passage carefully.

In a conversation with President Joko Widodo (known universally as Jokowi) in 2014 he stated that "for me, economic growth is very important, to give our people jobs and a better life" (Widodo 2014, 61). This paper aims to present historical and comparative perspectives to the growth and development experience of Indonesia. The rising importance of emerging market economies has been well noted, and there is an abundance of studies on China and India, the two leading emerging countries. However, there are relatively few systematic investigations, especially for the post-2000 period, on Indonesia's growth and development experience at the macro level. This study aims to fill this gap by exploring some aspects of the convergence process of Indonesia, with some historical and international comparisons. Utilizing the recent source data

updates, we study the changes in output per worker and its components. This approach is particularly informative since a recent study by PricewaterhouseCoopers suggests that in 2050 Indonesia will have the world's fourth largest economy, based on purchasing power parity (PPP) adjusted GDP, behind China, India, and the United States (US) (PwC 2017).

We place the case of Indonesia in the context of economic development experiences of 'peer' economies. We choose Malaysia, Philippines, Singapore and Thailand as comparison countries since they belong to a specific group. The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967, with the signing of the ASEAN Declaration by the founding fathers, namely Indonesia, Malaysia, Philippines, Singapore and Thailand. Brunei Darussalam then joined in 1984, Vietnam5 in 1995, Lao PDR and Myanmar in 1997, and Cambodia in 1999, making up the ten member states of ASEAN.6 The ten countries of the ASEAN represent a collective market of approximately 640 million people in 2016 and these countries posted a combined GDP of US$ 2.6 trillion in 2016 (World Bank 2018a). ASEAN's founding fathers' total population was 470 million in 2016, and these five countries' total GDP amounted to US$ 2.2 trillion in 2016, which was close to 90% of that of the ASEAN group. Accordingly, studying these five core countries presents a comparative perspective to develop a better understanding of growth dynamics in the entire ASEAN region.

This paper addresses two questions. First, what accounts for the growth of GDP per worker in Indonesia from 1960 to 2014? We give particular emphasis to the different sub-periods determined by domestic and global changes. We examine the economic performance of Indonesia using a growth accounting framework that provides a breakdown of labour productivity growth into three proximate determinants: (i) physical capital deepening; (ii) human capital accumulation; and (iii) total factor productivity (TFP) growth. We also focus on the episodes of the 1997-1999 Asian Financial Crisis (AFC) and the 2007-2009 Global Financial Crisis (GFC), and provide comparisons with the growth performances of Malaysia, Philippines, Singapore and Thailand. The second question we ask is, what are the key determinants of GDP per worker differences between Indonesia and the US? This question is also important since income gaps

among countries are large and persistent. Acemoglu (2009, 3) writes, "Countries at the top of the world income distribution are more than 30 times as rich as those at the bottom." We employ a levels accounting method to investigate the role of differences in physical capital per worker, human capital per worker, and TFP in accounting for the Indonesia-US labour productivity gap. We use the recently updated data from the Penn World Tables to answer both questions.

Regarding the first question, we analyse Indonesia's economic growth between 1960 and 2014.Real GDP per worker in Indonesia grew at an average rate of almost 2.8% per annum between 1960 and 2014. We divide this period into four different sub-periods. The period from 1960 to 1966 was characterised by domestic and foreign policy instabilities, resulting in economic decline. The second period, from 1967 to 1996, saw a noticeable expansion of economic activity and the rate of growth of real GDP per worker averaged around 3.7% per annum. TFP growth made up close to 70% of GDP per worker growth in Indonesia during 1967-1974. However, during 1975-1996, TFP growth accounted for only 7% of labour productivity growth in Indonesia.

The third period, from 1997 to 1999, was shaped by the AFC. The steady growth of the Indonesian economy was abruptly interrupted by the financial crisis that beset the region in 1997. Indonesia was the founding father most seriously affected by the AFC. The severity of the crisis and its negative impact on Indonesia's economy was reflected by the drop in Indonesia's GDP, which plummeted by 13% in 1998. TFP growth was negative for all of the founding fathers between 1997 and 1999. The fourth period, from 2000 to 2014, witnessed economic recovery. Indonesia was the most resilient founding father during the GFC, owing to the combination of an increase in capital accumulation (both physical and human) and positive TFP growth.

Regarding the second question, we show declining importance of the physical capital deepening gap and increasing importance of the TFP gap in explaining the Indonesia-US labour productivity gap. Indonesia's PPP-adjusted GDP per worker increased from around 9% of the US level in 1960 to only around 20% in 2014. We find that low levels of relative GDP per worker

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in Indonesia are a combination of low levels of capital accumulation and TFP. We find that the physical capital per worker gap was the most important determinant of the Indonesia-US labour productivity gap between 1960 and 2005, whereas the TFP gap was the dominant factor behind the labour productivity gap between these two countries starting in 2006.

Finally, we compare our findings with data from the World Bank's The Changing Wealth of Nations 2018 dataset and the OECD's Environmentally Adjusted Multifactor Productivity dataset. The central part of our paper hinges on the data from the Penn World Table version 9.0 (PWT 9.0). Both the World Bank and the OECD datasets provide information for two missing data components of PWT 9.0. First, the human capital index in PWT 9.0 is constructed combining years of schooling with the appropriate rates of return. However, human capital is measured as the discounted value of earnings over a person's lifetime in the World Bank's The Changing Wealth of Nations 2018 dataset.

This dataset provides an estimate of the total wealth of nations by aggregating values of produced capital, natural capital, human capital and net foreign assets for the years 1995, 2000, 2005, 2010 and 2014. Human capital wealth is the most important component of total wealth in Indonesia. However, the share of human capital in total wealth declined over time: human capital accounted for more than 65% of total wealth in 1995, whereas it only accounted for slightly higher than 50% of total wealth in 2014. With an average annual growth rate of 0.5% over the 1995-2014 period, human capital wealth per capita increased by less than 10% (versus more than 40% for total wealth per capita). Second, PWT 9.0 ignores natural capital. Datasets from the World Bank and the OECD present data for natural capital in Indonesia. Natural capital accounted for at least 20% of total wealth in Indonesia in each year in the World Bank's The Changing Wealth of Nations 2018 dataset. According to the OECD's Environmentally Adjusted Multifactor Productivity dataset, the growth contribution of natural capital, however, was relatively small, compared to the contributions of labour and produced capital.

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Our paper is most closely related to the literature that investigates the growth experience of Indonesia in detail, and it complements recent studies of, for example, van der Eng (2009, 2010), Parjiono, Beg, and Monypenny (2013), and Dutu (2016). The enormous interest in the economic development of post-war East Asia has yielded voluminous research on Japan, the Asian "tigers" (Hong Kong, South Korea, Singapore and Taiwan) and other countries in the region. This paper also contributes to this literature. Our paper is also related to the literature that offers a series of analytical country narratives in order to provide answers to interesting cases and growth puzzles (see country studies in Rodrik 2003b).

The rest of the paper proceeds as follows. In the next section, we provide background information on the Indonesian economy. Section 3 measures the sources of growth in Indonesia during 1960-2014 and provides comparison with other ASEAN founding countries in different sub-periods. Section 4 presents a levels accounting framework that traces the sources that drive the labour productivity level gap between Indonesia and the US. Section 5 performs data comparisons with different datasets.

B. Study The Words And Definitions

1. Annual - adj - Once a year.
2. Appropriate - adj - Correct for the time or place.
3. Beset - v - To attack.
4. Collective - adj - People or things together in a group.
5. Comparative - adj - Related to measuring one thing against another thing.
6. Aggregating - v - To bring together a large number or amount of something into a mass or group.
7. Complements - v - To make something better by adding to it.
8. Adjusted - v - Change to fit better.
9. Analyse - v - To examine very carefully.
10. Approximately - adv - Not exactly, roughly, about.
11. Analytical - adj - The quality of examining carefully and with a system.

12. Accumulation - n - The act of gathering and piling up something.
13. Approach - n - Way of dealing with a person or problem.
14. Assets - n - Money, or anything that can be sold to get money.
15. Comparisons - n - Measure one object against another.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. Jim's _____ is to study the problem before starting to work.
2. The doctor became very _____ when the test results arrived.
3. Chocolate sauce _____s vanilla ice cream.
4. The people formed a shopping _____ so they could buy food at a lower price.
5. It is not _____ to smoke in class.
6. She wrote a _____ article about which TV was better.
7. Christmas is an _____ holiday.
8. The immigrants were _____d into the population.
9. He _____ed his belt to hold his pants up.
10. She made a _____ of the different computers before buying one.
11. He was _____ by money, health and romance problems.
12. She owned a house, which was her largest _____.
13. The _____ of wisdom takes many years, but an

| annual |
| appropriate |
| beset |
| collective |
| comparative |
| aggregating |
| complements |
| adjusted |
| analyse |
| approximately |
| analytical |
| accumulation |
| approach |
| assets |
| comparisons |

34

_____ of ear wax only
takes a few days.

14. There were _____
500,000 people at the protest.

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ Way of dealing with a person or problem.

2. _____ The quality of examining carefully and with a system.

3. _____ To make something better by adding to it.

4. _____ People or things together in a group.

5. _____ Correct for the time or place.

6. _____ Related to measuring one thing against another thing.

7. _____ Once a year.

8. _____ To bring together a large number or amount of something into a mass or group.

9. _____ Change to fit better.

10. _____ Measure one object against another.

11. _____ To examine very carefully.

12. _____ To attack.

A. annual
B. appropriate
C. beset
D. collective
E. comparative
F. aggregating
G. complements
H. adjusted
I. analyse
J. approximately
K. analytical
L. accumulation
M. approach
N. assets
O. comparisons

13. _____ Money, or anything that can be sold to get money.

14. _____ The act of gathering and piling up something.

15. _____ Not exactly, roughly, about.

E. Write An Original Sentence Using Each Of The Words Below

annual appropriate beset collective comparative aggregating complements adjusted analyse approximately analytical accumulation approach assets comparisons

1. ……………………………………………………………………… …….

2. ……………………………………………………………………… …….

3. ……………………………………………………………………… …….

4. ……………………………………………………………………… …….

5. ……………………………………………………………………… …….

6. ……………………………………………………………………… …….

7. ……………………………………………………………………… …….

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9. …………………………………………………………………………
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10. …………………………………………………………………………
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11. …………………………………………………………………………
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12. …………………………………………………………………………
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13. …………………………………………………………………………
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14. …………………………………………………………………………
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15. …………………………………………………………………………
…….

F. Discuss with each member of your group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

1. Academic Reading 2

A. Read the following passage carefully.

The Political Economy of Oil Supply in Indonesia and the Implications for Renewable Energy Development

Arief Rahman, Paul Dargusch, & David Wadley

Indonesia, with 268 million people in 2019, is the world's fourth most populous country. It incorporates over 17,000 islands including nine large ones, covering 5.26 million square

kilometers of land and sea. With a GDP of USD1,042 billion, the archipelago has the largest economy in South East Asia, the 16th globally and the seventh in term of purchasing power parity. It has enjoyed relatively stable economic growth of around 5% p. a. over the last decade, positioning it on this parameter below only China and India within the G20 economies. The emerging nation still relies heavily on fossil-based fuels, particularly oil. This orientation is likely to be long-term, since cheaper, mature energy resources are favored. More than half the oil is sourced from imports, creating vulnerability to geopolitical disruptions.

Being import-dependent, the government naturally focuses on securing oil access. As outlined by Yergin, 'energy security' requires the availability of sufficient quantity at affordable prices, implicating protection of the entire supply chain and its infrastructure. By another definition, energy security involves the alleviation of threats which are caused by, or have an impact on, a supply chain. Policy should be directed to prevent and overcome conditions of insecurity with the aim to provide sufficient energy for the wellbeing of inhabitants, without harmful effects on the environment.

Combustion of fossil-based fuels generates large quantities of carbon dioxide (CO_2) [8] which trap heat in the atmosphere and foster climate change. In 2019, global emissions from coal, oil and gas were 14.3 $MtCO_2$, 12.4 $MtCO_2$ and 7.6 $MtCO_2$ respectively. Accordingly, a country's energy supply should thus exhibit three main characteristics: low supply costs; continuity; and diminution of environmental impacts. Cognizant of resource scarcity, security policy must now incorporate renewables, since they can substitute for fossil-based fuels and diversify sources. However, major barriers in promoting their use to date have been high investment costs, strong competition from fossil fuels, feedstock availability and the logistics of supply.

A nation's energy mix is understood to be the combination of three primary sources engaged to meet domestic needs: fossil fuels, renewables, and nuclear power. Oil remains Indonesia's most significant component: in 2018, its share of total energy use was 38.8%, followed by coal at 33.0%, natural gas at 19.7%, and

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renewables with 8.6% [21]. Its current situation is characterized by: 1) high dependence on oil; 2) potential risk in securing the supply since the nation is more than 50% import-dependent; and 3) relatively minor exposure to renewables.

Given these conditions, a significant research and policy gap emerges around the following objective function: simply put, how can Indonesia plan for a secure and sustainable energy mix in the long run? As the first point of reference, RencanaUmumEnergi Nasional (RUEN), the national energy plan enabled by Presidential Regulation No. 22/2017, informs government inter-sectoral agencies in their policy-making to establish national energy security and sustainable development by:

a. Defining energy needs in the long run, taking into account economic and population growth;
b. Setting out energy supply targets for each primary energy source (in 2050, total primary energy supply (TPES) targets consist of fossil-based sources 69% and renewables 31%); and
c. Providing energy infrastructure development guidelines.

This article proposes an appraisal of current national management and its long-run prospects in establishing a secure and sustainable energy mix. In tackling the research question, it commences with a broad literature review of national energy dynamics to highlight the key strategic issues. This situation appraisal probes several key concerns regarding energy security and the mix, leading to findings contained in a discussion of potential national reform. Conclusions are composed around a series of future research initiatives.

https://www.sciencedirect.com/science/article/abs/pii/S13640321 21003178

B. Study The Words And Definitions

1. Account - n - A record or statement of business transactions.

2. Archipelago - n - A group of islands.

3. Continuity - n - Not being interrupted or stopped.

4. Diminution - n - Reduction.

5. Discussion - n - Debate and conversation about a subject.

6. Emerging - v - To come into view or into existence.

7. Enabled - v - To allow someone or something to do something; to give one the tools to do something.

8. Characterized - v - To describe the personality.

9. Affordable - adj - Describes something that one has enough money for.

10. Can - v - Have the ability to do something.

11. Engaged - v - To become involved with a person or activity.

12. Costs - n - Exchanges or sacrifcies made in order to obtain something else.

13. Energy - n - The ability to do work. in living things, energy is stored as atp, which can be used to do work in cells.

14. Environment - n - An organism and everything around it including other organisms and non-living things.

15. Climate - n - The weather conditions in general or over a long period.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. That restaurant is too expensive but this is _____.
2. You need _____ of practice to learn a language.
3. They had a _____ about where to eat dinner.

4. She was _____d in the campaign to develop human rights.
5. Hawaii has a pleasant _____.
6. Catching prey by running it down _____s energy.
7. The writer _____d the hero as strong and noble.
8. All the company's _____s were lost in the fire.
9. The _____ of a turtle includes the pond it lives in, the other organisms in the pond, and all the non-living things in the pond.
10. The _____ was so far out at sea that most people did not know that these islands existed.
11. I _____ read and write in English.
12. The headphones cause a _____ of outside noise so you do not hear it.
13. The kittens began to _____ from their mother.
14. Subways _____ people to move around the city quickly and easily.
15. Organisms obtain _____ through the process of cellular respiration.

account
archipelago
continuity
diminution
discussion
emerging
enabled
characterized
affordable
can
engaged
costs
energy
environment
climate

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ Describes something that one has enough money for.

2. _____ Not being interrupted or stopped.

3. _____ Debate and conversation about a subject.

4. _____ To become involved with a person or activity.

5. _____ The weather conditions in general or over a long period.

6. _____ Exchanges or sacrifcies made in order to obtain something else.

7. _____ To describe the personality.

8. _____ A record or statement of business transactions.

9. _____ An organism and everything around it including other organisms and non-living things.

10. _____ A group of islands.

11. _____ Have the ability to do something.

12. _____ Reduction.

13. _____ To come into view or into existence.

14. _____ To allow someone or something to do something; to give one the tools to do something.

15. _____ The ability to do work. in living things, energy is stored as atp, which can be used to do work in cells.

A. account
B. archipelago
C. continuity
D. diminution
E. discussion
F. emerging
G. enabled
H. characterized
I. affordable
J. can
K. engaged
L. costs
M. energy
N. environment
O. climate

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E. Write An Original Sentence Using Each Of The Words Below

> account archipelago continuity diminution discussion emerging enabled characterized affordable can engaged costs energy environment climate

1. ……………………………………………………………………………
    …….

2. ……………………………………………………………………………
    …….

3. ……………………………………………………………………………
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4. ……………………………………………………………………………
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11. ……………………………………………………………………………
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12. …………………………………………………………………
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14. …………………………………………………………………
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15. …………………………………………………………………
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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

<div align="center">

Lesson 5
Socials

</div>

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students' socials vocabularies mastery

2. Develop students' understanding research article of socials

3. Identify and overcome the problems in socials

4. Summarize of research article of socials

1. Academic Reading 1

Reviewing Social Forestry Schemes in Indonesia: Opportunities
and Challenges
By: Ari Rakatama and Ram Pandit

A. Read The Following Passage Carefully

In Indonesia, social forestry referred as community-based forest management, is defined as a sustainable forest management system in the state or non-state forest areas carried out by the local or indigenous communities to improve their welfare, environmental outcomes and socio-cultural dynamics (MoEF, 2016). Currently, social forestry schemes cover around 1.8 million hectares of forests (about 2% of state forests) in Indonesia (MoEF, 2018). The Indonesian government has prioritized these schemes with a plan to increase social forestry area to 12.7 million hectares by 2021 (MoEF, 2018). This substantial (more than six-fold) increase in forest area under social forestry scheme within three years (2018 – 2021) is expected to provide opportunities to local communities, particularly to the poor, to improve social, economic and environmental outcomes through agroforestry practices. Around 37% (10.2 million people) of poor people live in surrounding forest areas in Indonesia (MoEF, 2017b), and this plan could

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also be a crucial instrument for poverty alleviation and rural development.

To fulfil this ambitious goal of expanding social forestry in Indonesia, performances of current social forestry schemes need to be critically reviewed to draw lessons for improvement, in particular about implementation opportunities and challenges. Currently, there are five social forestry schemes operating in Indonesia: village forests (hutandesa), community forests (hutankemasyarakatan), community plantation forests (hutantanamanrakyat), forestry partnerships (kemitraankehutanan), and customary forests (hutanadat) (MoEF, 2016). These schemes have different characteristics (i.e., land tenure, contract duration, allowed activities, etc.) that could influence their performances. Moreover, the dependency and interaction of local communities with surrounding forests are heterogeneous across different regions and ethnic groups in Indonesia, which is shaped by their historical and cultural backgrounds and could affect the performances of these schemes (Boedhihartono, 2017).

This paper aims to synthesis social forestry implementation in Indonesia, based on a critical review of current literature, to gain insights into the opportunities and challenges for moving forward. This study will also reveal the contemporary issues, problems and knowledge gaps related to the implementation of social forestry schemes from multiple perspectives economic, environmental, institutional and social - across three regions in Indonesia (i.e., Sumatra and Kalimantan, Java, and Sulawesi, Bali & Nusa Tenggara). Findings from this study are useful for improving the planning and implementation of social forestry schemes across different regions in Indonesia. Furthermore, the study also suggests ways forward based on lessons learned to effectively implement social forestry schemes to fulfil government's plan of increasing social forestry area by 2021. As social forestry is an evolving forest policy internationally (Fisher et al., 2019), lessons learned from this study could be adapted in other countries with similar situations to Indonesia.

The rest of the paper is organized as follows. Section 2 and Section 3 present information on the forest tenure and social forestry schemes in Indonesia, respectively. Section 4 introduces

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the methodology, and Section 5 presents the results, followed by a discussion in Section 6. The last section concludes the paper.

Forest tenure in Indonesia

Land tenure in Indonesia is divided into state forests (hutannegara), non-state forests (hutanhak), areas for other purposes (areal penggunaan lain), and private and community lands. State forests cover around 121 million hectares or about 63% of the land area (GoI, 1999) and are further divided into three broad categories based on their primary function: production, protection, and conservation forests (GoI, 1999; MoEF, 2018). The production forests (hutanproduksi) are primarily managed for forest products and cover about 69 million hectares or 57% of the state forests. The protection forests (hutanlindung) protect life support systems, such as the hydrological cycle, flood control, erosion control, soil fertility maintenance and saltwater intrusion prevention, which cover about 30 million hectares or 25% of the state forests. The conservation forests (hutankonservasi) preserve the diversity of plants, animals and the ecosystems and cover about 22 million hectares or 18% of the state forests.

While most of the conservation forests are managed by the government, many production and protection forests are managed by companies and communities under forest concession schemes issued by the government (Rakatama et al., 2018). Until 2017, the private sector managed around 41 million hectares of the state forests, which is much higher than forest areas (about 1.8 million hectares) managed by communities (MoEF, 2017a; MoEF, 2018). Table 1 presents the land tenure and forest management regimes in Indonesia.

Under the three types of management regimes of the state forests (government, private, and community), local households have different levels of legal rights (Table 2) (GoI, 1999; GoI, 2007; GoI, 2011). Forests with high conservation values are managed under a government regime, in which local households access is limited to educational and research purposes. Local households can access government and private-managed forests only for essential and small-scale livelihood activities. Community-managed forests can be accessed for more

productive activities, such as extracting forest products and agriculture.

Social forestry schemes in Indonesia

There are five social forestry schemes currently practiced by the Indonesian government (MoEF, 2016). Each scheme has its own typical characteristics and is designed for specific purposes.

1. *Village forests*

Village forests are state forests that are utilized to improve the welfare of villagers by providing optimal benefits of forest resources through fair access and local capacity building (MoEF, 2016). Village forests are managed by a community institution called Village Forest Management Agency (LembagaPengelolaHutanDesa) under the super vision of the village government. On property rights, the village forest scheme transfers the forest management rights from the government to the communities at the village level but withhold the ownership rights, limiting any further transfer of rights to other parties, such as companies. The villages that are granted with village forests must also practice sustainable forest management.

The maximum duration of village forest concession is 35 years, but it can be extended based on the performances, which is evaluated every five years by the provincial and central government (MoEF, 2016). The village forest can be part of the production forests and protection forests, but not the conservation forests because the allowed activities in village forests might affect biodiversity and ecological systems. Livelihood activities such as farming, except for palm oil, and collecting non-timber forest products (NTFPs) are permitted in village forests. However, logging activity is permitted only in areas that are categorized as production forests under this scheme.

2. *Community forests*

Community forests are similar to village forests on property rights, governance mechanism, tenure duration and the renewal process. However, these forests are managed by groups of local communities and non-village institutions, such as farmers' associations and local cooperatives. The main goals of community forests are creating jobs, reducing poverty, and

solving social conflicts, while preserving the forest and maintaining its environmental functions (MoEF, 2016).

3. Community plantation forests

Community plantation forests are plantations managed by community groups to ensure sustainable forestry practice by applying appropriate silvicultural systems (MoEF, 2016). This scheme only covers production forests which sustainably harvest timber and NTFPs. Community plantation forests are managed by individual farmers, farmers' associations, and farmer cooperatives that could run the scheme independently or in cooperation with forest companies. The property rights, governance mechanism, tenure duration and renewal process are the same as the village forests and community forests.

4. Forestry partnerships

Forestry partnership is a cooperation between local communities and forest authorities (government or private) in managing state forests. All state forest authorities are obligated to empower communities through the implementation of forestry partnerships in managing the forests (MoEF, 2016). Forestry partnerships are developed and granted to families living nearby forests that depend heavily on the forests for livelihoods. For farming and collecting timber, each family can be granted up to two hectares of state forests under government management, and five hectares under private management. The granted area can be larger if the forests are used for collecting NTFPs and utilising environmental services (MoEF, 2016). Forestry partnership can be granted in all three types of state forests: production, protection and conservation (MoEF-ENRC, 2018). The duration of forestry partnership is extendable based on performances evaluation. The property rights and governance mechanism of this scheme are the same as village forests, community forests, and community plantation forests.

5. Customary forests

Customary forests, individual forests (HutanPerseorangan) and peoples' forests (Hutan Rakyat) are parts of the non-state forests that are located in private or community land. Customary forests are owned, ruled and managed by indigenous

communities, i.e., people living in a certain geographical area for generations due to their ties to ancestors, relationship with the environment, and value systems (MoEF, 2015). Customary forest is the only social forestry scheme that transfers forest ownership rights. This scheme provides legal certainty and justice for indigenous communities to sustainably own and manage forests to secure their welfare. All types of state forests (production, protection, and conservation forests) can be transferred into customary forests, and once transferred such forests become non-state forests. Indigenous communities can practice livelihood activities in customary forests such as customary farming, hunting, fishing, grazing, harvesting timber, collecting NTFPs, and utilizing environmental services.

B. Study The Words And Definitions

1. Ambitious - adj - Having a strong desire for success.

2. Appropriate - adj - Correct for the time or place.

3. Concession - n - The act of admitting a mistake or defeat.

4. Concludes - v - To judge or decide after thinking.

5. Applying - v - to request something, usually officially, especially in writing or by sending in a form.

6. Access - v - Get into somewhere or gain the use of something.

7. Adapted - v - Change something to make it fit.

8. Categorized - v - To classify; divide into groups by type.

9. Challenges - v - To give someone something difficult to do.

10. Community - n - A group that lives, works or does things together.

11. Cooperation - n - The act of working together.

12. Can - v - Have the ability to do something.

13. Agriculture - n - The cultivation and harvesting of crops.

14. Ancestors - n - People in your family who lived before you.

15. Conservation - n - The protection, preservation, management, or restoration of wildlife and of natural resources such as forests, soil, and water.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. Now, the biggest sector fuelling 65 percent of green jobs, it's what they call _____ and pollution mitigation.
2. He _____ed his secret bank account from work.
3. He had to _____ his diet to his new country.
4. The _____ that the accident was his fault cost him $5,000.
5. She compared prices and _____d the cheaper one was good enough.
6. She _____d her CDs by music type.
7. It is not _____ to smoke in class.
8. The teacher _____d the students with homework.
9. I _____ read and write in English.
10. The farmer knew a lot about _____.
11. There is a large _____ of musicians in our town.
12. Two hundred years ago his _____s built that house.

ambitious
appropriate
concession
concludes
applying
access
adapted
categorized
challenges
community
cooperation
can
agriculture
ancestors
conservation

13. I've _____ for a new job with the local newspaper.
14. She is a very _____ woman and will destroy anyone who gets in her way.

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ The protection, preservation, management, or restoration of wildlife and of natural resources such as forests, soil, and water.

2. _____ Get into somewhere or gain the use of something.

3. _____ Change something to make it fit.

4. _____ The act of admitting a mistake or defeat.

5. _____ To judge or decide after thinking.

6. _____ To classify; divide into groups by type.

A. ambitious
B. appropriate
C. concession
D. concludes
E. applying
F. access
G. adapted
H. categorized
I. challenges
J. community
K. cooperation
L. can
M. agriculture
N. ancestors
O. conservation

7. _____ Correct for the time or place.

8. _____ To give someone something difficult to do.

9. _____ Have the ability to do something.

10. _____ The cultivation and harvesting of crops.

11. _____ A group that lives, works or does things together.

12. _____ People in your family who lived before you.

13. _____ to request something, usually officially, especially in writing or by sending in a form.

14. _____ The act of working together.

15. _____ Having a strong desire for success.

E. Write An Original Sentence Using Each Of The Words Below

> ambitious appropriate concession concludes applying access adapted categorized challenges community cooperation can agriculture ancestors conservation

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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

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Lesson 6
Cultures

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students vocabularies mastery of cultures

2. Develop students' understanding research article of cultures

3. Identify and overcome the problems in cultures

4. Summarize of research article of cultures

1. Academic Reading 1

A. Read The Following Passage Carefully

Cultural tourism: A review of recent research and trends
Greg Richards

Culture and tourism have always been inextricably linked. Cultural sights, attractions and events provide an important motivation for travel, and travel in itself generates culture. But it is only in recent decades that the link between culture and tourism has been more explicitly identified as a specific form of consumption: cultural tourism.

The emergence of cultural tourism as a social phenomenon and as an object of academic study can be traced back to the surge in post-World War 2 leisure travel. In Europe, travel helped to increase cultural understanding as well as rebuild shattered economies. As incomes and consumption continued to rise in the 1960s and 1970s, so did international travel, and the consumption of culture. By the 1980s the flow of international tourists to major sites and attractions began to attract enough attention for the label 'cultural tourism' to be attached to an emerging niche market. Early academic studies of cultural

tourism also surfaced at this time, and the World Tourism Organization (WTO, as it was then) produced its first definition of the phenomenon. In the early 1990s the first estimate of the size of this 'new' market also emerged (at 37% of all international tourism) and were attributed to the WTO, even though Bywater (1993) comments that it was not clear how this estimate was derived.

Interest in cultural tourism continued to grow throughout the 1980s and 1990s, driven by the 'heritage boom' (Hewison, 1987), the growth of international and domestic travel and the identification of cultural tourism as a 'good' form of tourism that would stimulate the economy and help conserve culture (Richards, 2001). The beginning of the 1990s indicates a period of transformation of cultural tourism which, unlike the original orientation towards elite clientele, found a new opportunity for development in the orientation towards the mass market. Cultural tourism became a well-established phenomenon in many tourism destinations, and was increasingly the target of academic research. The first textbooks on cultural tourism began to emerge (Ivanovic, 2008; Smith, 2003) and a growing range of research papers appeared, linked to many different theoretical and methodological approaches (Richards &Munsters, 2010, Smith and Richards, 2013).

Growth in cultural tourism was also marked by fragmentation into a number of emerging niches, such as heritage tourism, arts tourism, gastronomic tourism, film tourism and creative tourism. Just as an expanding notion of culture had helped to stimulate the growth of cultural tourism in the 1990s, so the fragmentation of the cultural tourism concept itself helped to produce a surge in the proportion of publications dedicated to the field. Growth also brought its own challenges, and by 2013 Boniface was already signaling problems with the overcrowding of World Heritage Sites, a phenomenon that is now being linked with the idea of 'over-tourism'. The problems being encountered with the conservation of tangible heritage and the growing desire of

tourists for new experiences also helped to focus attention on the role of intangible heritage in tourism (Du Cros, 2012).

The changing nature of cultural tourism was recently brought into focus by a UNWTO Report on Tourism and Culture Synergies (2018), which included online surveys covering 43% of UNWTO Member States as well as 61 international experts and academics in the field. This study confirmed the importance of the cultural tourism, with 89% of national tourism administrations indicating that cultural tourism was part of their tourism policy. The respondents also indicated that they expected further growth in cultural tourism in the following five years. The research also for the first time provided empirical support for the original estimates of the size of the cultural tourism market. This was estimated to account for over 39% of all international tourism arrivals, or the equivalent of around 516 million international trips in 2017. This provides an apparent vindication of the long quoted, but largely unsubstantiated estimate that cultural tourism accounts for 40% of global tourism (Bywater, 1993). The crucial point, however, is how cultural tourism is defined e a debate that has raged for a long time (Allen et al., 2015; Du Cros&McKercher, 2014; Richards, 1996). Cultural tourism was also one of the types of tourism that received a new operational definition from the UNWTO at the 22nd Session of the General Assembly held in Chengdu, China (UNWTO, 2017: 18):

Cultural tourism is a type of tourism activity in which the visitor's essential motivation is to learn, discover, experience and consume the tangible and intangible cultural attractions/products in a tourism destination.

These attractions/products relate to a set of distinctive material, intellectual, spiritual and emotional features of a society that encompasses arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries and the living cultures with their lifestyles, value systems, beliefs and traditions.

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This new definition confirms the much broader nature of contemporary cultural tourism, which relates not just to sites and monuments, but to ways of life, creativity and 'everyday culture'. As the UNWTO (2018) report emphasizes, the field of cultural tourism has moved away from the previous emphasis on classic western tangible heritage towards a much broader and inclusive field of diverse cultural practices in all corners of the world. In this sense the new definition mirrors the development of the production and consumption of cultural tourism, as well as the development of academic research on cultural tourism. It is impossible in such a brief review to do justice to the increasing breadth and diversity of cultural tourism research, but it is hoped that at least some of the main themes can be traced.

B. Study The Words And Definitions

1. Academic - adj - Related to learning, teaching, and knowledge.

2. Apparent - adj - Obvious; easy to understand.

3. Culinary - adj - Related to cooking professionally.

4. Consume - v - To eat or drink, or use it.

5. Defined - v - To make something clear.

6. Crucial - adj - Essential, very important, necessary.

7. Administrations - n - The act of managing an organization.

8. Attached - v - Connect to.

9. Attributed - v - To acknowledge the source of something.

10. Challenges - v - To give someone something difficult to do.

11. Attention - n - Mental focus; concentration.

12. Arrivals - n - The act or process of coming.

13. Can - v - Have the ability to do something.

14. Conservation - n - The protection, preservation, management, or restoration of wildlife and of natural resources such as forests, soil, and water.

15. Conserve - v - To protect and save.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. Now, the biggest sector fuelling 65 percent of green jobs, it's what they call _____ and pollution mitigation.
2. The empty bottles and dirty dishes make it _____ that there was a party here.
3. Water is _____ for life.
4. Some of the best chefs in the world graduate from that _____ school.
5. That car _____s a lot of gas.
6. She _____ed a note to the report.
7. He _____s as much of his money as possible.
8. The teacher _____d the students with homework.
9. I _____ read and write in English.
10. He _____d his success to his parents love and support.
11. She loved school and wanted an _____ job.
12. Let me _____ the rules of the game.
13. His plane's _____ was delayed by the storm.
14. Pay _____ to cars when you cross the street.

| academic |
| apparent |
| culinary |
| consume |
| defined |
| crucial |
| administrations |
| attached |
| attributed |
| challenges |
| attention |
| arrivals |
| can |
| conservation |
| conserve |

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ The protection, preservation, management, or restoration of wildlife and of natural resources such as forests, soil, and water.

2. _____ Obvious; easy to understand.

3. _____ Essential, very important, necessary.

4. _____ The act of managing an organization.

5. _____ Related to cooking professionally.

6. _____ To eat or drink, or use it.

7. _____ Connect to.

8. _____ To protect and save.

9. _____ To give someone something difficult to do.

10. _____ Have the ability to do something.

11. _____ To acknowledge the source of something.

12. _____ Related to learning, teaching, and knowledge.

13. _____ To make something clear.

A. academic
B. apparent
C. culinary
D. consume
E. defined
F. crucial
G. administrations
H. attached
I. attributed
J. challenges
K. attention
L. arrivals
M. can
N. conservation
O. conserve

14. _____ The act or process of
    coming.

15. _____ Mental focus;
    concentration.

E. Write An Original Sentence Using Each Of The Words Below

academic apparent culinary consume defined crucial
administrations attached attributed challenges attention arrivals
can conservation conserve

1. ....
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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

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1. Academic Reading 2

A. Read The Following Passage Carefully

Towards Cross-Cultural Environmental Psychology: A State-of-the-Art Review and Recommendations

King-Pong Tang &Taciano L. Milfont

In the article introducing this journal, environmental psychology was defined as "that area of psychology which brings into conjunction and analyzes the transactions and interrelationships of human experiences and actions with pertinent aspects of the socio-physical surroundings" (Canter & Craik, 1981, p. 2). Beyond the common focus on human-environment interactions, this and other definitions of the field (e.g., Gifford, 2007, p. 1; Steg, van den Berg, & de Groot, 2013, p. 2) make it clear that context matters for environmental psychology. The importance of context was made explicit in Gifford's (2014) review of the field: "Wherever you go, there you are—and it matters. This is the fundamental premise of environmental psychology: We are always embedded in a place. In fact, we are always nested within layers of place, from a room, to a building, to a street, to a community, to a region, to a nation, and to the world." (p. 543).

We contend that one key aspect often missing from conceptualizations and research practices within the field is the role of culture. If even individuals' beliefs about the importance of context in understanding people varies cross-culturally (Owe et al., 2013), then examinations of human–environment interactions without considering the critical role of culture will risk incomplete understandings of such interactions. We argue that we are always nested within layers of both place and culture, and the cultural milieu influences the physical reality of

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places. Hence, human–environment interactions are culture-bound.

The goal of the present article is to advance cross-cultural environmental psychology for an integrative and culturally informed understanding of the relationships between humans and their environments. In doing so, we discuss the theoretical issues and the methodological considerations that are necessary for the development of such an understanding. It is worth noting that ignoring the role of culture in the development and display of human behavior is not unique to our field, and psychology as a whole has been labelled as a "culture-blind discipline" (Berry, 2013). Notably, there has been prior recognition of the importance of culture in human–environment interactions. This is illustrated by cross-cultural researchers inviting environmental psychology contributions to their edited volumes (e.g., Milfont& Schultz, 2016; Schultz, 2002; Werner, Brown, & Altman, 1997), as well as by invitations from environmental psychology researchers to contributions focusing on cultural issues (e.g., Milfont, 2012). In the following, we contribute to this growing literature by first discussing theoretical issues when examining transactions between humans and environments as culture-bound. This is followed by a series of bibliometric analyses of publications in the Journal of Environmental Psychology (JEVP) to provide a state-of-the-art review of cross-cultural environmental psychology research. The third section presents key issues as well as a list of publicly available cross-cultural datasets that researchers interested in this direction could consider. In the fourth section, we introduce the five articles included in this special issue as recent and encouraging examples in this line of research.

https://www.sciencedirect.com/science/article/pii/S02724944203 03984

B. Study The Words And Definitions

1. Conjunction - n - The state of being joined together

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2. Explicit - adj - Very clear and specific.
3. Encouraging - v - To cheer on and give hope to.
4. Analyzes - v - To examine carefully.
5. Contend - v - Argue a point.
6. Defined - v - To make something clear.
7. Embedded - v - To put a thing into another thing so that it becomes a part of the other.
8. Available - adj - Ready, accessible.
9. Even - adv – Surprisingly
10. Community - n - A group that lives, works or does things together.
11. Behavior - n - The way someone acts.
12. Context - n - The situation or settings that explain the meaning of a word or event
13. Contributions - n - Something given or offered; money given to something.
14. Environments - n - An organism and everything around it including other organisms and non-living things.
15. Fact - n - Something that is true, and that can be tested and shown to be true.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. The wealthy man made a
   _____ to the charity.
2. The hotel has rooms
   _____ that week.
3. The directions were very
   _____ and it was easy to
   get there.
4. He loves all animals,
   _____ snakes!
5. They cheered to _____
   their team.
6. The two continents were formed by a
   _____ of islands.
7. Your child's _____ was
   perfect; he's very polite!
8. There is a large _____ of
   musicians in our town.
9. Let me _____ the rules of
   the game.
10. The scientist _____d the
    frog.
11. It is a _____ that water
    freezes at zero degrees Celsius.
12. The conservatives _____
    that lower taxes will help the poor.
13. The _____ of a turtle includes the pond it lives in,
    the other organisms in the pond, and all the non-living things
    in the pond.
14. Good people do bad things in the _____ of war.

Word Bank
conjunction
explicit
encouraging
analyzes
contend
defined
embedded
available
even
community
behavior
context
contributions
environments
fact

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D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ Something given or offered; money given to something.

2. _____ To put a thing into another thing so that it becomes a part of the other.

3. _____ Ready, accessible.

4. _____ Very clear and specific.

5. _____ Surprisingly

6. _____ To cheer on and give hope to.

7. _____ The state of being joined together

8. _____ The way someone acts.

9. _____ A group that lives, works or does things together.

10. _____ To make something clear.

11. _____ To examine carefully.

12. _____ Something that is true, and that can be tested and shown to be true.

13. _____ Argue a point.

14. _____ An organism and everything around it including other organisms and non-living things.

15. _____ The situation or settings that explain the meaning of a word or event

A. conjunction
B. explicit
C. encouraging
D. analyzes
E. contend
F. defined
G. embedded
H. available
I. even
J. community
K. behavior
L. context
M. contributions
N. environments
O. fact

E. Write An Original Sentence Using Each Of The Words Below

conjunction explicit encouraging analyzes contend defined embedded available even community behavior context contributions environments fact

1. ……………………………………………………………………
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12. ……………………………………………………………………
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14. ……………………………………………………………………
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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

Lesson 7
Sports

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students vocabularies mastery of sports

2. Develop students' understanding research article of sports

3. Identify and overcome the problems in sports

4. Summarize of research article of sports

1. Academic Reading 1

A. Read The Following Passage Carefully

Injuries of a Spanish Top-Level Sample of Football Referees. A Retrospective Study
ÁngelMatute-Llorente Javier Sanchez-Sanchez, Carlo Castagna, and José A. Casajus

Football (soccer) is one of the most, if not the most, popular sports worldwide. The game rules are enforced by match officials namely the match referee (MRs), two assistant referees (ARs), the fourth official and the video assistant referees. The Federation International Football Association (FIFA) big count carried out in the mid-2000s revealed over 840,000 referees worldwide. Based on this data, and accompanied by the constant football development, it would be possible to think that there are nowadays near million referees around the world . In Spain , according to the latest available census of the 2019/2020 season, the Referees Technical Committee of the Real FederaciónEspañola de Fútbol summed a total of 15,821 referees.

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Football refereeing requires endurance, agility, speed, and decision-making under enormous pressure. The physiological demands of MRs are comparable to those shown by midfield players. Furthermore, referees match high intensity activity reported to be associated with that of the team they regulate. Field referees reported to cover more total distance, same high-intensity activity but less total distance sprinting than players. Elite level football referees are usually 10-15 years older than players, and they reach their top performance in their late thirties early forties. Experience are deemed to be a relevant variable for top performance in football referees and in some top football leagues referees older than 50 year may officiate top championship matches. Game demands, career length and age may put referees at risk of training and match injury.

Injury surveillance is fundamental to protect the health of the athlete. 1 Despite the efforts undertaken to study injuries on football referees in the 1900s, efforts were still needed around ten years ago to establish the injury rates of modern football referees. Previous authors analyzed injury profiles in 71 male referees of the 2 top divisions of the Swiss Football League. They showed that MRs had an incidence of 6.8 match injuries per 1000 match hours, and 1.7 for ARs in the last 12 months. The most frequent injury suffered from Swiss referees were hamstring strains and ankle sprains. In a retrospective study on injuries in Croatian male football referees, the authors found similar injury rates 5.2 per 1000 hours of refereeing. But also higher injury incidences, 16.4 injuries per 1000 hours for match officiating in elite Irish male referees, and 19.6 injuries per 1000 hours during matches in professional Iranian male referees were found.

Given the paucity of research on injuries of modern football referees, the purpose of this study was to analyze the incidence of training and match injuries and the injury pattern in Spanish football referees of different competitive levels.

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B. Study The Words And Definitions

1. Census - n - An official count of the people in a country.
2. Comparable - adj - Can be compared or measured against another.
3. Competitive - adj - Trying to prove one's self or team is better than another.
4. Endurance - n - The strength to continue through hardship.
5. Enormous - adj - Very big, huge.
6. Fundamental - adj - The beginning parts of something.
7. Incidence - n - An event.
8. Analyzed - v - To examine carefully.
9. Deemed - v - Judge.
10. Intensity - n - Power or strength.
11. Available - adj - Ready, accessible.
12. Enforced - v - To use energy or force to make sure that rules are followed.
13. Game - n - Wild animal hunted for meat.
14. Establish - v - To determine if something is true or not.
15. Found - v - To locate something.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

| census |
| comparable |
| competitive |
| endurance |
| enormous |
| fundamental |
| incidence |
| analyzed |
| deemed |
| intensity |
| available |
| enforced |
| game |
| establish |
| found |

1. The police _____ed that he was at home at the time of the crime.
2. The Empire State Building is an _____ skyscraper.
3. There were only three _____s of violent crime in the town last year.
4. The hotel has rooms _____ that week.
5. Arithmetic is _____ to higher mathematics.
6. The color of this rose is _____ to her lips.

7. Chicken is farmed meat but deer is
    _____.
8. The scientist _____d the frog.
9. The US government takes a _____ every ten
    years.
10. The pig was _____ed too
    thin to eat.
11. The _____ of the light blinded him for a
    moment.
12. The police _____ the law.
13. The runner had built up her _____ after years
    of training and could run many miles without stopping.
14. Baseball is a _____ sport.
15. I lost my keys but Joe _____ them.

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ To determine if
    something is true or not.

2. _____ Very big, huge.

3. _____ An event.

4. _____ Ready, accessible.

5. _____ The beginning parts of
    something.

6. _____ Can be compared or
    measured against another.

7. _____ Wild animal hunted for
    meat.

8. _____ To examine carefully.

9. _____ An official count of the
    people in a country.

10. _____ Judge.

A. census
B. comparable
C. competitive
D. endurance
E. enormous
F. fundamental
G. incidence
H. analyzed
I. deemed
J. intensity
K. available
L. enforced
M. game
N. establish
O. found

11. _____ Power or strength.

12. _____ To use energy or force to make sure that rules are followed.

13. _____ The strength to continue through hardship.

14. _____ Trying to prove one's self or team is better than another.

15. _____ To locate something.s

E. Write An Original Sentence Using Each Of The Words Below

census comparable competitive endurance enormous
fundamental incidence analyzed deemed intensity available
enforced game establish found

1. ………………………………………………………………………………
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2. ………………………………………………………………………………
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13. ……………………………………………………………………………
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14. ……………………………………………………………………………
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15. ……………………………………………………………………………
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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

2. Academic Reading 2

A. Read The Following Passage Carefully

Physical Exercises for Preventing Injuries among Adult Male Football Players: A Systematic Review

Jun-Yen Pan, Chu-Chuan Lin, Chieh-Jen Wu, & Jen-Ping Chang

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Football is a team sport with a high incidence of injury. These injuries are common among both professional and non-professional football players, and some players experience extensive time loss associated with an injury. The average time to return to play depends on the kind of injury. For instance, **obturator** muscle injuries need around 12 days of recovery for professional football players to return to competition. However, the time needed to return to play after hamstring injuries is more variable, ranging from around 14 days to more than 28 days for severe hamstring injuries. Specifically, an average of 8 to 28 lost playing days were reported for professional Brazilian football players. The injury time loss ranged from 1 to 752 days among professional Dutch football players, with a median of 8 days. The time needed to return to play ranged from 7 to 24 weeks, with an average of 11 weeks, among professional football players with serious shoulder injuries. Because having a lower number of injuries has been correlated with team success, it is important to reduce them and minimize lost playing time.

Injuries in sports have been associated with intrinsic or **extrinsic factors**. In football, some extrinsic factors are difficult to control, such as contact injuries. However, it is possible to train for certain predictable intrinsic factors that lead to non-contact injuries. For example, some **epidemiology** studies have reported on preventable risk factors in professional football players and highlight the need to establish injury prevention protocols. To prevent injuries is extremely important given that a previous injury is a significant risk factor for sustaining another injury. For instance, 16% of muscle injuries among professional football players are re-injuries. Having a previous groin injury almost doubles the risk of having another groin injury, and a previous inversion ankle injury can cause persistent symptoms for at least 2 years after the injury. All these types of injuries emphasise the importance of establishing injury prevention programs.

Risk factors and injury rates are affected by different considerations: psychosocial, psychological, biomechanical, field surfaces, and physical exercise. Some injury prevention programs have been effective in reducing the incidence of injuries and decreasing healthcare costs among football players. Therefore, the purposes of this study were to (1) focus on

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physical exercise factors influencing injuries, (2) identify injury prevention programs and intrinsic factors related to injuries that have been described in the literature, and (3) establish some recommendations for coaches and physical fitness trainers that might reduce the overall number of injuries among adult male football players.

B. Study The Words And Definitions

1. Control - v - The direct actions.

2. Effective - adj - Useful; able to accomplish its purpose.

3. Extensive - adj - Covering a large area.

4. Incidence - n - An event.

5. Instance - n - A single occasion, event or happening.

6. Intrinsic - adj - A part of the nature of something.

7. Establishing - v - To create something that continues.

8. Extrinsic - adj - A quality or characteristic that comes from outside of one's self.

9. Factor - n - Things that must be thought about when making a decision.

10. Influencing - v - Make a change in.

11. Establish - v - To determine if something is true or not.

12. Correlated - v - To connection or relate two things.

13. Can - v - Have the ability to do something.

14. Costs - n - Exchanges or sacrifcies made in order to obtain something else.

15. Factors - n - Any number (or expression) that is multiplied by another to get an answer.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. The police _____ed that he was at home at the time of the crime.
2. He has an _____ library; there are at least 5,000 books in his house.
3. 8 and 3 are both _____s or 24 because 8 is multiplied by 3 to get 24 and 3 is multiplied by 8 to get 24.
4. The weather _____s how I dress.
5. Catching prey by running it down _____s energy.
6. There were only three _____s of violent crime in the town last year.
7. Wanting to be the best is _____ to being a great athlete.
8. When buying a car, one _____ to consider is how many people will ride in it.
9. Can you _____ how far you run to how tired you get?
10. He is usually late but on one _____ he was early.
11. This new coat is very _____ at keeping me warm.
12. I _____ read and write in English.
13. You can _____ the TV with this remote-_____.

control
effective
extensive
incidence
instance
intrinsic
establishing
extrinsic
factor
influencing
establish
correlated
can
costs
factors

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ To determine if something is true or not.

2. _____ Covering a large area.

3. _____ Any number (or expression) that is multiplied by another to get an answer.

4. _____ Make a change in.

5. _____ Exchanges or sacrifcies made in order to obtain something else.

6. _____ An event.

7. _____ A part of the nature of something.

8. _____ Things that must be thought about when making a decision.

9. _____ To connection or relate two things.

10. _____ A single occasion, event or happening.

11. _____ To create something that continues.

12. _____ Useful; able to accomplish its purpose.

13. _____ Have the ability to do something.

14. _____ A quality or characteristic that comes from outside of one's self.

A. control
B. effective
C. extensive
D. incidence
E. instance
F. intrinsic
G. establishing
H. extrinsic
I. factor
J. influencing
K. establish
L. correlated
M. can
N. costs
O. factors

15. _____ The direct actions.

E. Write An Original Sentence Using Each Of The Words Below

control effective extensive incidence instance intrinsic
establishing extrinsic factor influencing establish
correlated can costs factors

1. ………………………………………………………………………
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2. ………………………………………………………………………
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11. …………………………………………………………………………
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13. …………………………………………………………………………
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14. …………………………………………………………………………
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15. …………………………………………………………………………
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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text
2. How to solve the problem by reading several relevant articles.
3. Present the findings in front of the class.

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Lesson 8
Environments

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students vocabularies mastery of environments

2. Develop students' understanding research article of environments

3. Identify and overcome the problems in environments

4. Summarize of research article of environments

1. Academic Reading 1

A. Read The Following Passage Carefully

Comprehensive Utilization and Environmental Risks of Coal Gangue: A Review
Jiayan Li and Jinman Wang

Coal is one of the main energy sources in many countries, with a global consumption of 5500 million tons in 2015, accounting for more than 19% of the primary energy in the world (International Energy Agency Statistics, 2016). From 2007 to 2017, coal consumption in Europe and North America declined, while the consumed coal in Asia increased continuously (BP, 2018). China, America and Australia are the three major countries for coal consumption, of which China contributes 50.72% of the total world coal consumption in 2017 (BP, 2018). Coal mining and energy production have significant impacts on the environment, jeopardizing the sustainable use of coal as the primary energy (Ribeiro et al., 2016). Coal gangue, a solid waste

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generated during coal mining and washing, accounts for approximately 10%e15% of the total coal production. The accumulative amount of coal gangue is largely increasing associated with coal mining activities, becoming one of the largest industrial residues. The European Commission reported that over 730 million tons of wastes were generated from mining activities in the European Union in 2012 (European Commission website, 2016). In China, the production of coal gangue has accumulated more than 5 billion tons and is still rising at an annual rate of 300e350 million tons. The total gangue production in China is expected to approximately 729 million tons by 2020, becoming a primary environmental concern (Ge et al., 2010).

The accumulation of considerable coal gangue not only occupies a great deal of land resource, but also results in serious environmental problems, e.g., soil pollution, air pollution, and geologic hazards (Stracher and Taylor, 2004). The heat continues to accumulate during the accumulation process, which leads to spontaneous combustion with the oxidization of coal gangue (Ozdeniz et al., 2010), releasing a large number of SO_2, NOx, CO and other harmful gases into atmosphere. Being long-term soaked by surface and ground water, the toxic elements in coal gangue can be released, which pollutes the surrounding ecosystem and harms human through bioaccumulation. In addition, disorderly stacking of coal gangue may trigger debris flow, landslides and other serious geological disasters, threatening the surrounding ecological environment, life and property safety (Prasad, 1996; Querol et al., 2008). Therefore, developing the comprehensive utilization of coal gangue to eliminate its negative impacts on the ecological environment is an urgent task (Pone et al., 2007; Querol et al., 2011; Rainbow, 2090)

Over the last 20 years, many countries have been actively struggling to apply the coal gangue in different industries for solving the environmental problem of coal gangue accumulation (Baic and Witkowska-Kita, 2011; Bian et al., 2010; Yu et al., 2012b). The utilization of coal gangue has varied widely, especially in different countries. In developed countries,

represented by the United States and Britain, the utilization rates have reached 90% (Yang and Zhang, 2017). Currently, the annual utilization of coal gangue in the UK is between 6 million and 7 million tons, most of which is used for filling of roads, dams and other civil works, and the preparation of lower-grade concrete (Zuo, 2009). Germany and the Netherlands have built coal-fired power plants and coal preparation plants at adjacent sites for the purpose of generating electricity from coal, slime and coal gangue (Guo et al., 2014b). In the former Soviet Union, the main use route of coal gangue is as a filling material for underground mined areas, as well as a source of coal gangue bricks and porous aggregate (Liu et al., 2012). As the country with the largest coal production, coal gangue in China is also being applied in various ways. The utilization amount of coal gangue was 480 million tons in 2013, accounting for 64% of the total output, of which approximately 150 million tons of coal gangue were used for power generation (32%), 56 million tons for the production of building materials (12%), and 260 million tons for land reclamation (56%) (National Development and Reform Commission, 2014). Although the utilization amount of coal gangue in China has increased greatly in recent years. The utilization of coal gangue is still inadequate compared with its yields. Moreover, it is inevitable that the utilization of coal gangue leads to secondary environmental pollution due to combustion, calcination and acid leaching. It is imperative to investigate the full utilization of coal gangue and explore the optimized alternative for resource conservation and environmental protection.

Given the proliferation of works in this fields, it is necessary to develop a systematic analysis method to summarize accumulated knowledge. In order to shed light on the possible usage of coal gangue, this review first attempts to conduct a bibliometric analysis to reflect the trend in this line of research and then focus on the utilization of coal gangue in various industries and the environmental impacts. Based on this, this paper will finally propose the problems in the utilization of coal gangue and provide scientific advice. The findings will add to the

further understanding of current utilizations of coal gangue and identify potential research fields.

B. Study The Words And Definitions

1. Acid - n - A burning chemical with a ph below 7.
2. Adjacent - adj - Nearby, beside, or sharing a common border.
3. Alternative - n - A different choice.
4. Annual - adj - Once a year.
5. Comprehensive - adj - Complete or large in content.
6. Conduct - v - To guide, lead, or direct.
7. Consumed - v - To eat or drink, or use it.
8. Accumulated - v - To build up from a small to a large amount.
9. Considerable - adj - Substantial; not a small amount.
10. Approximately - adv - Not exactly, roughly, about.
11. Declined - v - Become less.
12. Analysis - n - Research and investigation.
13. Accumulation - n - The act of gathering and piling up something.
14. Can - v - Have the ability to do something.
15. Conservation - n - The protection, preservation, management, or restoration of wildlife and of natural resources such as forests, soil, and water.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. It's a very big and _____ dictionary.
2. Now, the biggest sector fuelling 65 percent of green jobs, it's what they call _____ and pollution mitigation.
3. His interest in video games _____d as his interest in girls increased.
4. The doctor's _____ of his blood took a week.

5. That car _____s a lot of gas.
6. He _____s two dance classes in a week.
7. He only bought one book a week but, over the years, he _____d many.
8. They bought the _____ apartment, tore down the walls and made one big apartment.
9. The bag was not too heavy to carry but is was still a _____ weight.
10. I _____ read and write in English.
11. The _____ turned the test paper blue.
12. We can eat Chinese food, or, as an _____, French.
13. Christmas is an _____ holiday.
14. The _____ of wisdom takes many years, but an _____ of ear wax only takes a few days.
15. There were _____500,000 people at the protest.

acid
adjacent
alternative
annual
comprehensive
conduct
consumed
accumulated
considerable
approximately
declined
analysis
accumulation
can
conservation

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ Complete or large in content.

2. _____ The protection, preservation, management, or restoration of wildlife and of natural resources such as forests, soil, and water.

3. _____ Become less.

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Dr. Edi, S.S., M.MPd.

4. _____ Research and investigation.

5. _____ To eat or drink, or use it.

6. _____ To guide, lead, or direct.

7. _____ To build up from a small to a large amount.

8. _____ Nearby, beside, or sharing a common border.

9. _____ Substantial; not a small amount.

10. _____ Have the ability to do something.

11. _____ A burning chemical with a ph below 7.

12. _____ A different choice.

13. _____ Once a year.

14. _____ The act of gathering and piling up something.

15. _____ Not exactly, roughly, about.

A. acid
B. adjacent
C. alternative
D. annual
E. comprehensive
F. conduct
G. consumed
H. accumulated
I. considerable
J. approximately
K. declined
L. analysis
M. accumulation
N. can
O. conservation

E. Write An Original Sentence Using Each Of The Words Below

acid adjacent alternative annual comprehensive conduct consumed accumulated considerable approximately declined analysis accumulation can conservation

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1. …………………………………………………………………………
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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

2. Academic Reading 2

A. Read the following passage carefully

Microplastics in freshwater systems: A review on occurrence, environmental effects, and methods for microplastics detection

(Li et al., 2018)

Plastic products have such outstanding features as light-weight, being durable and versatile, and production with low cost (Hammer et al., 2012; Ivleva et al., 2017). However, plastic debris has raised global concerns over its wide distribution and associated environmental consequences. The annual global production of plastic product in 2016 alone was around 322 million tonnes (Europe, 2016). An estimation of up to 10% of plastic fragments would end up in marine environment as per suggested by Cole et al. (2011), due to extensive usage and increasing production in plastic product, and poor management (Rochman, 2015). While diminishing aesthetic value of water environment, plastic debris is likely to pose threats to public health and cause biodiversity loss (Thompson et al., 2009; Gall and Thompson, 2015).

Microplastics are widely defined as synthetic polymers with an upper size limit of 5 mm and without specified lower limit (Thompson et al., 2009). They can be categorized into primary microplastics and secondary microplastics.

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The definition of primary microplastics is the microplastics, which are originally manufactured to have a size less than 5 mm and mainly found in textiles, medicines and such personal care products as facial and body scrubs (Cole et al., 2011; Browne, 2015). These primary microplastics can be transported by rivers, discharge from water treatment plants, wind and surface run-off into either fresh water and seawater environments (Gall and Thompson, 2015).

Secondary microplastics are derived from fragmentation or large plastic debris due to such processes as photo-degradation, physical, chemical and biological interactions (Thompson et al., 2009; Galgani et al., 2013). The origins of secondary microplastics include fishing nets, industrial resin pellets, household items and other discarded plastic debris (Eerkes-Medrano et al., 2015). Notably, it was found that the majority of microplastics are secondary microplastics (Eriksen et al., 2013) and that the abundance in waters would increase along with the increase in input of plastic debris from different origins, leading to continuous transformation of secondary microplastics (Cole et al., 2011). When microplastics are exposed in the environment, there is a higher possibility of break-down of microplastics to nanoplastics that may have higher environmental risks due to the nature of nano-sizes.

Microplastics can originate from both land- and ocean-based sources (Hammer et al., 2012). The ocean-based sources, due to commercial fishing, vessels and other activities in marine environment, only contribute 20% of total plastic debris in marine environment (Andrady, 2011). The microplastics from terrestrial sources contribute the remaining 80%. Terrestrial sources include different origins that mainly are personal care products, air-blasting process, improperly disposed plastics and leachates from landfill (Cole et al., 2011). Once terrestrial microplastics are released into the natural water systems, most of them would be transported to oceans by rivers, while the remaining would reside in fresh water environment, including such isolated water systems as remotemountain lakes (Browne et al., 2010; Free et al., 2014).

Microplastics are of great public concerns for the ubiquitous presence and persistence in the aquatic environment. The global presence of microplastics has been found in recent

years. From horizontal perspective, microplastics were reportedly found in tropical areas (Ng and Obbard, 2006; Nor and Obbard, 2014); they were even seen in the polar waters of Antarctica and Arctic (Barnes et al., 2010; Bergmann et al., 2015). When one looks at vertical distribution, microplastics exist in benthic zone of water bodies, water columns, surface waters and beaches. Some reports have shown the concentrations in surface water vary from 105 to 105 pieces/m3 (Liebezeit and Dubaish, 2012; Desforges et al., 2014; Frias et al., 2014; Lima et al., 2014; Auta et al., 2017) and 40 to 400 pieces/L in sediments (Zurcher, 2009; Browne et al., 2011; Antunes et al.,2013; Frias et al., 2014; Nor and Obbard, 2014). Most recently,China Central Television website (cctv.com) reported a group ofChinese scientists have discovered the presence of microplastics inAntarctic waters (China.org.cn, 2018). Furthermore, the distributionshows clear geographical variations (Fossi et al., 2012; Collignonet al., 2014; de Lucia et al., 2014; Desforges et al., 2014).

The factors affecting the distribution include such large-scaleforces as currents driven by wind and geostrophic circulation(Law et al., 2010), turbulence and oceanographic effects (Ballentet al., 2012; Turra et al., 2014). As key factors, the inherent properties of microplastics such as density, shape and size of micro plastics can affect transportation and distribution patterns (EerkesMedrano et al., 2015).

The aforementioned factors are more likely to play importantroles in a large freshwater environment like riverine systems;however, they become limited on smaller isolated fresh watersystems, where natural factors and long water residence timedominantly affect quantity of microplastics (Free et al., 2014).Hence, microplastics in open and dynamic fresh waters wouldeventually end up in marine environment, while microplastics inisolated and static waters bodies would remain and accumulate inthe waters.

Fresh waters may accumulate numerous microplastic particlesand fibers; however, less efforts have been made to monitor themicroplastics in fresh waters than those in seawaters. Such freshwaters can be the sources (like waste water plants), transferringmedia (like rivers) and sink (like isolated lakes) of microplastics,which may differ from those in seawaters because large variationsin quantity can be expected (Klein et al., 2018).

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Meanwhile, theproperties of microplastics can be quite heterogeneous. Forinstance, microplastics in sewage are heavily contaminated byorganic contents and exist as relatively large pieces; on the otherhand in clean fresh waters are nearly free of organic contents andhardly seen by naked eyes (Orb, 2017). In addition, some lakes orrivers with fresh water are close to the areas with high population,where higher microplastics abundance was detected (Eriksen et al.,2013). Another significant characteristic of microplastics studies infreshwater systems is that the sample sizes are small. However,large sampling areas are necessary to adequately reduce the largevariations due to spatial and temporal changes (Ryan et al., 2009).As a result, we found that there was an urgent need to review thecurrent research work and methodologies on microplastics in freshwaters in order that appropriate sampling, quantification andidentification approaches can be developed for the study in fresh water samples.

The objective of this review paper is to reveal the currentknowledge about microplastics in fresh waters for a betterunderstanding of microplastics contamination and potential risks.Summaries of sampling methods and comparisons of differentquantification and identification approaches are presented. Severalkey challenges are discussed and suggestions are provided forfurther research work.

B. Study The Words And Definitions

1. Accumulate - v - To build up from a small to a large amount.

2. Annual - adj - Once a year.

3. Antarctic - adj - The region of ice surrounding the south pole.

4. Appropriate - adj - Correct for the time or place.

5. Characteristic - n - A distinctive feature.

6. Continuous - adj - Non-stop.

7. Defined - v - To make something clear.

8. Categorized - v - To classify; divide into groups by type.

9. Challenges - v - To give someone something difficult to do.

10. Aesthetic - adj - Related to art and beauty.

11. Approaches - n - Way of dealing with a person or problem.

12. Contaminated - v - To pollute.

13. Comparisons - n - Measure one object against another.

14. Can - v - Have the ability to do something.

15. Density - n - The amount of mass in a specific amount of volume..

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. There is _____ traffic on the highway, 24 hours a day.
2. Jim's _____ is to study the problem before starting to work.
3. She chooses shoes for _____ reasons, so they are never comfortable.
4. She _____d her CDs by music type.
5. It is not _____ to smoke in class.
6. Her most famous _____s were her large ears.
7. The teacher _____d the students with homework.
8. I _____ read and write in English.
9. He only bought one book a week but, over the years, he _____d many.
10. Let me _____ the rules of the game.

accumulate
annual
Antarctic
appropriate
characteristic
continuous
defined
categorized
challenges
aesthetic
approaches
contaminated
comparisons
can
density

11. Christmas is an _____ holiday.
12. She made a _____ of the different computers before buying one.
13. The north pole is in the Arctic and the south pole is in the _____.
14. The _____ of gold is 19.3 grams (mass) per cubic centimeter (volume).
15. The factory _____d the river.

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ Non-stop.

2. _____ Way of dealing with a person or problem.

3. _____ Related to art and beauty.

4. _____ To classify; divide into groups by type.

5. _____ Correct for the time or place.

6. _____ A distinctive feature.

7. _____ To give someone something difficult to do.

8. _____ Have the ability to do something.

9. _____ To build up from a small to a large amount.

10. _____ To make something clear.

11. _____ Once a year.

| A. accumulate |
| B. annual |
| C. Antarctic |
| D. appropriate |
| E. characteristic |
| F. continuous |
| G. defined |
| H. categorized |
| I. challenges |
| J. aesthetic |
| K. approaches |
| L. contaminated |
| M. comparisons |
| N. can |
| O. density |

12. _____ Measure one object against another.

13. _____ The region of ice surrounding the south pole.

14. _____ The amount of mass in a specific amount of volume.

15. _____ To pollute.

B. Write An Original Sentence Using Each Of The Words Below

accumulate annual Antarctic appropriate characteristic continuous defined categorized challenges aesthetic approaches contaminated comparisons can density

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15. ………………………………………………………………………
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E. Discuss with each member of your group:

1. Identify the problem in the text
2. How to solve the problem by reading several relevant articles.
3. Present the findings in front of the class.

Lesson 9

Health

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students vocabularies mastery of health

2. Develop students' understanding research article of health

3. Identify and overcome the problems in health

4. Summarize of research article of health

1. Academic Reading 1

A. Read The Following Passage Carefully

Benefaction of Probiotics for Human Health: A review

(George Kerry et al., 2018)

Probiotic is a phrase of the modern era, denotation "for life" and is in use to name bacterial association with beneficial effects on human and animal health. In early nineties, Metchnikoff expressed probiotics in a scientific context as modification of floral/microbial diversity in human bodies and replaces the harmful microbes with useful ones. However, the breakthrough was achieved through the works of Henry Tissier, who observed that the microbial concentration of a particular type of bacteria in stool samples of infected diarrhea childrens were significantly lower in comparision to healthy children. His suggestions for oral administration of live organisms (*bifidobacteria*) to patients with diarrhea (infantile diarrhea) and help restore a healthy gut flora was a first of it kind. The modern definition of probiotic was put forward by Havenaar and Huisint Veld as a viable mono or mixed culture of bacteria which, when applied to animal or man, affects the host beneficially by improving the properties of the indigenous flora.

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Following initial hiccups, research in probiotic has progressed considerably in the past two decades and significant advances have been made in the selection and characterization of specific probiotic cultures along with substantial health benefits upon consumption. An ecological consideration of the gut flora is necessary to understand their relevance in human health, as well as the probiotic food concept. Each individual has a unique signature of more than 100–1000 microbial species in gastrointestinal tract (GIT). Bacterial cells comprise half of the wet weight of colonic material and their numbers exceed by 10-fold the number of tissue cells forming the human body. Normally, the stomach contains 10^3 different bacterial species, and the total microbial population of the colon comprises of about 10^{11}–10^{12} cfu/g. Bacterial colonization of the gut begins at birth when newborns are first exposed to a non-sterile environment. Henceforth, it evolves and transforms over a lifetime, depending on a complex and dynamic interplay between the diet, genome, and lifestyle of the host, as well as antibiotic use. Notable age-specific compositional shifts reported in **gut microbiota** composition include a decrease in the Bacteroidetes/Firmicutes ratio and a marked decrease in *bifidobacteria* in people aged > 60 years, around the time that the immune system starts to decline. Generally, however, the composition of the core intestinal **microflora** is considered to be essentially stable throughout adulthood.

The beneficial usage of intestinal microflora, also referred to as "colonization resistance" or the "barrier effect" is an important mechanism used by the indigenous (autochthonous) gut bacteria to maintain their presence and confer niche protection against freshly ingested microorganisms, including pathogens. Therefore, it could be assumed that manipulation of the gut microflora to increase the relative numbers of "beneficial bacteria", which have certain impacts on immune function, digestion, metabolism, and brain-gut communication. Any alterations in their diversity may result in several disorders and diseases, for which conventional medicines provide very limited efficacy mainly due to the emergence of antibiotic-resistant and tolerant pathogenic microbes. Attempts to overcome such critical issue by increasing the drug delivery system to the target sites using nano-encapsulated multiplex supplements have been

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reported to as a possible solution, although, such approaches appear to be cost-effective, and inconvenient for common use. Hence, a simple, low-cost, receptive and intrinsic means to improve host health has become a critical issue in the present era. In this context, probiotics tends to serve as supplement to the host microflora and provide protection against various enteric pathogens. Probiotics are also known to demonstrate promising results like improved gut barrier function; adding to their unique ability to compete with pathogenic microbiota for adhesion to the gut and improve their colonization.

Probiotics also stimulate, modulate and regulate the host's immune response by initiating the activation of specific genes of localized host cells. They even modulate the **gastrointestinal hormone** release and regulate brain behavior through bidirectional neuronal signaling, as part of the gut–brain axis. Probiotics plays a significant role in inducing intestinal angiogenesis by **vascular endothelial growth factor receptor** (VEGFR) signaling that, in turn, regulates acute and **chronic inflammation** in intestinal mucosal tissue caused by the progression of **inflammatory bowel disease** (IBD). Probiotics have physiological functions that contribute to the health of the host environment regulating microbes and are also helpful in combating overweight and obesity. Although probiotics have considerable potential in nutritional and clinical applications, considerable researches are required for the implementation of probiotics into human health, nutrition and regulation of different abnormalities. The review is an attempt to emphasize the possible benefaction of probiotics for improving human health, nutrition optimization and regulation of common **metabolic disorders** or abnormalities.

B. Study The Words And Definitions

1. Acute - adj - Urgent; very important
2. Adhesion - n - The state of being attached or joined.
3. Beneficial - adj - Helpful, bringing well-being, useful.
4. Achieved - v - Succeed in reaching a goal.
5. Assumed - v - To act as if something is true without proof or direct knowledge.
6. Barrier - n - A wall, door or anything else that stops progress.

7. Colon - n - A part of the body that food passes through.
8. Behavior - n - The way someone acts.
9. Ability - n - Skill or talent.
10. Aged - v - Become older and worn out.
11. Breakthrough - n - Major progress or overcoming some obstacle
12. Approaches - n - Way of dealing with a person or problem.
13. Chronic - adj - An illness that is slow to heal or lasts a long time.
14. Activation - n - To start or begin; to turn something on.
15. Bacteria - n - A single-cell organism with no nucleus. some can cause disease.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

Word Bank
acute
adhesion
beneficial
achieved
assumed
barrier
colon
behavior
ability
aged
breakthrough
approaches
chronic
activation
bacteria

1. Your jacket is _____, you should get a new one.
2. Your _____ to your family traditions shows your loyalty.
3. The river was a _____ to the people who wanted to cross.
4. Jim's _____ is to study the problem before starting to work.
5. She _____d everything she set out to do.
6. His new credit card had an _____ number,
7. He has the _____ to be a great baseball player.
8. After the heart attack, his need to go to the hospital was _____.
9. He was sick for many years with a _____ heart disease.
10. Einstein made some great _____s in physics.

11. Your child's _____ was perfect; he's very polite!
12. The new bridge was _____ to the drivers.
13. The doctor did a _____oscopy to see his _____.
14. I _____d the train would be on time, but it was late.

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ Become older and worn out.

2. _____ The state of being attached or joined.

3. _____ A wall, door or anything else that stops progress.

4. _____ Way of dealing with a person or problem.

5. _____ Succeed in reaching a goal.

6. _____ To start or begin; to turn something on.

7. _____ Skill or talent.

8. _____ Urgent; very important

9. _____ An illness that is slow to heal or lasts a long time.

10. _____ Major progress or overcoming some obstacle

11. _____ The way someone acts.

A. acute
B. adhesion
C. beneficial
D. achieved
E. assumed
F. barrier
G. colon
H. behavior
I. ability
J. aged
K. breakthrough
L. approaches
M. chronic
N. activation
O. bacteria

12. _____ Helpful, bringing well-being, useful.

13. _____ A single-cell organism with no nucleus. some can cause disease.

14. _____ A part of the body that food passes through.

15. _____ To act as if something is true without proof or direct knowledge.

E. Write An Original Sentence Using Each Of The Words Below

acid adjacent alternative annual comprehensive conduct consumed accumulated considerable approximately declined analysis accumulation can conservation

1. ………………………………………………………………………
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2. ………………………………………………………………………
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15. …………………………………………………………………………
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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

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1. Academic Reading 2

A. Read The Following Passage Carefully

Defining health and health inequalities

(McCartney et al., 2019)

Health is an outcome, a state of being, which is highly valued and prioritised within society. It is also a 'resource for living', in that it allows people to function and participate in the assortment of activities that characterise any society. It is therefore a subject of importance for the people, and by extension, for those in positions of power.

Public health research and action is built upon a shared understanding of 'health' and the related term 'health inequalities'. Differences in how these terms are understood and defined and how this translates into measurement, analysis and interpretation have been discussed in the literature, but the assumptions, emphasis and values underlying the use of different approaches are less often explicit. Without these being clear, there is a risk of researchers, practitioners and policymakers talking at cross purposes. There is also the possibility that some definitions become used extensively without the underlying assumptions, emphasis and values being understood or accepted.

This article identifies commonly used definitions of health and health inequalities before extracting the key features of each. These features are then tabulated by theme to identify commonalities and areas of diversity. The implications of using a definition containing or lacking these features are then described and discussed to make the process of definition explicit. Finally, a series of propositions are made for definitions that contain the most useful combination of features as justified by their utility, strengths, weaknesses and parsimony.

B. Study The Words And Definitions

1. Emphasis - n - Any special attention put on a particular action, thought or part of speech

2. Explicit - adj - Very clear and specific.

3. Extension - n - An addition, something that is added on.

4. Literature - n - Written words worthy of being remembered.

5. Participate - v - To be or have a part of something.

6. Accepted - v - To take or allow something.

7. Lacking - v - Not have something.

8. Justified - v - To give some reason for an action to make it seem right.

9. Extracting - v - To remove or take out.

10. Defined - v - To make something clear.

11. By extension - id - As a further result of.

12. Analysis - n - Research and investigation.

13. Outcome - n - The final result.

14. Interpretation - n - An understanding of something.

15. Approaches - n - Way of dealing with a person or problem.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. It is bad to _____ gifts from strangers.
2. The doctor's _____ of his blood took a week.
3. Jim's _____ is to study the problem before starting to work.
4. He said he was sick to _____ his low mark.
5. The _____ of the experiment was a success.
6. The directions were very _____ and it was easy to get there.
7. There is a lot of _____ on saving money in my house.

8. Let me _____ the rules of the game.
9. He became rich and, _____,popular.
10. The food was good but the restaurant _____ed atmosphere.
11. The dentist had to _____ a tooth.
12. Some people think Moby Dick was America's first great _____.
13. Athletes have to be in good condition to _____ in competitive sports.
14. There were many new students so they built an _____ onto the school.
15. Different people have different _____s of the book.

emphasis
explicit
extension
literature
participate
accepted
lacking
justified
extracting
defined
by extension
analysis
outcome
interpretation
approaches

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ To take or allow something.

2. _____ Research and investigation.

3. _____ Way of dealing with a person or problem.

4. _____ To give some reason for an action to make it seem right.

5. _____ The final result.

6. _____ Very clear and specific.

A. emphasis
B. explicit
C. extension
D. literature
E. participate
F. accepted
G. lacking
H. justified
I. extracting
J. defined
K. by extension
L. analysis
M. outcome
N. interpretation
O. approaches

7. _____ Any special attention put on a particular action, thought or part of speech

8. _____ To make something clear.

9. _____ As a further result of.

10. _____ Not have something.

11. _____ To remove or take out.

12. _____ Written words worthy of being remembered.

13. _____ To be or have a part of something.

14. _____ An addition, something that is added on.

15. _____ An understanding of something.

E. Write An Original Sentence Using Each Of The Words Below

emphasis explicit extension literature participate accepted lacking justified extracting defined by extension analysis outcome interpretation approaches

1. ………………………………………………………………………
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15. …………………………………………………………………………
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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text
2. How to solve the problem by reading several relevant articles.
3. Present the findings in front of the class.

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2. Academic Reading 3

A. Read The Following Passage Carefully

Community Pharmacists: On the frontline of health service against COVID-19 in LMICs

(Hedima et al., 2021)

The latest threat to global health is the ongoing outbreak of the respiratory disease that was recently given the name Coronavirus Disease 2019 (Covid-19). Covid-19 was recognised in December 2019. The impact on every level of society has been profound and, over the coming weeks and months, the challenges faced by healthcare services will be compounded by the increased risk of infection among healthcare workers and ensuing staff absences due to illness or the need to self-isolate. In the face of public health emergencies, domestic and foreign clinical pharmacists collaborated together to take advantage of their pharmacology and therapeutics expertise to actively participate in the medical activities of COVID-19, and to maximize pharmacists' value and responsibility. In many communities, pharmacists are the most accessible healthcare providers and the first touch point of patient engagement with the healthcare system. In rural and underserved communities and in areas experiencing physician shortages, pharmacists may be the only healthcare provider that is immediately accessible to patients. Pharmacists practicing in hospitals, clinics, physician offices, and community settings are trained to treat infectious diseases and can significantly expand access to care, if barriers are removed. During the current pandemic, it is recognised that community pharmacies will often be the first point of contact with the health system for individuals with COVID-19 related health concerns or who require reliable information and advice.

During the previous Ebola outbreak in 2014, community pharmacies in Nigeria were suitably placed to provide public health education and assist with infection prevention and control and making appropriate referrals in cases of suspected

symptoms. A recent consensus exercise identified a wide range of roles that pharmacists can undertake in response to various types of disasters, such as pandemics, across four key phases (prevention, preparedness, response and recovery). More recently, the International Pharmaceutical Federation (FIP) published interim guidelines for the pharmacy workforce that outline key activities that form part of pharmacists' professional responsibility during the current pandemic.

The extent of community pharmacy practice varies considerably across countries, and in some instances pharmacists' expertise is undoubtedly underutilized, as it is in most African countries. Therefore, in the midst of a public health crisis of the current magnitude, it is crucial to examine roles and activities that community pharmacists can undertake to help in relieving pressure and providing cushion in other areas of the health service, such as general practice and emergency departments. This is particularly important as Some health services are now being restricted (e.g. routine health checks and non-urgent elective surgeries) to free up both human and capital resources to deal with the COVID-19 pandemic, some of which community pharmacists could assist with. This article seeks to highlight additional roles and activities relating to the public health response that can be undertaken by community pharmacists that could help to reduce pressure on general practice and other areas of the health service.

Creating a balance between supply and demand of medicines and consumables.

There have been anecdotal reports of patients stockpiling medications. Unless prompt action is taken, this sudden increase in demand could have a considerable and detrimental effect on the medication supply chain. Medication shortages occur when the total supply of a medication is insufficient to meet current or projected demands at the patient-level. The reported frequency of medication shortages worldwide has been increasing in recent years and has been described as a healthcare crisis in itself. Problems with local ordering, local or national distribution, or

manufacturing can all result in supply problems that can lead to regional or national shortages. The medication distribution system in Nigeria is in a state of chaos and consists of open drug markets, and the activities of patent and proprietary medicine vendors (PMV), community pharmacies, private and public hospitals, importer, distributors and wholesalers, and pharmaceutical manufacturers. There is growing concern because although reserves exist, China experienced a drop-off in drug production during the height of its COVID-19 outbreak, though that is leveling off. And India, another big supplier, has also said that it will keep some of the medications it makes on reserve. In one case, a drug wholesaler said that demand for over-the-counter and prescription drugs was 30–40% higher than the company's forecasts, which had already been adjusted to account for COVID-19. The problem has been confirmed by a number of pharmacists. Pharmacies can share the information of drug availabilities and its store locations online or through mobile APPs to guide patients when they need to buy medications. For patients not able to visit the pharmacy, mail order or home delivery service can be offered by working with social works, volunteers, care coordinators, or drug companies. Through close collaboration with such personnel and organizations, Chinese community pharmacies have made great achievement in ensuring adequate drug supply for community patients. Hand hygiene is an important part of the response to COVID-19. Washing hands often with soap and water for at least 20 s is essential, especially after going to the bathroom; before eating; and after coughing, sneezing, or blowing one's nose. Hand sanitizers are regulated as over-the-counter (non-prescription) drugs by the U.S. Food and Drug Administration. The Centers for Disease Control and Prevention (CDC) recommends consumers use an alcohol-based hand sanitizer that contains at least 60% alcohol (also referred to as ethanol or ethyl alcohol).

Point of care testing

Pharmacists play an essential and unique role within the healthcare team to optimize patient care during this COVID-19 pandemic. They are trusted healthcare professionals with established relationships with their patients. The vast majority of

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Americans live close to a retail or independent community based pharmacy. That proximity reduces travel to testing locations, which is an important mitigation measure. Pharmacists also have strong relationships with medical providers and hospitals to appropriately refer patients when necessary. HHS Secretary Alex Azar issued the following statement: "Giving pharmacists the authorization to order and administer COVID-19 tests to their patients means easier access to testing for Americans who need it. Pharmacists play a vital role in delivering convenient access to important public health services and information. The Trump Administration is pleased to give pharmacists the chance to play a bigger role in the COVID-19 response, alongside all of America's heroic healthcare workers.". This rapid diagnostic capability allows healthcare providers to quickly initiate antiviral medication, if appropriate, and direct infected patients to more acute care settings. Ensuring that pharmacists have the ability to order these diagnostics will expand access to care in underserved areas, reduce unnecessary burden on emergency departments that may already be strained with patients requiring a higher level of care, reduce community exposure by eliminating unnecessary office visits, and ensure that patients needing higher levels of care are referred to their physician or hospital for treatment.

Community pharmacies as point of immunization

Pharmacists have contributed to improving public health in a variety of ways, including immunizations, health promotion, health education, patient and medication counseling, medication reconciliation, disease self-management training, point-of-care testing, screenings, and emergency preparedness and response in disaster management.

The incidence of vaccine-preventable diseases has decreased dramatically in recent decades. The incidence of influenza (flu), pneumococcal disease and herpes zoster has been substantially reduced thanks to vaccination. Although there is currently no vaccine for COVID-19, significant research is underway to develop a vaccine when a vaccine does become available, it is likely that there will be high demand for access to the vaccine and a significant public health interest in achieving

high levels of immunization in the community. Studies indicate that when pharmacists are empowered to provide immunizations, they substantially increase the number of vaccinated patients in the community.

Promoting safe use of medicines

In addition to protecting continuity of medication supply at the community pharmacy level, it is equally important that patients maintain adherence to their current treatment regimens in order to prevent any deterioration in their current health status that could ultimately place additional demand on currently overburdened health services. According to World Health Organisation (WHO), rational use of drugs necessitate that patients receive 'medicines appropriate to their clinical needs, in doses, that meet their own individual requirements, for an adequate period of time, and at the lowest cost to them and their community'. The US Centers for Disease Control and Prevention (CDC) released a health advisory urging physicians to advise patients on the harms associated with misusing non-pharmaceutical chloroquine phosphate to prevent infection of coronavirus disease 2019 (COVID-19).

In Nigeria, health authorities are warning against self-medicating, after two patients overdosed on the anti-malaria, drug chloroquine. Tests are currently being carried out with anti-malarials in the U.S. and other countries, but the FDA and the WHO have not approved its use as a treatment for COVID-19. Back in the U.S., lupus patients have reported shortages of the drug hydroxychloroquine — which is used to treat both malaria and lupus. It is pertinent for pharmacist to dispense the right information to patients amidst this public health crisis so as to ease the panic.

B. Study The Words And Definitions

1. Acute - adj - Urgent; very important

2. Adherence - n - Sticking to or following something very closely.

3. Advisory - adj - Gives advice.

4. Appropriate - adj - Correct for the time or place.

5. Achieving - v - Succeed in reaching a goal.

6. Adequate - adj - Enough, in amount or quality.

7. Adjusted - v - Change to fit better.

8. Assist - v - Help do something.

9. Available - adj - Ready, accessible.

10. Challenges - v - To give someone something difficult to do.

11. Ability - n - Skill or talent.

12. Absences - n - Not being at a place or event.

13. Authorization - n - Official permission.

14. Advise - v - To offer an opinion as a good idea.

15. Can - v - Have the ability to do something.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. The hotel has rooms _____ that week.
2. His job is _____ so he does not make any decisions.
3. He has the _____ to be a great baseball player.
4. She _____d him to get a haircut and a job.
5. It is not _____ to smoke in class.
6. After the heart attack, his need to go to the hospital was _____.
7. The children always _____ their parents with the housework.
8. The teacher _____d the students with homework.
9. I _____ read and write in English.

10. He _____ed his belt to hold his pants up.
11. The pay is _____. You can pay your bills, but you won't save any money working there.
12. She _____d everything she set out to do.
13. The police had _____ to search his house.
14. She never came to the meeting and her _____ was noticed.
15. Their _____ to the rules caused them to avoid getting into trouble.

acute
adherence
advisory
appropriate
achieving
adequate
adjusted
assist
available
challenges
ability
absences
authorization
advise
can

D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ Ready, accessible.

2. _____ Gives advice.

3. _____ Skill or talent.

4. _____ To offer an opinion as a good idea.

5. _____ Correct for the time or place.

6. _____ Urgent; very important

7. _____ Help do something.

8. _____ To give someone something difficult to do.

9. _____ Have the ability to do something.

A. acute
B. adherence
C. advisory
D. appropriate
E. achieving
F. adequate
G. adjusted
H. assist
I. available
J. challenges
K. ability
L. absences
M. authorization
N. advise
O. can

10. _____ Change to fit better.

11. _____ Enough, in amount or quality.

12. _____ Succeed in reaching a goal.

13. _____ Official permission.

14. _____ Not being at a place or event.

15. _____ Sticking to or following something very closely.

E. Write An Original Sentence Using Each Of The Words Below

acute adherence advisory appropriate achieving adequate adjusted assist available challenges ability absences authorization advise can

1. ……………………………………………………………………
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2. ……………………………………………………………………
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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text
2. How to solve the problem by reading several relevant articles.
3. Present the findings in front of the class.

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Lesson 10
Politics

Learning outcomes

By the end of this lesson, students should be able to:

1. Improve students vocabularies mastery of politics

2. Develop students' understanding research article of politics

3. Identify and overcome the problems in politics

4. Summarize of research article of politics

1. Academic Reading 1

A. Read The Following Passage Carefully

Political Power and Renewable Energy Futures: A Critical Review

(Burke & Stephens, 2018)

Our present era of fossil-fueled economies, societies and civilizations has given rise to an anomalous and dangerous moment for contemporary humanity and our shared biosphere. The accelerating trends of planetary warming evidenced through storms and ice melts, droughts and hunger, unrest and migration, increasingly compel a heightened sense of urgency regarding the need to rapidly end the age of fossil fuels. A growing consensus now views the transition to renewable energy systems, frequently understood as a process of fuel substitution, as a key strategy to address the climate crisis.

Despite a growing sense of urgency, the deployment of renewable energy technologies has been frustrated, it would seem, by democratic procedures. In many cases, local conflicts around renewables energy installations, especially wind power but also solar facilities, have delayed or even halted the uptake

of renewables, mirroring the many worldwide historical conflicts around the development of technologies such as hydroelectric and nuclear power. It would thus appear an unlikely and even poorly considered time to call for greater democratic engagement with the renewable energy transition.

Within the past decade, however, renewable energy advocates and social and environmental justice activists have been organizing around a call for *energy democracy*. Energy democracy can be understood as a contemporary expression of decentralized grassroots movements of the 1970s, the 1980s and before. These earlier movements frequently sought to connect antinuclear activism and concerns about the geopolitical instability of fossil fuels with calls for local direct action and visions of "technological democracy". The origins of the present discourse around energy democracy can be traced to various activist communities within Europe and the United States who have been developing an explicit energy democracy agenda for nearly ten years. The term and notion of 'energy democracy' has since been taken up among climate justice activists, some trade unions and academics, and political parties, and put into practice through project-level, municipal, regional and national experiments.

Compared to fossil fuels, renewable energy offers many perceived advantages in addition to fuel switching, including the relative availability of distributed renewable resources, the access to and modularity of their enabling technologies, and the potential for new forms of ownership. These advantages have inspired a movement committed to advancing social and environmental justice through a transition toward renewable energy technologies. These efforts are seen as an extension of various, widespread social movements working to address climate and economic crisis by not only resisting fossil fuel use and a market-driven green economy agenda but also by advocating for decentralized, democratized, and community-based renewable energy futures. This approach calls for reclaiming the energy sector and shifting political power to workers, households, communities, and the public, in opposition to a centralized, corporate, utility-scale renewable energy model. Some leading organizations explicitly promoting energy democracy include the Local Clean Energy Alliance, Trade

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Unions for Energy Democracy, the Institute for Local Self Reliance, the Center for Social Inclusion, Transnational Institute, and the Rosa Luxemburg Foundation. Energy democracy also connects with related terms such as energy justice, energy sovereignty, energy citizenship, and energy decolonization that similarly integrate political claims within agendas for energy transitions.

Energy democracy as yet defies specific definition; while a multitude of priorities are embraced within the movement, several commonalities hold the energy democracy agenda together. Energy democracy is a part of the process of ongoing struggles for economic and political democratization as expressed through the practical project of energy transitions. Seeing opportunity in renewable energy technologies, especially solar and wind technologies, energy democracy targets energy systems as key sites of political-economic contests, shifting power over diverse aspects of these sectors, including generation, distribution, finance, technology and knowledge, and pursuing a goal of high levels of deployment of renewable energy. In particular, energy democracy seeks to empower low-income communities and communities of color, embracing the idea that those most marginalized are well-positioned to envision and lead toward different energy futures.

The energy democracy agenda seeks to advance democratization and participation through democratically-planned and public-and community-owned and -operated renewable energy systems that serve the public interest and deliver tangible community benefits, such as decent and stable employment, public space and transportation, and new public institutions. Energy democracy eschews not only centralized commodity-based energy models based on fossil fuels and nuclear energy but also historical inequalities, neoliberal ideologies, alliances with large corporate profit interests, privatization, market-driven and growth-based approaches and concentrations of economic and political power. Energy democracy also means ensuring fair access to energy, taking responsibility for the quality of ecological systems, and changing attitudes about energy consumption toward conservation and sufficiency. Ultimately, energy democracy redefines individual consumers as citizens, energy commodities and provisions as

public goods, and infrastructure as public works or common resources.

Advocates are not blind to the significant barriers confronting this agenda. Community ownership may be constrained by persistent structural exclusions such as unfavorable systems of tax incentives and lack of investment in marginalized communities; historical rules and governing institutions favoring centralized electricity infrastructures and utilities; inadequate and deeply undemocratic systems of financing involving fund managers concentrated in the global north who make key decisions about energy futures for the benefit of impatient investors with expectations of high rates of return; and resistance from the incumbent interests, including the fossil fuel industry, nuclear and large-scale hydroelectric, and globally mobile capital.

Nevertheless, energy democracy advocates point to a variety of approaches[2] that can help to overcome these obstacles and advance an energy democracy agenda. Most broadly, energy democracy would ensure public and community control and ownership of the energy sector, while policies and programs would seek to build capacity for communities to inclusively and effectively exercise this control for purposes identified by and accountable to the communities themselves. Re-establishing this control is viewed as an essential first step. Democratic ownership and control can take many forms, and creating diverse and flexible ownership structures of generation resources is central to the energy democracy agenda. The need for large-scale coordination, re-distribution and investment requires that governments occupy a key role for facilitating, planning and owning energy systems, although the public sector itself requires a re-democratization following widespread corporate capture. The state, municipalities, trade unions, and cooperatives are all recognized as critical arenas of contestation for energy democracy, offering no assurances of greater democracy but widely seen as promising approaches, particularly at the local and municipal level.

Finally, energy democracy advocates recognize that energy systems are inseparable from larger social and ecological patterns and relationships, and therefore energy democracy requires careful, inclusive and strategic construction of alliances.

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Despite a sense of urgency around renewable energy transition, building collective political power and organization is viewed as a necessity, requiring short-, medium- and long-term goals and strategies. Building alliances could begin by learning from other movements working toward a deeper transformation through energy transitions; increasing collaboration among potential allies, for example, ecological and social movements, labor unions and energy sector workers, public managers and administrators, low-income communities and communities of color, and small businesses and research institutions and strengthening local institutions.

Energy democracy may provide a shared discourse and unifying vision for building alliances and institutions, and synthesizing values and struggles within a common agenda for reclaiming and restructuring energy systems as well as broader economic and political systems. This call for energy democracy is strategic: democracy implies a broadly appealing agenda for greater inclusivity, equity, and influence among communities involved with renewable energy transitions. The call is also pragmatic: a massive shift of technologies within the modern energy sector presents innumerable challenges as well as potential benefits. Greater democratic engagement would offer communities a means to steer energy transitions and shape the development of renewable energy futures.

Energy democracy and energy transitions are also fundamentally political. Given the seemingly pervasive grip that fossil fuel industries and their financial and political allies command over contemporary political life, energy democracy activists seek to make visible within the public sphere the hidden infrastructures, privatized decisions and distant consequences of modern energy systems. The instinct to politicize renewable energy transition reflects an implicit understanding that the transition from fossil-fuel dominant systems to those based on renewables offers an unprecedented yet potentially unrepeatable opportunity. As with new forms of media communications, new energy technologies present an opportunity to more deeply engage with questions of technological determinism. Through selection and construction of these large-scale infrastructural technologies, the world will again be re-ordered: decisions and investments will be made, groups of actors will be politically re-

positioned, and material structures as well as social and ecological patterns will be established that may endure for generations. The form of politics used to steer renewable energy transitions will greatly influence the possibility for more democratic futures.

B. Study The Words And Definitions

1. Collective - adj - People or things together in a group.
2. Compel - v - To force to do something.
3. Accelerating - v - To move faster and faster.
4. Challenges - v - To give someone something difficult to do.
5. Agenda - n - A plan or list of things to be done or discussed.
6. Accountable - adj - Responsible for something and can be punished or made to explain.
7. Activist - n - A person who takes action on her or his beliefs.
8. Community - n - A group that lives, works or does things together.
9. Approach - n - Way of dealing with a person or problem.
10. Commodities - n - Something useful that is bought and sold.
11. Alliances - n - A group working together for a shared purpose.
12. Collaboration - n - The act of working together.
13. Can - v - Have the ability to do something.
14. Concentrated - v - To give attention to the thing you are doing.
15. Climate - n - The weather conditions in general or over a long period.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. She is an environmental _____s and supports Greenpeace.
2. Everyone at the meeting had a copy of the _____.
3. Jim's _____ is to study the problem before starting to work.

4. Hawaii has a pleasant _____.
5. Televisions used to be a luxury item but now they are everyday _____.
6. The people formed a shopping _____ so they could buy food at a lower price.
7. The teacher _____d the students with homework.
8. I _____ read and write in English.
9. There is a large _____ of musicians in our town.
10. The _____ between the two artists was wonderful.
11. An _____ of families and businesses worked together to save the park.
12. The government _____s parents to send their children to school.
13. We need to _____ on this problem.
14. The plane _____d as it prepared to take off.
15. The child was _____ for his bad grades in school.

collective
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D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ A person who takes action on her or his beliefs.

2. _____ A plan or list of things to be done or discussed.

3. _____ Way of dealing with a person or problem.

4. _____ The weather conditions in general or over a long period.

5. _____ Something useful that is bought and sold.

6. _____ People or things together in a group.

7. _____ To give someone something difficult to do.

8. _____ Have the ability to do something.

9. _____ A group that lives, works or does things together.

10. _____ The act of working together.

11. _____ A group working together for a shared purpose.

12. _____ To force to do something.

13. _____ To give attention to the thing you are doing.

14. _____ To move faster and faster.

15. _____ Responsible for something and can be punished or made to explain.

A. collective
B. compel
C. accelerating
D. challenges
E. agenda
F. accountable
G. activist
H. community
I. approach
J. commodities
K. alliances
L. collaboration
M. can
N. concentrated
O. climate

E. Write An Original Sentence Using Each Of The Words Below

> collective compel accelerating challenges agenda accountable
> activist community approach commodities alliances
> collaboration can concentrated climate

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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text

2. How to solve the problem by reading several relevant articles.

3. Present the findings in front of the class.

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2. Academic Reading 2

A. Read The Following Passage Carefully

The Politics of Co-Production: Participation, Power, and
Transformation

(Turnhout et al., 2020)

In the last decades, we have seen a participatory trend in environmental governance as well as in knowledge production, resulting in new relationships between governments, industries, civil society, and science. Under a variety of concepts and labels including co-production, transdisciplinarity, science-policy interface, democratization of expertise, and knowledge brokering, numerous projects and interventions have been set up to facilitate participatory and collaborative processes that aim to integrate different ways of knowing and jointly develop knowledge that is actionable and that contributes to effective and legitimate solutions and the transformation of society. In many cases however, these projects and interventions do not live up to their stated objectives. We know from literature about participation that the outcomes of participatory interventions can even be paradoxical, reinforcing the problems that they intended to solve but now sanctioned or legitimized by the participatory process; this is why participation has been referred to as tyrannical.

Despite this, much of the literature on co-production is aspirational - explaining the merits and importance of co-production – or methodological – providing guidelines for facilitation and communication to improve the execution of co-production projects. This literature presents best practices and lessons learnt, and offers checklists of factors and conditions for success. While these checklists can be useful, the problem of this literature is that it does not offer a meaningful explanation of how and why these processes fail. An important reason for this lack of understanding of failure is that the co-production literature has not paid sufficient attention to the role of power and politics

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in shaping processes and outcomes. This omission is surprising since literature on participatory and deliberative governance has historically addressed these two factors as crucial.

In this article, we discuss how literature2 has addressed the political and power dimensions of co-production (or not) and how these dimensions have affected the outcomes of co-production. By complementing this discussion with findings from participation, deliberative governance and democracy literature, we contribute to a better understanding of how and why co-production can fail and how this can be prevented.

B. Study The Words And Definitions

1. Actionable - adj - Related to anything that provokes legal action.

2. Discussion - n - Debate and conversation about a subject.

3. Effective - adj - Useful; able to accomplish its purpose.

4. Facilitate - v - To make it easier to do something.

5. Complementing - v - To make something better by adding to it.

6. Crucial - adj - Essential, very important, necessary.

7. Even - adv – Surprisingly

8. Attention - n - Mental focus; concentration.

9. Governance - n - The act of running a political system.

10. Guidelines - n - A description of rules or policies.

11. Brokering - v - To negotiate a deal between 2 people or groups.

12. Execution - n - To kill someone as a punishment or penalty.

13. Can - v - Have the ability to do something.

14. Factors - n - Any number (or expression) that is multiplied by another to get an answer.

15. Develop - v - To grow or become more advanced.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. They had a _____ about where to eat dinner.
2. 8 and 3 are both _____s or 24 because 8 is multiplied by 3 to get 24 and 3 is multiplied by 8 to get 24.
3. Water is _____ for life.
4. The agent _____ed a deal between the buyer and the seller.
5. New York _____ed from a small village into a big city.
6. He loves all animals, _____ snakes!
7. This new coat is very _____ at keeping me warm.
8. I _____ read and write in English.
9. Pay _____ to cars when you cross the street.
10. Subways _____ people working far from their homes.
11. Public slander is more than rude, it is _____.
12. All new students were given the school's _____.
13. Chocolate sauce _____s vanilla ice cream.

actionable
discussion
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D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ Debate and conversation about a subject.

2. _____ Any number (or expression) that is multiplied by another to get an answer.

3. _____ Essential, very important, necessary.

4. _____ The act of running a political system.

5. _____ To negotiate a deal between 2 people or groups.

6. _____ To grow or become more advanced.

7. _____ Surprisingly

8. _____ To kill someone as a punishment or penalty.

9. _____ Useful; able to accomplish its purpose.

A. actionable
B. discussion
C. effective
D. facilitate
E. complementing
F. crucial
G. even
H. attention
I. governance
J. guidelines
K. brokering
L. execution
M. can
N. factors
O. develop

10. _____ Have the ability to do something.

11. _____ Mental focus; concentration.

12. _____ To make it easier to do something.

13. _____ Related to anything that provokes legal action.

14. _____ A description of rules or policies.

15. _____ To make something better by adding to it.

E. Write An Original Sentence Using Each Of The Words Below

> actionable discussion effective facilitate complementing crucial even attention governance guidelines brokering execution can factors develop

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F. Discuss With Each Member Of Your Group:

1. Identify the problem in the text
2. How to solve the problem by reading several relevant articles.
3. Present the findings in front of the class.

3. Academic Reading 3

A. Read The Following Passage Carefully

Covid-19 and the politics of sustainable energy transitions

(Kuzemko et al., 2020)

Covid-19 is, above all, a global health crisis with devastating implications for a great many as people lose their lives and as we live through an array of direct and indirect effects of lockdown and social distancing measures. This perspectives piece is written at a time when the pandemic is still unfolding, but some of its dramatic and varied impacts on the global economy, energy and financial markets, governance, and our ways of living are already evident. Our purpose here is to explore how the changes wrought by the pandemic might influence the complex

and dynamic politics of sustainable energy transitions. This question is particularly pertinent now, as governments, companies, and wider publics consider what the pandemic means, how to respond and, importantly, the extent to which responses should be 'green'.

There had been some positive trends in the politics of sustainable energy transitions, as broadly defined below, in the years running up to the outbreak of the pandemic. For example, the Paris Agreement instituted nationally determined climate goals; sustainability transitions were placed on the agendas of many local, national and global governing bodies; the cost of renewable energy continued to fall rapidly, making it an increasingly politically and economically viable option; divestment campaigns were taking off; and there was a surge in public buy-into the argument that urgent action was required to address climate change. The hope was that COP-26, due to take place in Glasgow in November 2020, would see increased ambition to meet the goals of the Paris Agreement. Meanwhile, however, global greenhouse gas (GHG) emissions continued to rise rather than fall, albeit not in 2019, and there remains a considerable emissions gap between the paths we are on and where we need to be.

Early reports of the economic impact of the pandemic, and the 'Great Lockdown', are bleak: the global economy is predicted to shrink by 6% in 2020, with the possibility that 300 million people lose their jobs. There will, however, be significant variance in impacts with some sectors and countries harder hit, and some recovering more quickly than others. Predictions are that the open, service-oriented economies that dominate the OECD are likely to suffer more for longer, whilst China's economy is already showing strong signs of recovery. Equally, those economies already carrying significant debt and/or a reliance on fossil fuel exports are also likely to be harder hit.

In April 2020, almost 54% of the global population were subject to complete or partial lockdowns and, as such, the share of energy use that was exposed to containment measures reached 50%. Unsurprisingly, therefore, the early implications of Covid-19 were also significant but varied for emissions, fossil fuel and sustainable energy. Daily global CO_2 emissions fell by 17% in April 2020, compared to April 2019, with just under half this

reduction coming from surface transport as social practices changed, and expectations are of an overall 8% drop in 2020 taking emissions to levels of 10 years ago. Lower emissions are connected, in turn, to energy use: demand for, and prices of, fossil fuels and electricity fell quite dramatically. The biggest drop was for oil, which saw a 25% fall in April 2020, with US oil prices falling negative for a period of time. Renewable demand was, however, less affected and is expected to rise overall, by 1%, in 2020. As a result, the share of renewables within the overall energy mix may jump several years ahead of pre-pandemic expectations.

The debate has, however, already started to turn to what *kind* of recovery, in sustainability terms, we can expect. There is considerable concern that, as with the post-2008 recovery, there will be a rapid return to high levels of emissions and urban air pollution, and severe inequalities in terms of social outcomes. By May 2020 air pollutant levels in China had already over-shot their pre-crisis levels, whilst it is evident that a green recovery is not a luxury that all can afford and short-term survival strategies, that support business-as-usual, are underway in many parts of the world. At the same time, however, many are arguing forcefully that sizeable global stimulus packages provide an historic opportunity to drive sustainable energy transitions whilst, at the same time, delivering positive societal outcomes such as jobs, green growth and equity.

As such, the economic and social impacts of Covid-19 will do much to shape the politics of sustainable energy transitions over the next few years. We structure our discussions below around how important trends emerging in four thematic areas: energy system change; finance and investment; multi-scalar governance; and social practices, might be affected by Covid-19. Whist we recognise limitations in reaching conclusions at a time of rapid change and uncertainty, indications so far are that the pandemic overall is likely to be continuous with, and to accelerate, many of these trends. Our emphasis on the politics of transitions tends to foreground the notion that policy decisions taken as we emerge out of lockdown and into prolonged periods of social distancing will be vital to the success of sustainable energy transitions.

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B. Study The Words And Definitions

1. Above all - id - Most importantly

2. Accelerate - v - To move faster and faster.

3. Complex - adj - Hard to understand or do.

4. Continuous - adj - Non-stop.

5. Dominate - v - To have a powerful over something or someone.

6. Devastating - v - Destroy completely.

7. Considerable - adj - Substantial; not a small amount.

8. Defined - v - To make something clear.

9. Crisis - n - A problem that must be solved immediately.

10. Debt - n - Something that is owed.

11. Can - v - Have the ability to do something.

12. Cost - n - Exchanges or sacrifcies made in order to obtain something else.

13. Argument - n - Having different views

14. Array - n - A group of things arranged in order.

15. Climate - n - The weather conditions in general or over a long period.

C. Use The Word Bank To Identify The Word That Best Completes The Sentence

1. Hawaii has a pleasant _____.
2. There is _____ traffic on the highway, 24 hours a day.

3. I had an _____ with my father.
4. The bag was not too heavy to carry but is was still a _____ weight.
5. The earthquake _____d the city.
6. Catching prey by running it down _____s energy.
7. The store had an _____ of shirts.
8. Tom tried to fix the computer but the problem was too _____.
9. I _____ read and write in English.
10. He had a medical _____ and went to the hospital.
11. Let me _____ the rules of the game.
12. Watch your money, have fun and _____, be careful!
13. The plane _____d as it prepared to take off.
14. His _____ for the car is $5,000.
15. For many years, Coca-Cola _____d the soft drink market.

above all
accelerate
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D. Write The Letter Of Word That Matches The Definition On The Line

1. _____ The weather conditions in general or over a long period.

2. _____ Non-stop.

3. _____ Having different views

4. _____ Substantial; not a small amount.

5. _____ Destroy completely.

6. _____ Exchanges or sacrifcies made in order to obtain something else.

7. _____ A group of things arranged in order.

8. _____ Hard to understand or do.

9. _____ Have the ability to do something.

10. _____ A problem that must be solved immediately.

11. _____ To make something clear.

12. _____ Most importantly

13. _____ To move faster and faster.

14. _____ Something that is owed.

15. _____ To have a powerful over something or someone.

A. above all
B. accelerate
C. complex
D. continuous
E. dominate
F. devastating
G. considerable
H. defined
I. crisis
J. debt
K. can
L. cost
M. argument
N. array
O. climate

E. Write An Original Sentence Using Each Of The Words Below

above all accelerate complex continuous dominate
devastating considerable defined crisis debt can cost
argument array climate

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2. How to solve the problem by reading several relevant articles.
3. Present the findings in front of the class.

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KEY ANSWERS:

Lesson 1 Language Skills

I. Reading academic 1

C. Fill-in-the-blank:

1) extract   2) consensus   3) encompasses   4) benign
5) existence   6) complex   7) alter   8) consequence
9) diminished   10) distort   11) developmental   12)
assemble   13) accurate   14) approximately

D. Matching:

A. 13   B. 7   C. 4   D. 6   E. 2   F. 10   G. 5   H. 9
I. 1   J. 14   K. 12   L. 8   M. 3   N. 11

II. Reading academic 2

C. Fill-in-the-blank:

1) contribution   2) accept   3) analysis   4) approach
5) continuous   6) ability   7) disabilities   8) describe
9) can   10) cite   11) define   12) comparison   13)
accurately   14) comprehension   15) causal

D. Matching:

A. 15   B. 12   C. 14   D. 5   E. 2   F. 10   G. 11   H.
13   I. 3   J. 6   K. 7   L. 4   M. 1   N. 9   O. 8

Lesson 2 Educations

C. Fill-in-the-blank Answer Key:

1) analysis   2) adapt   3) conducts   4) considerable
5) can   6) academic   7) community   8) collaboration
9) alternative   10) analyzed   11) curriculum   12) context
13) assessment   14) course   15) accompany

D. Matching Answer Key:

A. 6　　B. 9　　C. 3　　D. 15　　E. 10　　F. 4　　G. 2　　H. 13
I. 1　　J. 11　　K. 7　　L. 14　　M. 12　　N. 8　　O. 5

Lesson 3

C. Fill-in-the-blank Answer Key:

1) accomplished　　2) adapt　　3) approach　　4) available
5) argument　　6) appropriate　　7) accompanied　　8)
challenge　　9) challenged　　10) can　　11) collaboration
12) attempted　　13) assist　　14) accompany　　15) accurate

D. Matching Answer Key:

A. 15　　B. 6　　C. 14　　D. 1　　E. 2　　F. 13　　G. 4　　H. 9
I. 12　　J. 7　　K. 3　　L. 11　　M. 10　　N. 5　　O. 8

Lesson 4 Economics

I.　Academic reading 1

C. Fill-in-the-blank:

1) approach　　2) analytical　　3) complements　　4)
collective　　5) appropriate　　6) comparative　　7) annual
8) aggregated　　9) adjusted　　10) comparison　　11) beset
12) asset　　13) accumulation　　14) approximately

D. Matching:

A. 7　　B. 5　　C. 12　　D. 4　　E. 6　　F. 8　　G. 3　　H. 9　　I.
11　　J. 15　　K. 2　　L. 14　　M. 1　　N. 13　　O. 10

II.　Academic reading 2

C. Fill-in-the-blank:

1) affordable   2) continuity   3) discussion   4) engaged
5) climate   6) costs   7) characterized   8) account   9)
environment   10) archipelago   11) can   12) diminution
13) emerge   14) enable   15) energy

D. Matching:

A. 8   B. 10   C. 2   D. 12   E. 3   F. 13   G. 14   H. 7
I. 1   J. 11   K. 4   L. 6   M. 15   N. 9   O. 5

Lesson 5. Socials

I. Academic Reading 1

C. Fill-in-the-blank:

1) conservation   2) access   3) adapt   4) concession
5) concluded   6) categorized   7) appropriate   8)
challenged   9) can   10) agriculture   11) community
12) ancestors   13) applied   14) ambitious

D. Matching:

A. 15   B. 7   C. 4   D. 5   E. 13   F. 2   G. 3   H. 6
I. 8   J. 11   K. 14   L. 9   M. 10   N. 12   O. 1

Lesson 6

I. Academic Reading 1

C. Fill-in-the-blank:

1) conservation   2) apparent   3) crucial   4) culinary
5) consume   6) attached   7) conserve   8) challenged
9) can   10) attributed   11) academic   12) define   13)
arrival   14) attention

D. Matching:

A. 12   B. 2   C. 5   D. 6   E. 13   F. 3   G. 4   H. 7
I. 11   J. 9   K. 15   L. 14   M. 10   N. 1   O. 8

II.   Academic Reading 2

C. Fill-in-the-blank:

1) contribution   2) available   3) explicit   4) even   5)
encourage   6) conjunction   7) behavior   8) community
9) define   10) analyzed   11) fact   12) contend   13)
environment   14) context

D. Matching:

A. 7   B. 4   C. 6   D. 11   E. 13   F. 10   G. 2   H. 3
I. 5   J. 9   K. 8   L. 15   M. 1   N. 14   O. 12

Lesson 7 Sports

I.   Academic reading 1

C. Fill-in-the-blank:

1) establish   2) enormous   3) incidence   4) available
5) fundamental   6) comparable   7) game   8) analyzed
9) census   10) deemed   11) intensity   12) enforce
13) endurance   14) competitive   15) found

D. Matching:

A. 9   B. 6   C. 14   D. 13   E. 2   F. 5   G. 3   H. 8
I. 10   J. 11   K. 4   L. 12   M. 7   N. 1   O. 15

II.   Academic reading 2

C. Fill-in-the-blank:

1) establish   2) extensive   3) factors   4) influences
5) costs   6) incidence   7) intrinsic   8) factor   9)
correlate   10) instance   11) effective   12) can   13)
control

D. Matching:

A. 15   B. 12   C. 2   D. 6   E. 10   F. 7   G. 11   H.
14   I. 8   J. 4   K. 1   L. 9   M. 13   N. 5   O. 3

Lesson 8 environments

I. Academic reading 1

C. Fill-in-the-blank:

1) comprehensive   2) conservation   3) declined   4)
analysis   5) consumes   6) conduct   7) accumulated
8) adjacent   9) considerable   10) can   11) acid   12)
alternative   13) annual   14) accumulation   15)
approximately

D. Matching:

A. 11   B. 8   C. 12   D. 13   E. 1   F. 6   G. 5   H. 7
I. 9   J. 15   K. 3   L. 4   M. 14   N. 10   O. 2

II. Academic reading 2

C. Fill-in-the-blank:

1) continuous   2) approach   3) aesthetic   4) categorized
5) appropriate   6) characteristic   7) challenged   8) can
9) accumulate   10) define   11) annual   12) comparison
13) Antarctic   14) density   15) contaminated

D. Matching Answer Key:

A. 9   B. 11   C. 13   D. 5   E. 6   F. 1   G. 10   H. 4
I. 7   J. 3   K. 2   L. 15   M. 12   N. 8   O. 14

Lesson 9

I.   Academic reading 1

C. Fill-in-the-blank:

1) aging   2) adhesion   3) barrier   4) approach   5)
achieved   6) activation   7) ability   8) acute   9)
chronic   10) breakthrough   11) behavior   12) beneficial
13) colon   14) assumed

D. Matching:

A. 8   B. 2   C. 12   D. 5   E. 15   F. 3   G. 14   H. 11
I. 7   J. 1   K. 10   L. 4   M. 9   N. 6   O. 13

II.   Academic reading 2

C. Fill-in-the-blank:

1) accept   2) analysis   3) approach   4) justify   5)
outcome   6) explicit   7) emphasis   8) define   9) by
extension   10) lacked   11) extract   12) literature   13)
participate   14) extension   15) interpretation

D. Matching:

A. 7   B. 6   C. 14   D. 12   E. 13   F. 1   G. 10   H. 4
I. 11   J. 8   K. 9   L. 2   M. 5   N. 15   O. 3

III.   Academic reading 3

C. Fill-in-the-blank:

1) available   2) advisory   3) ability   4) advise   5)
appropriate   6) acute   7) assist   8) challenged   9)

can   10) adjusted   11) adequate   12) achieved   13) authorization   14) absence   15) adherence

D. Matching:

A. 6   B. 15   C. 2   D. 5   E. 12   F. 11   G. 10   H. 7
I. 1   J. 8   K. 3   L. 14   M. 13   N. 4   O. 9

Lesson 10 Politics

I. Academic Reading 1

C. Fill-in-the-blank:

1) activist   2) agenda   3) approach   4) climate   5) commodities   6) collective   7) challenged   8) can   9) community   10) collaboration   11) alliance   12) compel 13) concentrate   14) accelerated   15) accountable

D. Matching:

A. 6   B. 12   C. 14   D. 7   E. 2   F. 15   G. 1   H. 9
I. 3   J. 5   K. 11   L. 10   M. 8   N. 13   O. 4

II. Academic reading 2

C. Fill-in-the-blank:

1) discussion   2) factors   3) crucial   5) brokered   6) develop   7) even   9) effective   10) can   11) attention 12) facilitate   13) actionable   14) guidelines   15) complements

D. Matching:

A. 13   B. 1   C. 9   D. 12   E. 15   F. 3   G. 7   H. 11
I. 4   J. 14   K. 5   L. 8   M. 10   N. 2   O. 6

III. Academic reading 3

C. Fill-in-the-blank:

1) climate   2) continuous   3) argument   4) considerable
5) devastated   6) cost   7) array   8) complex   9) can
10) crisis   11) define   12) above all   13) accelerate
14) debt   15) dominate

D. Matching:

A. 12   B. 13   C. 8   D. 2   E. 15   F. 5   G. 4   H. 11
I. 10   J. 14   K. 9   L. 6   M. 3   N. 7   O. 1

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Publications

PELATIHAN BAHASA INGGRIS UNTUK PARA PENJUAL DI PANTAI PINK LOMBOK JCES (Journal of Character Education Society), 856-861	2022
PELATIHAN TOEFL (TEST OF ENGLISH AS FOREIGN LANGUAGE) BAGI GURU-GURU PESANTREN JCES (Journal of Character Education Society) 5 (3), 715-725	2022
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THE EFFECTIVE OF USING SQR3 METHOD IN STUDENT'S READING COMPREHENSION Linguistics and ELT Journal 3 (1), 98-116	2015

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2	ASIATEFL:	Member
3	ICMI	The Leaders of Departments
4	HIPMIKIMDO	General Secretary
5	Muhammadiyah	members
6	PKBN-NTB	Leader

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Publication	
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2022	An Analysis of the Lexical and Contextual Meaning of the Poem Phenomenal Woman By Maya angelou
2022	Pelatihan Bahasa Inggrisuntuk Para Penjual di Pantai PINK Lombok

2022	PenguatankapasitasJurnalisWargadalamDiseminasi Data danInformasi Pembangunan
2022	MenekanAngkaPernikahan Dini melaluiAwik-awikDise
2021	A Bibliometric Analysis of EFL reading Fluency From 2016 to 2021
2021	The Effectiveness of Educational Supervision in Pandemic era Covid-19
2021	Teaching Learning Network untukMeningkatkanProfesionalime guru Paud Era 4.1
2021	Implementation of SPA art.22 Un CRC on Children Displaced by Natural disaster Victim in Lombok, West Nusa Tenggara-Indonesia
2017	Investigating Intercultural Communicative Competence Model of English Student at STKIP YapisDompu-NTB
2017	Investigating the Student Strategies in Developing Intercultural Communicative Competence (ICC) Model in Indonesia university Context
2016	Intercultural Communicative competence in English Language Teaching (ELT) for Students Identify in Indonesia University Context
2016	Developing intercultural Communicative Competence Model for English students in Indonesia University Context
2014	Improving Speaking Ability of the first year Students of SMPN 1 Dompu through Communicative Activities
2014	Strategies for Teaching Speaking: The STKIP YapisDompu-NTB Experience